



Nevada Commission on Peace Officers'  
Standards and Training

WEDNESDAY, JULY 24, 2013 – 9:30AM

**WORKSHOP**

THURSDAY JULY 25, 2013 – 1:30PM

**POST COMMISSION MEETING**

PROSPECTOR HOTEL AND CASINO,  
1501 E. AULTMAN,  
GHOST TRAIN ROOM  
ELY, NEVADA



STATE OF NEVADA  
COMMISSION ON PEACE OFFICERS' STANDARDS AND TRAINING  
5587 Wa Pai Shone Ave  
Carson City, Nevada 89701  
(775) 687-7678  
Fax (775) 687-4911

Brian Sandoval  
Governor

Richard P. Clark  
Executive Director

July 2, 2013

## AMENDED NOTICE OF WORKSHOP TO SOLICIT COMMENTS ON PROPOSED REGULATIONS

The Commission on Peace Officers' Standards and Training, 5587 Wa Pai Shone Avenue, Carson City, Nevada, Telephone Number (775) 687-7678, is proposing the Adoption, Amendment and Repeal of regulations pertaining to Chapter 289 of the Nevada Administrative Code.

A workshop has been scheduled for 9:30 am, on July 24, 2013, at the Prospector Hotel and Casino, 1501 E. Aultman, Ghost Train Room, Ely, Nevada.

The purpose of the workshop is to solicit comments from interested persons on the following general topic that may be addressed in the proposed regulations:

### TOPIC

### NAC REGULATION

- |   |                    |
|---|--------------------|
| A. The Commission to consider amending NAC 289.230, which establishes the requirements for mandatory annual continuing education, to include proposed changes to the annual 24 hour continuing education training requirement. The regulation changes are being considered in order to provide agencies more flexibility in meeting individual training needs and increasing overall professionalism. | <b>NAC 289.230</b> |
| B. The Commission to consider amending NAC 289.260, which establishes the minimum requirements for a Management Certificate to include the removal of the wording "in addition to the units required for the intermediate and advanced certificates".   | <b>NAC 289.260</b> |

A copy of all materials related to the proposal may be obtained at the workshop or by contacting the Commission on Peace Officers' Training, 5587 Wa Pai Shone Avenue, Carson City, Nevada, Telephone Number (775) 687-7678. A reasonable fee for copying may be charged.

This Notice of Workshop to Solicit Comments on Proposed Regulation has been sent to all listed meeting locations, all persons on the agency's mailing list for administrative regulations, all Nevada law enforcement agencies, law enforcement training academies, agency single points of contact, and posted on the POST web site at [www.post.nv.gov](http://www.post.nv.gov), on the Nevada Legislature web site at [www.leg.state.nv.us](http://www.leg.state.nv.us) and at the following locations:

<p><b>CARSON CITY</b>          Blasdel Building, 209 East Musser Street          Nevada State Library, 100 Stewart Street          Capitol Building, 101 N. Carson Street          POST Administration, 5587 Wa Pai Shone          Carson City Sheriff's Office, 901 East Musser Street</p>	<p><b>LAS VEGAS</b>          Grant Sawyer State Building, 555 Washington Avenue</p> <p><b>ELY</b>          White Pine County Sheriff's Office, 1785 Great Basin Rd</p>
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**NOTE:** We are pleased to make reasonable accommodations for members of the public with disabilities who wish to attend the meeting. If special arrangements for the meeting are necessary, please notify the POST Commission, in writing, at 5587 Wa Pai Shone Avenue, Carson City, Nevada, 89701 or call Scott Johnston, at (775) 684-7678, Extension 3335, no later than five working days prior to the meeting.



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Brian Sandoval  
Governor

Richard P. Clark  
Executive Director

**AMENDED NOTICE OF PUBLIC MEETING (NRS 241)**

NOTICE IS HEREBY GIVEN THAT STARTING AT 9:30 AM ON WEDNESDAY, JULY 24, 2013, THE COMMISSION ON PEACE OFFICERS' STANDARDS AND TRAINING WILL HOLD A WORKSHOP AT PROSPECTOR HOTEL AND CASINO, 1501 E. AULTMAN, GHOST TRAIN ROOM, ELY, NEVADA.

THE WORKSHOP HAS BEEN PREVIOUSLY NOTICED PURSUANT TO THE REQUIREMENTS OF NRS CHAPTER 233B. THE PUBLIC CAN COMMENT ON THE PROPOSED REGULATIONS DURING THE WORKSHOP BY APPEARING AT THE LOCATION SET OUT ABOVE.

The agenda will include the following items. The Commission, at their discretion, may take items out of order, combine two or more agenda items for consideration, and remove an item from the agenda or delay discussion relating to an item on the agenda at any time. A request to have an item on the agenda heard out of order shall be made to the Commission's secretary prior to the commencement of the meeting. Prior to the commencement or conclusion of a contested case or a quasi-judicial proceeding that may affect the due process rights of an individual the Commission may refuse to consider public comment. See NRS 233B.126.

**1. WORKSHOP ON PROPOSED REGULATIONS**

THE PURPOSE OF THIS PORTION OF THE AGENDA IS TO SOLICIT COMMENTS FROM INTERESTED PERSONS ON THE FOLLOWING GENERAL TOPICS THAT MAY BE ADDRESSED IN THE PROPOSED REGULATIONS:

<b><u>TOPIC</u></b>	<b><u>NAC REGULATION</u></b>
A. The Commission to consider amending NAC 289.230, which establishes the requirements for mandatory annual continuing education, to include proposed changes to the annual 24 hour continuing education training requirement. The regulation changes are being considered in order to provide agencies more flexibility in meeting individual training needs and increasing overall professionalism.	<b>NAC 289.230</b>
B. The Commission to consider amending NAC 289.260, which establishes the minimum requirements for a Management Certificate to include the removal of the wording "in addition to the units required for the intermediate and advanced certificates".	<b>NAC. 289.260</b>

2. Public Comments.

*The Commission may not take action on any matter considered under this item until the matter is specifically included on an agenda as an action item.*

3. **DISCUSSION, PUBLIC COMMENT AND FOR POSSIBLE ACTION.**

Adjournment.

**POSTED AT THE FOLLOWING LOCATIONS:**

POST Administrative Office, Carson City  
Nevada State Capitol, Carson City  
Blasdel State Building, Carson City  
Nevada State Library and Archives, Carson City  
Grant Sawyer Building, Las Vegas  
White Pine County Sheriff's Office, Ely  
Carson City Sheriff's Office  
<http://www.post.nv.gov>  
[www.leg.state.nv.us](http://www.leg.state.nv.us)

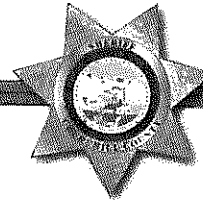
**Electronically Posted pursuant to NRS 241.020(4)**

Pursuant to NRS 241.020 (2c), a copy of supporting materials for the meeting may be obtained by contacting Scott Johnston at (775) 687-7678, Ext. 3335 Commission on Peace Officers' Standards and Training at 5587 Wa Pai Shone Avenue, Carson City, Nevada 89701.

*NOTE: We are pleased to make reasonable accommodations for members of the public who are disabled and wish to attend the meeting. If special arrangements for the meeting are necessary, please notify the Commission on Peace Officers' Standards and Training at 5587 Wa Pai Shone Avenue, Carson City, Nevada 89701 or call Scott Johnston at (775) 687-7678, Ext. 3335, no later than 2 working days prior to the meeting.*

Pursuant to NRS 241.020 (2c), a copy of supporting materials for the meeting may be obtained by contacting Scott Johnston at (775) 687-7678, Ext. 3335 Commission on Peace Officers' Standards and Training at 5587 Wa Pai Shone Avenue, Carson City, Nevada 89701.

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July 3, 2013

Mr. Richard Clark  
Executive Director Nevada POST Commission  
5587 Wa Pai Shone Avenue  
Carson City, NV 89701

Dear Sir,

I am sending this letter in support of the recommendation to amend NAC 289.230. In particular, I wish to address the provision which provides for the annual 24 hour training requirement.

I am in favor of allowing individual agencies more flexibility in this training requirement. I would support an amendment that specified that individual employees be required to exhibit proficiency in training rather than a set 24 hours of training.

I am including the signatures of my Division Captains to express their support for this measure.

Sincerely,

A handwritten signature in black ink, appearing to read "Ben Trotter".

Ben Trotter  
Sheriff

Captain Mark Joseph, Operations Division

A handwritten signature in black ink, appearing to read "Mark Joseph".

Captain Michael Matheson, Support Division

A handwritten signature in black ink, appearing to read "M.C. Matheson".

BT/MJ/mcm



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COMMISSION ON PEACE OFFICERS' STANDARDS AND TRAINING  
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Carson City, Nevada 89701  
(775) 687-7678  
Fax (775) 687-4911

Brian Sandoval  
Governor

Richard P. Clark  
Executive Director

**THIRD AMENDED NOTICE OF PUBLIC MEETING (NRS 241)**

NOTICE IS HEREBY GIVEN THAT STARTING AT 1:30 PM ON THURSDAY, JULY 25, 2013, THE COMMISSION ON PEACE OFFICERS' STANDARDS AND TRAINING WILL HOLD A REGULARLY SCHEDULED MEETING AT PROSPECTOR HOTEL AND CASINO, 1501 E. AULTMAN, GHOST TRAIN ROOM, ELY, NEVADA.

The agenda will include the following items. The Commission, at their discretion, may take items out of order, combine two or more agenda items for consideration, and remove an item from the agenda or delay discussion relating to an item on the agenda at any time. A request to have an item on the agenda heard out of order shall be made to the Commission's secretary prior to the commencement of the meeting. Prior to the commencement or conclusion of a contested case or a quasi-judicial proceeding that may affect the due process rights of an individual the Commission may refuse to consider public comment. See NRS 233B.126.

**I. REGULARLY SCHEDULED MEETING AGENDA ITEMS**

1. Call to order.
2. Roll call of Commission Members.
3. Commission Chairman Ron Pierini
  - a. **INFORMATION ITEM**  
Governor's appointment of new POST Commissioners: Assistant Sheriff Marshall Emerson from the Washoe County Sheriff's Office and Chief Troy Tanner from the Mesquite Police Department.
  - b. **INFORMATION ITEM**  
Governor's re-appointment of POST Commissioners: Sheriff Dan Watts White Pine County Sheriff's Office, Director Greg Cox Nevada Department of Corrections, Chief Karen Coyne City of Las Vegas Department of Public Safety.
4. **DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**  
Approval of the minutes from the May 2, 2013 POST Commission meeting.
5. Executive Director's Report.
  - a. **INFORMATION ITEM** Basic Training Bureau update.
  - b. **INFORMATION ITEM** POST Budget.
  - c. **INFORMATION ITEM** 4th Quarter Report/Performance Indicators.
  - d. **INFORMATION ITEM** Certificates issued.
  - e. **INFORMATION ITEM** Courses certified.



6. Legal Advisor's Report.
  - a. **INFORMATION ITEM** Report on Legislative changes to the Open Meeting Law.
7. **DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

The Commission will discuss and possibly take action to start the rulemaking process to amend NAC 289.230, which establishes the requirements for mandatory annual continuing education, to include proposed changes to the annual 24 hour continuing education training requirement.
8. **DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

The Commission will discuss and possibly take action to start the rulemaking process to amend NAC 289.260 minimum requirements for a Management Certificate to remove the wording "in addition to the units required for the intermediate and advanced certificates".
9. **DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

POST Commission to review and vote on proposed changes to the Statewide Standardized Performance Objectives, including possibly establishing an effective date, if any, for the revised Performance Objectives, for Categories I, II, II to I upgrade and In-Lieu reciprocity minimum standards of training for the following course topics:

**Law and Legal Procedures:** Civil Liability, Constitutional Law, Crimes Against Persons Crimes Against Property, Juvenile Law, Laws Governing Coroners, Laws of Arrest, Laws Relating to Drugs and Current Drug Trends, Miscellaneous Crimes, Probable Cause, Rights of Victims, Search and Seizure, Traffic Laws and Use of Force.

**Patrol Operations and Investigations:** Abuse of Elderly, Accident Investigations, Basic Patrol Procedures, Child Abuse and Sexual Abuse of a Child, Domestic Violence and Stalking, Investigation of Crime Scenes Collection and Preservation of Evidence and Fingerprinting, Principles of Investigations, Techniques of Interviewing and Interrogation, The DWI Detection and Standardized Field Sobriety Testing Course approved by the National Highway Traffic Safety Administration, and Unknown and High Risk Vehicle Stops.

**Performance Skills:** Health Fitness and Wellness, Interpersonal Communications, Operation of Emergency Vehicles, Provisions of Emergency First Aid and CPR, Searching of Buildings, Tactics for the Arrest and Control of Suspects, including without limitation, Methods for Arrest and the Use of Less than Lethal Weapons, Training Concerning Active Assailant, Training in the Use of Firearms ,and Writing of Reports.

**Functions of a Peace Officer:** Care of Persons in Custody, Community Policing, Counter-Terrorism and Weapons of Mass Destruction, Courtroom Demeanor, including, without limitation The Giving of Testimony, Crisis Intervention, Ethics in Law Enforcement, Handling of Persons with Mental Illness, History and Principles of Law Enforcement, Management of Stress, National Crime Information Center procedures, Survival of Peace Officers, Systems of Criminal Justice, and The Realities of Law Enforcement.
10. **DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

POST Commission to review and vote on proposed changes to the Statewide Standardized Performance Objectives, including possibly establishing an effective date, if any, for the revised Performance Objectives, for Category III, minimum standards of training for the following course topics:

**Legal Subjects:** Civil Rights of Offenders, Searches of Offender Institutions, Laws Relating to Correctional Institutions, Laws Relating to Stalking and Aggravated Stalking, and Use of Force.

**Procedures in the Field:** Gangs and Cults, Supervisions of Offenders, Classification and Receiving of Offenders, Transportation of Offenders, Crisis Intervention, Records of Offenders in Institutions, and Games Offenders Play.

**Skills of Officers:** Writing of Reports for Correctional Institutions, Fire Safety and Use of Emergency Equipment, Fingerprinting, Defensive Tactics, Introduction of Restraints, Physical Conditioning, and Training concerning Active Assailants.

**Investigations:** Crime Scene and Evidence, Investigation of Narcotics and Abuse of Controlled Substances, Investigation of Allegations of Stalking and Aggravated Stalking, Personality Disorders and Prevention of Suicide.

**Community Relations:** Ethics for Correctional Officers, Cultural Awareness, Interpersonal Communications, and Public and Media Relations.

**Miscellaneous Subjects:** Modern Correctional Philosophy, First Aid, Cardiopulmonary Resuscitation, and Criminal Justice System.

11. **DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

POST Commission to review and vote on proposed changes to the Statewide Standardized Performance Objectives, including possibly establishing an effective date, if any, for the revised Performance Objectives, for Reserve, minimum standards of training for the following course topics:

**Law and Legal Procedures:** Civil Liability, Constitutional Law, Crimes Against Persons, Crimes Against Property Juvenile Law, Laws of Arrest, Laws Relating to Drugs and Current Drug Trends, Miscellaneous Crimes, Probable Cause, Search and Seizure, Traffic Laws and Use of Force.

**Patrol Operations and Investigations:** Abuse of Elderly, Basic Patrol Procedures, Child Abuse and Sexual Abuse of a Child, Domestic Violence and Stalking, Investigation of Crime Scenes Collection and Preservation of Evidence and Fingerprinting, Principles of Investigations, and Unknown and High Risk Vehicle Stops.

**Performance Skills:** Health Fitness and Wellness, Provision of Emergency First Aid and CPR, Tactics for the Arrest and Control of Suspects, including without limitation, Methods for arrest and the Use of Less than Lethal Weapons, Training Concerning Active Assailant, Training in the Use of Firearms, and Writing of Reports.

**Functions of a Peace Officer:** Community Policing, Counter-Terrorism and Weapons of Mass Destruction, Courtroom Demeanor, including, without limitation The Giving of Testimony, Crisis Intervention, Ethics in Law Enforcement, Handling of Persons with Mental Illness, History and Principles of Law Enforcement, Survival of Peace Officers.

12. **DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

POST Commission to consider a request from Nevada Department of Public Safety for an Executive Certificate for Captain Thomas A. Jackson.

13. **PUBLIC COMMENTS**

*The Commission may not take action on any matter considered under this item until the matter is specifically included on an agenda as an action item.*

14. **DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

Schedule upcoming Commission meetings.

15. **DISCUSSION, PUBLIC COMMENT, AND FOR POSSIBLE ACTION.**

Adjournment.

**POSTED AT THE FOLLOWING LOCATIONS:**

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ONE HUNDRED ONE NORTH CARSON STREET  
CARSON CITY, NEVADA 89701  
OFFICE: (775) 684-5670  
FAX No.: (775) 684-5683



555 EAST WASHINGTON AVENUE, SUITE 5100  
LAS VEGAS, NEVADA 89101  
OFFICE: (702) 486-2500  
FAX No.: (702) 486-2505

## Office of the Governor

July 1, 2013

Chief Troy Tanner  
City of Mesquite  
695 Mayan Circle  
Mesquite, NV 89024

RE: Appointment to the Peace Officers' Standards and Training Commission  
Term: 7/1/2013 to 6/30/2014

Dear Chief Tanner:

Congratulations on your appointment to the Peace Officers' Standards and Training Commission for the State of Nevada. I truly appreciate your commitment to serve Nevada and your fellow citizens.

The official commission, signed by me and Secretary of State Miller, is for your records. Accompanying your commission is an oath of office, which must be executed before a notary public or any other authorized official (as required by NRS 281.030). This oath must be signed and returned to the Governor's office, and a copy to the commission before serving your term.

Also, in the packet you will find a notice which details possible required filings with the Nevada Commission on Ethics and the Secretary of State's office. Failure to file any required documentation may result in fines and/or removal from office.

Please familiarize yourself with Nevada Open Meeting Law. The Open Meeting Law is codified in Chapter 241 of the Nevada Revised Statutes. The Attorney General's office also publishes an Open Meeting Law Manual. That manual can be found at [www.ag.state.nv.us](http://www.ag.state.nv.us).

Should you have any questions regarding the enclosed, please contact Annalyn Carrillo at (702) 486-0625. We wish you the best of luck in your position, and thank you for agreeing to serve the citizens of Nevada.

*Thank you for  
your service to  
Nevada -*

Sincere regards,

Handwritten signature of Brian Sandoval in black ink.

BRIAN SANDOVAL  
Governor

Enclosures

cc: Richard Clark, Executive Director  
Peace Officers' Standards and Training Commission

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## Office of the Governor

July 1, 2013

Assistant Sheriff Marshall Emerson  
Washoe County Sheriff's Office  
911 Parr Boulevard  
Reno, NV 89512

RE: Appointment to the Peace Officers' Standards and Training Commission  
Term: 7/1/2013 to 6/30/2014

Dear Assistant Sheriff Emerson:

Congratulations on your appointment to the Peace Officers' Standards and Training Commission for the State of Nevada. I truly appreciate your commitment to serve Nevada and your fellow citizens.

The official commission, signed by me and Secretary of State Miller, is for your records. Accompanying your commission is an oath of office, which must be executed before a notary public or any other authorized official (as required by NRS 281.030). This oath must be signed and returned to the Governor's office, and a copy to the commission before serving your term.

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Should you have any questions regarding the enclosed, please contact Annalyn Carrillo at (702) 486-0625. We wish you the best of luck in your position, and thank you for agreeing to serve the citizens of Nevada.

*Thank you for  
your review to  
news -*

Sincere regards,

Handwritten signature of Brian Sandoval in black ink.

BRIAN SANDOVAL  
Governor

Enclosures

cc: Richard Clark, Executive Director  
Peace Officers' Standards and Training Commission

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## Office of the Governor

July 2, 2013

Sheriff Danny Watts  
1785 Great Basin Road  
Ely, NV 89301

RE: Reappointment to the Peace Officers' Standards and Training Commission  
Term: 7/3/2013 to 6/30/2015

Dear Sheriff Watts:

Congratulations on your reappointment to the Peace Officers' Standards and Training Commission for the State of Nevada. I truly appreciate your commitment to serve Nevada and your fellow citizens.

The official commission, signed by me and Secretary of State Miller, is for your records. Accompanying your commission is an oath of office, which must be executed before a notary public or any other authorized official (as required by NRS 281.030). This oath must be signed and returned to the Governor's office, and a copy to the commission before serving your term.

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Should you have any questions regarding the enclosed, please contact Annalyn Carrillo at (702) 486-0625. We wish you the best of luck in your position, and thank you for agreeing to serve the citizens of Nevada.

Sincere regards,

Handwritten signature of Brian Sandoval in black ink.  
BRIAN SANDOVAL  
Governor

*Thank you for your  
continued service  
to Nevada -*

Enclosures

cc: Richard Clark, Executive Director  
Peace Officers' Standards and Training Commission

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## Office of the Governor

July 1, 2013

Director Greg Cox  
Department of Corrections  
3955 W. Russell Road  
Las Vegas, NV 89118

RE: Reappointment to the Peace Officers' Standards and Training Commission  
Term: 7/1/2013 to 6/30/2015

Dear Director Cox:

Congratulations on your reappointment to the Peace Officers' Standards and Training Commission for the State of Nevada. I truly appreciate your commitment to serve Nevada and your fellow citizens.

The official commission, signed by me and Secretary of State Miller, is for your records. Accompanying your commission is an oath of office, which must be executed before a notary public or any other authorized official (as required by NRS 281.030). This oath must be signed and returned to the Governor's office, and a copy to the commission before serving your term.

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Should you have any questions regarding the enclosed, please contact Annalyn Carrillo at (702) 486-0625. We wish you the best of luck in your position, and thank you for agreeing to serve the citizens of Nevada.

Sincere regards,

Handwritten signature of Brian Sandoval.  
BRIAN SANDOVAL  
Governor

*Thank you for your continued service to Nevada -*

Enclosures

cc: Richard Clark, Executive Director  
Peace Officers' Standards and Training Commission

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## Office of the Governor

July 1, 2013

Karen Coyne-Thompson

RE: Reappointment to the Peace Officers' Standards and Training Commission  
Term: 7/1/2013 to 6/30/2015

Dear Ms. Coyne-Thompson:

Congratulations on your reappointment to the Peace Officers' Standards and Training Commission for the State of Nevada. I truly appreciate your commitment to serve Nevada and your fellow citizens.

The official commission, signed by me and Secretary of State Miller, is for your records. Accompanying your commission is an oath of office, which must be executed before a notary public or any other authorized official (as required by NRS 281.030). This oath must be signed and returned to the Governor's office, and a copy to the commission before serving your term.

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*Thank you for your  
continued service to  
Nevada -*

Sincere regards,

A handwritten signature in black ink, appearing to read "Brian Sandoval".  
BRIAN SANDOVAL  
Governor

Enclosures

cc: Richard Clark, Executive Director  
Peace Officers' Standards and Training Commission



**PEACE OFFICERS' STANDARDS AND TRAINING**

**WORKSHOP**

May 2, 2013

1:50 p.m.

Peace Officers' Standards And Training  
5587 Wa Pai Shone Ave  
Carson City, Nevada 89701

**MEMBERS PRESENT:**

**Ronald Pierini**, Sheriff - Chairman,  
Douglas County Sheriff's Office

**Greg Cox**, Director  
Department of Corrections

**Karen Coyne**, Chief Officer  
Public Safety, City of Las Vegas

**Anthony DeMeo**, Sheriff  
Nye County Sheriff's Office

**Dan Watts**, Sheriff  
White Pine County Sheriff's Office

**Chris Perry**, Director  
Department of Public Safety

**STAFF PRESENT:**

**Richard P. Clark**, Executive Director,  
Commission on Peace Officers'  
Standards and Training

**Michael Jensen**, Senior Deputy  
Attorney General  
Department of Motor Vehicles and  
Department of Public Safety

**Scott Johnston**, Bureau Chief,  
Commission on Peace Officers'  
Standards and Training

**Michael Sherlock**, Audits and  
Compliance  
Peace Officers' Standards and  
Training

1                   RONALD PIERINI:  If I could begin, I want  
2  to outline a few things that we would like you, as  
3  the audience, especially to -- to do for us and that  
4  is that over here on my right, by Boe Turner, we  
5  have a list over there.  If you're going to do any  
6  kind of discussion items on what we have here today  
7  or any comments, I'd appreciate having your name on  
8  that.  Also, as -- remind the public that when you  
9  are up here at the front is to say your name and  
10 what agency that you are affiliated with.

11                   In courtesy of others, we'd appreciate  
12 that all the cell phones are turned off and pagers  
13 and -- as the Commissioners, most of us have been  
14 here for a long time, we do understand it, when we  
15 do make a motion or we want to make a comment,  
16 please say your name so it can be recorded  
17 correctly.  The mics are pretty sensitive so if  
18 there's any conversation between your -- your  
19 neighbor, Commissioners, it could pick that up.  
20 We'd appreciate you not doing that.  And then,  
21 finally, as the Commissioners, when you make a  
22 motion, please state your name and exactly what the  
23 motion is.

24                   The first thing that we're going to do  
25 today is -- what we need to do is do a roll call

1 and, Mr. Cox, if we could start with you, sir.

2 GREG COX: Greg Cox, Director, Department  
3 of Corrections.

4 CHRIS PERRY: Chris Perry, Director DPS.

5 DAN WATTS: Dan Watts, Sheriff White Pine  
6 County.

7 RONALD PIERINI: Ron Pierini, Douglas  
8 County.

9 ANTHONY DEMEO: Tony DeMeo, Sheriff of Nye  
10 County.

11 KAREN COYNE: Karen Coyne, Chief Officer  
12 of Public Safety in the City of Las Vegas.

13 RICHARD CLARK: Dick Clark, POST.

14 MICHAEL JENSEN: Mike Jensen, Office of  
15 the Attorney General.

16 SCOTT JOHNSTON: Scott Johnston, POST.

17 MICHAEL SHERLOCK: And Mike Sherlock,  
18 POST.

19 RONALD PIERINI: Thank you. Today is May  
20 1, 2013. Actually, it's May 2nd, isn't it? And  
21 we're here at the POST Commission in Carson City.  
22 We're going to first start off with actually dealing  
23 with a workshop; proposed regulations on the change  
24 of regulations. I'd like to start off with I guess  
25 you, Scott, if we could.

1           SCOTT JOHNSTON: Thank you, Mr. Chairman.  
2 Scott Johnston for the record. For the workshop  
3 here, we'll -- there's four items to address, all  
4 falling under NAC 289.230, and for simplicity, we'll  
5 just start off one at a time and progress as we  
6 discuss this. Again, just to mention that the  
7 purpose of this workshop is to get discussion going  
8 and receive comments on the issue here that's going  
9 to be affecting NAC 289.230.

10           The first area, A, is removal of the  
11 annual 24-hour continuing education training  
12 requirement and replace it with annual requirement  
13 for peace officers to show proficiency in critical  
14 skills with no minimum number of training hours  
15 required.

16           And, Mr. Chairman, if you wish, I could  
17 give a little bit of history behind this component  
18 of the NAC and kind of set a foundation for the  
19 direction that this is going.

20           Some of you may recall that back in 1997  
21 when the Commission was a committee, they did adopt  
22 a change to this particular section at the request  
23 of agencies. The agencies' argument was they wanted  
24 the removal of the requirements on defensive  
25 tactics, which had a mandatory minimum eight hours

1 associated with it and with impact weapons, which  
2 had a mandatory minimum of four hours that must be  
3 met. Their argument was officers, more likely than  
4 not, could demonstrate proficiency in less time than  
5 what the NAC was requiring that the training be  
6 done.

7           In the case in question, the officers  
8 would end up spending all that time doing training  
9 when proficiency could be demonstrated in half or  
10 less time. And if that were removed, then the  
11 officers could spend more time focusing on  
12 continuing education to better their own education  
13 and professional development, and the Commission  
14 agreed. And, at that time, they did remove the  
15 eight hours and the four hours, but left the total  
16 of 24 hours associated with this NAC. That was  
17 adopted as LCB 171-97.

18           The current proposal here for discussion  
19 by removing the 24-hour requirement, agencies would  
20 just be focusing on those areas of compliance that  
21 require proficiency to be demonstrated. That is  
22 nothing new. That is currently the way it is in the  
23 NAC, but the NAC here also requires a total of 24  
24 hours to be conducted. So agencies find themselves  
25 back filling the remainder of the hours with

1 training of any type just to comply with an hourly  
2 requirement. By doing this, what it's going to  
3 allow is, in essence, it moves that time that should  
4 be spent fulfilling an hourly requirement over to  
5 professional development where officers would  
6 demonstrate proficiency for compliance reasons to  
7 maintain their Basic Certificate.

8           Secondarily, because there would be no  
9 hours, the time could better be spent after that  
10 focusing on professional development of the  
11 officers, attending courses that better their  
12 knowledge, their skills and their abilities outside  
13 the scope of just compliance with critical skills.  
14 So it's actually cost savings to the agencies  
15 because they're not spending all that time trying to  
16 comply with hours versus focusing on compliance with  
17 demonstrating proficiency.

18           And I have with us Mike Sherlock who is  
19 our Audits and Compliance Supervisor who has been  
20 very active working with the agencies all through  
21 this last year addressing the issues of continuing  
22 education. He is also here to answer any questions  
23 that discussion may bring out.

24           RONALD PIERINI: Does any of the  
25 Commissioners have any questions? So to make sure

1 that I am clear, maybe the people in the audience,  
2 when we're doing this, I mean, you have the critical  
3 skills that -- that would take so many hours to  
4 accomplish in what we do today. You'd have to be in  
5 the classroom, you'd have to be there for four  
6 hours, you'd stay there for four hours and get that  
7 credit; is that correct?

8 SCOTT JOHNSTON: If I --

9 RONALD PIERINI: Instead of -- of going --  
10 instead of putting hours to each one of those  
11 events, what you're saying is you'll accomplish that  
12 (inaudible).

13 SCOTT JOHNSTON: Correct.

14 RONALD PIERINI: Is that what I'm hearing?

15 SCOTT JOHNSTON: And that's the way it  
16 currently is now with the way the NACs are written,  
17 except that they have to continue with other  
18 training just to fulfill the --

19 RONALD PIERINI: The 24 hours.

20 SCOTT JOHNSTON: -- balance of the 24  
21 hours. By eliminating that component, the rest of  
22 that time could be spent on more productive training  
23 for professional development.

24 RONALD PIERINI: So let's say that we go  
25 to this thing, we drop the 24 hours and then that



1 training is done on the critical end. There is not  
2 going to be any kind of stipulation that they have  
3 to have so much training beyond that in hours or  
4 different classes; is that what I'm -- no?

5 SCOTT JOHNSTON: That's correct. That  
6 would be at the discretion of the agency if they  
7 wanted to mandate anything above and beyond that.

8 RONALD PIERINI: So what we're doing is  
9 we're saying on a certification on critical skilled  
10 items, they have to accomplish that from five  
11 minutes up to 10 hours, whatever, could be 12 hours,  
12 whatever. The rest of it is on the agency to make  
13 sure that they're giving the training for each one  
14 of the peace officers that they are educated in  
15 different fields or different whatever it might be  
16 to improve their -- their skills. So it would be up  
17 to the agency and POST would not really regulate  
18 that. Is that what I'm -- I'm understanding?

19 MICHAEL SHERLOCK: Well, if I could  
20 address, Mr. Chairman, Mike Sherlock from POST.  
21 Currently, those hours that they're using to make up  
22 the 24 hours go to nothing but compliance because of  
23 the regulation. If you're able -- if we're able to  
24 do this and concentrate on critical skills to  
25 maintain the Basic, those hours that they currently

1 do even today would then be able to be applied  
2 towards the professional development, their  
3 certificate. So we do regulate those other hours.  
4 It's just moving those hours from the -- the  
5 mandatory critical skills area and putting it over  
6 where it should be, in our -- in my opinion, in the  
7 professional development arena where we do have  
8 hourly requirements. You just can't use that 24  
9 hours right now for -- for that area. But if we're  
10 able to -- to do this, those hours would be then  
11 applied for as professional development, and  
12 currently, they're not. So then the agencies could  
13 decide what training applies to professional  
14 development and those hours would go towards their  
15 professional certificates.

16           CHRIS PERRY: Mr. Chair? For the record,  
17 Chris Perry. Was this brought to our attention by  
18 agencies or is this something that you guys decided  
19 might need to be changed on your own?

20           SCOTT JOHNSTON: Partially both. In the  
21 past, every time an agency -- well, not every  
22 agency, but we had situations where an agency would  
23 contact us saying, I want to use this training  
24 towards this officer's Intermediate or Advanced  
25 Certificate, but we need to use it for complying

1 with the 24 hour requirement and we would have to  
2 advise them that it can't be used there because that  
3 training for the professional certificates is above  
4 and beyond that required to obtain and maintain a  
5 Basic Certificate.

6           So it -- it has a been a concern that has  
7 been brought to our attention by agencies, but it's  
8 also a concern that the staff has in that it would  
9 make it a little easier -- not a little easier, but  
10 give more options for agencies and a little clearer  
11 guidance -- or guidelines as to what is going to be  
12 for compliance proficiency training and what is  
13 going to be professional development training. And  
14 so, there is clarity there and I think that it will  
15 probably clarify a lot of things for a lot of the  
16 agencies that sometimes have a difficult time  
17 differentiating between the two.

18           MICHAEL SHERLOCK: And just to expand on  
19 that, what see with -- in terms of agencies is  
20 agencies read the current regulation and so I have  
21 some agencies that will say, look, the critical  
22 skills current regulations says demonstrate  
23 proficiency. So they -- when they report to POST,  
24 they report zero hours because their legal staff has  
25 said there are no hours you can attach to

1 proficiency. So it's even more difficult for them  
2 because now they have zero hours for critical skills  
3 and they're scrambling to find 24 hours that will  
4 not go to professional development at all, but  
5 simply to comply with the regulations. So that's  
6 the confusion we see out there.

7           Or on the flipside, I have some agencies  
8 that will mandate that every critical skill is five  
9 hours long. The reason they do that is they know if  
10 you go to all critical skills, you have your 24  
11 hours. So that, you know, there's a conflict in the  
12 current regulation and that's what we're seeing out  
13 there.

14           It also will create an easier reporting  
15 system for us. It will comply with electronic, you  
16 know, submission and all that kind of thing. But I  
17 think that is -- makes it easier for the agencies  
18 also to report to us that those critical skills  
19 (inaudible).

20           RONALD PIERINI: Any other questions from  
21 the Commissioners? Okay. To the public, we -- we  
22 hope that we'll have some people in the audience  
23 that would like to come up and make comment on that?  
24 Anybody in the audience?

25           CURTISS KULL: Good afternoon, Sheriff,

1 how are you?

2 RONALD PIERINI: Good, sir.

3 CURTISS KULL: Ladies and gentlemen.

4 Curtiss Kull, Undersheriff of Humboldt County  
5 Sheriff's Office in Winnemucca. The Sheriff gave  
6 his apologies, he couldn't make it here today. He  
7 had other items to take care of back in -- in  
8 Winnemucca. He asked myself and our commander to  
9 come to listen exactly to what, kind of what the  
10 definition was and what that direction was for the  
11 24, not really having a lot of details, like was --  
12 what was just laid out. Granted, he wasn't sure  
13 what his take would be, but we kind of discussed all  
14 the possibilities of this yesterday before -- before  
15 we headed down here to Carson.

16 The Sheriff, Sheriff Kilgore of Humboldt,  
17 would like to go on record that he would rather see  
18 the current system stay. He is in favor of more of  
19 a standardized level of training. So, basically,  
20 then, if we're looking at lateral situations where  
21 we're going to hire somebody from another agency  
22 within Nevada, we would know, specifically, then,  
23 that at least that individual has had the 24 hours  
24 each, you know, each year and knowing that most  
25 agencies will spend X number of hours on the range

1 and X number of hours with weaponless defense.

2           So we would at least have somewhat of a  
3 snapshot of standardization or rather than, like  
4 Mike said, you have some agencies that may -- may  
5 report a zero for -- for weaponless defense. I  
6 don't know how you can really do that. I mean, to  
7 be proficient, there has to be some sort of testing  
8 or some sort of -- some sort of exposure to that  
9 each year to become, you know, very proficient and  
10 very competent. But Sheriff Kilgore would -- would  
11 like to go on record that he would rather see the 24  
12 at a minimum stay standard.

13           And then, in regards to the professional  
14 -- professional hours, we have found, at least in  
15 our agency, that the -- the men and women of our  
16 department that want to get advanced POST  
17 certificates, you know, what have you, they do that,  
18 basically, on their own. They do go out and attend  
19 extra, excuse me, extra classes and things to get  
20 those hours. So, anyway, thank you very much.

21           RONALD PIERINI: Thank you. Do we have  
22 questions?

23           ANTHONY DEMEO: Mr. Chair?

24           RONALD PIERINI: Tony.

25           ANTHONY DEMEO: I have a question for

1 either -- either Scott or Mike. That would not --  
2 if the changes that we're proposing would not  
3 necessarily preclude any agency from mandating  
4 within -- within their own organization 24 hours for  
5 themselves, 24 hours for critical and -- and the  
6 other hours for professional development. What this  
7 is -- they can still maintain that particular type  
8 of record-keeping if they want, but what this allows  
9 agencies to do that want to -- want to, you know,  
10 use those other hours for professional development  
11 to do so.

12           MICHAEL SHERLOCK: Sure. And I just want  
13 to clarify the one thing from I'm sure -- there is  
14 no currently -- currently, there is no hour  
15 requirement for critical skills. So, in terms of  
16 the lateral, you don't know if they did five minutes  
17 even today or four hours at the range. There is no  
18 hourly requirement for critical skills, even in the  
19 current regulation.

20           ANTHONY DEMEO: Okay. Thank you.

21           RONALD PIERINI: Anyone else in the  
22 audience. Yes, Sheriff.

23           JERRY ANTINORO: Jerry Antinoro, Storey  
24 County Sheriff. I'd just like to reiterate the  
25 concerns of Humboldt County Sheriff. I think that

1 we should keep the 24 hours in there. And if I can  
2 just make an analogy with concealed weapons hearing  
3 that we had the other day. We talked about this  
4 very thing. The quality versus the -- the quantity  
5 and people just filling in those hours, and that.  
6 But to have something that can truly be regulated,  
7 we decided that you had to have some kind of hours  
8 on there. Unless somebody from POST is willing to  
9 come and audit each individual's training, you're  
10 not going to know what that consists of anyway. But  
11 there still has to be something that can be  
12 regulated. Same thing as with the CCWs. Something  
13 has to be there.

14           Just a quick glimpse around at some of our  
15 neighboring states. Utah has a 40-hour requirement,  
16 California has a 14-hour requirement in critical  
17 skills and Idaho has 40 hours every two years. So  
18 to -- to do away with any type of an hourly  
19 requirement regardless of whether -- what it's being  
20 filled with, I mean, it does not give POST the  
21 ability to truly audit anything. Thank you.

22           RONALD PIERINI: Thank you, Sheriff.  
23 Anyone else in the audience?

24           WAYNE CARLSON: I'm Wayne Carlson,  
25 Executive Director of the Public Agency Insurance



1 Pool and we handle a lot of rural agencies that are  
2 members. And our -- our concern would be to make  
3 clarity as to what's critical skill levels. If  
4 there's no hourly requirement, is someone going to  
5 be looking at the curriculum to make sure it's  
6 adequate and acceptable? If the agencies are going  
7 to do that themselves, is POST going to approve the  
8 curriculum to make sure that it's adequate to  
9 respond to some of the comments made?

10           The second piece is we know there's  
11 certain things like legal updates are necessary on  
12 the professional side and we do provide some  
13 training to our members in order to assist them with  
14 that. And we think that's an important component  
15 from the liability defense standpoint is that your  
16 -- your folks are adequately able to do basic  
17 skills, but also have a knowledge of the legal  
18 environment and all those things that happen with  
19 court cases and changing the standards and forcing  
20 your policies to change and -- and part of that  
21 professional development could be the policy reviews  
22 and the -- and the legal updates, in particular, to  
23 make sure you've got a legally defensible posture  
24 for the conduct that you're proving when you adopt  
25 your policies or when you do your training.

1           And one of the things that we noticed from  
2 cases of ours and around the country is that you get  
3 into a lot more trouble when an incumbent officer  
4 does not have current knowledge of policies and  
5 practices. They got it in Basic and they didn't get  
6 that subsequently and that puts you in a -- if that  
7 is deficient, then that puts you in a position of --  
8 of a negative defense posture because their  
9 knowledge isn't current. So you can have a  
10 dichotomy within an agency where the fresh officer  
11 right out of school, just got his certification,  
12 knows more about current law and current  
13 requirements, but the incumbent officer knows less  
14 because they haven't gotten that current training.

15           So the focus, to us, would be to focus on  
16 keeping the knowledge current and if it means that  
17 there needs to be the ability to -- to have a  
18 proficiency at the critical skill level, regardless  
19 of hours, if the curriculum of critical skills is  
20 approved by POST, then you've got some regulatory  
21 control there that they've got an adequate  
22 curriculum without saying what hours it takes. And  
23 if somebody is really good at that skill, they could  
24 test out of taking that formal class. That would be  
25 one option. And the other would be they would take

1 -- they would get credit for that formal class, if  
2 the class has been approved by POST, so it's  
3 curriculum content is adequate.

4           And I bring this up from that standpoint  
5 because we had requests from one of our members for  
6 their sheriff's reserves to be able to use weapons.  
7 And our legal consultant that we use for training  
8 and legal consultation suggested when he looked at  
9 their curriculum and policy that they not be allowed  
10 to use weapons unless they've gone through the same  
11 training as a regular officer, same skill  
12 proficiencies as well as knowledge of use of force  
13 policy, things like that. And they didn't  
14 particularly like that, but they understood the  
15 legal rationale that if you're going to authorize  
16 the use of a weapon, then they must have the  
17 requisite skills and training about how to use that  
18 weapon, what are the legal constraints on using that  
19 weapon and so forth, and what the agency's policies  
20 are. So that would be my comments.

21           RONALD PIERINI: Thank you. Any  
22 questions? Okay. Anyone else in the audience would  
23 like to make a comment? Okay. So I guess that that  
24 on the notice of this particular meeting is closed  
25 and we will go --

1 SCOTT JOHNSTON: Mr. Chairman?

2 RONALD PIERINI: Yes.

3 SCOTT JOHNSTON: We've still got the three  
4 more topic items under the same area.

5 RONALD PIERINI: Oh, you're right. We got  
6 a long ways to go. Apologize. I was hoping it  
7 would go away, but.

8 SCOTT JOHNSTON: Scott Johnston for the  
9 record. Item B was changing the agency reporting  
10 requirement to require agencies to report training  
11 for their officers by December 31st of the reporting  
12 year. Currently, it is January 31st, and that was  
13 extended from January 15th back about 1998, '99, to  
14 allow agencies more time, 30 days after the end of  
15 the calendar year, to prepare their report,  
16 otherwise known as the Individual Training Report or  
17 ITR, as all the administrators are familiar with.  
18 And then that report would be sent to POST and then  
19 it would get reviewed and then it would be subject  
20 to follow-up regarding any deficient officers.

21 This past year we have implemented our  
22 online training submission using format and document  
23 that we just call Formatta for agencies to submit  
24 all of your training for the year as it's completed  
25 and as officers are in compliance. And that

1 automatically gets inputted into our system. It's  
2 been a great tool for the agencies and a great  
3 resourcing tool for staff to simplify the records  
4 management in getting the information to us and on  
5 board and it has basically replaced that annual  
6 report that agencies have to spend sometimes one,  
7 two, three months compiling the numbers on. We're  
8 receiving it real time as it's completed.

9           And so, by moving that date back from  
10 January 31st to the end of the calendar year, then  
11 that's going to allow -- agencies don't have these  
12 big reports to submit, so they can get started on  
13 the new year of training and we can get started on  
14 compiling our reports a month sooner and streamline  
15 that process. And I would defer to Mr. Sherlock if  
16 he has anything to add relative to how it works out  
17 with what he's been doing on our audits in the  
18 agencies.

19           MICHAEL SHERLOCK: The advantage of the  
20 electronic submission is it's much quicker. There's  
21 no doubt about it. It's much easier for the  
22 agencies. Yeah, I'm not sure about the date, but --  
23 for the agencies, but we know that they're able to  
24 do it much quicker. And, oftentimes, it is real  
25 time. So.

1 RONALD PIERINI: Karen.

2 KAREN COYNE: Sir, Karen Coyne. How many  
3 of our law enforcement agencies are unable to comply  
4 with the online submittals at this point? I -- I  
5 just --

6 MICHAEL SHERLOCK: None.

7 KAREN COYNE: They're all -- they're all  
8 submitting online?

9 MICHAEL SHERLOCK: Yes.

10 KAREN COYNE: Okay. Thank you.

11 RONALD PIERINI: Okay. Any other  
12 questions from Commissioners? We'll go to the  
13 public. Is there anybody in the public that would  
14 like to make comment on that?

15 RICHARD CLARK: Mr. Chair. Yeah, Dick  
16 Clark for the record. Just to reiterate, the  
17 benefit in what we're switching over here by using  
18 technology and electronic submission is we've  
19 changed from an agency that asks agencies are you in  
20 compliance to telling them if they're not in  
21 compliance. Big difference. And we've been able to  
22 do that through technology and these systems that  
23 formatted the systems that we have. And the  
24 agencies, quite frankly, we get compliments that  
25 agencies love the system because it's so much easier

1 to deal with.

2 RONALD PIERINI: Okay, good. Thanks.

3 Anybody in the audience like to make a comment?

4 Okay, Scott, if we can go onto Number C.

5 SCOTT JOHNSTON: Number C, change critical  
6 skills topic of defensive tactics to arrest and  
7 control, make it consistent with the topics in the  
8 minimum standard for training. This is more of a  
9 formality. Currently, it still says defensive  
10 tactics. However, in the training standard for  
11 academies, everything associated with that is  
12 referred to as arrest and control. It would just  
13 bring those topics in line.

14 RONALD PIERINI: Any questions from  
15 Commissioners? Okay. Any comment from the public?  
16 Seeing none, we're going to move on to Number D.

17 SCOTT JOHNSTON: The last Item D is to  
18 amend 289.230 to identify if there will be any  
19 exceptions to, if any, to compliance with any of the  
20 critical skills areas. We put this out here for  
21 discussion in the workshop because over the years  
22 agencies have periodically been submitting to us  
23 that this person is excluded from the requirements  
24 to comply with a particular component of it, even  
25 though they may still be carrying firearms and

1 complying with the range requirements, the  
2 qualifications there, but excusing themselves from  
3 some other area that is directly related to a  
4 critical skill. And we put this out here for the  
5 Commission to discuss if that is even going to be a  
6 feasibility or are those actions actually creating a  
7 liability to the agency that they wouldn't want any  
8 peace officer to be excluded from any requirements.

9                   RONALD PIERINI: Any Commissioners have  
10 any questions? Okay, anybody in the audience?  
11 Okay. Then we're done with the workshop.

12

13                   (MEETING ADJOURNED AT 2:19 p.m.)

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C-E-R-T-I-F-I-C-A-T-I-O-N

I certify that the foregoing is a true and accurate transcript of the electronic audio recording from the meeting in the above-entitled matter.

Michelle Boyles

MICHELE BOYLES  
COURT REPORTING SERVICES

5/20/13

DATE

**PEACE OFFICERS' STANDARDS AND TRAINING**

**REGULARLY SCHEDULED MEETING**

May 2, 2013

1:20 p.m.

Peace Officers' Standards And Training  
5587 Wa Pai Shone Ave  
Carson City, Nevada 89701

**MEMBERS PRESENT:**

**Ronald Pierini**, Sheriff - Chairman,  
Douglas County Sheriff's Office

**Greg Cox**, Director  
Department of Corrections

**Karen Coyne**, Chief Officer  
Public Safety, City of Las Vegas

**Anthony DeMeo**, Sheriff  
Nye County Sheriff's Office

**Dan Watts**, Sheriff  
White Pine County Sheriff's Office

**Chris Perry**, Director  
Department of Public Safety

**STAFF PRESENT:**

**Richard P. Clark**, Executive Director,  
Commission on Peace Officers'  
Standards and Training

**Michael Jensen**, Senior Deputy  
Attorney General  
Department of Motor Vehicles and  
Department of Public Safety

**Scott Johnston**, Bureau Chief,  
Commission on Peace Officers'  
Standards and Training

**Michael Sherlock**, Audits and  
Compliance  
Peace Officers' Standards and  
Training

1                   RONALD PIERINI: Okay, we're going to  
2 start our regularly scheduled meeting. And we'll  
3 have roll call again. If we could start with that  
4 and I want to, before I forget, is that we are  
5 missing today Gary Schofield from Metro. Couldn't  
6 make it today. Thomas Finn was going to be here  
7 today. We were going to acknowledge him, but he's  
8 not on the board (inaudible) beyond that. So.

9                   RICHARD CLARK: He's resigned and then  
10 also we lost Steve Keiffer. So we have two  
11 replacement --

12                  RONALD PIERINI: We have two replacements  
13 now.

14                  RICHARD CLARK: -- nominations from the  
15 Sheriffs and Chiefs if you want that --

16                  RONALD PIERINI: Yeah, we'll get into  
17 that. And so, many of them, we want to start off  
18 with that -- the actual roll call again if I could  
19 make it on the record.

20                  GREG COX: Greg Cox, Director of  
21 Department of Correction.

22                  CHRIS PERRY: Chris Perry, Director of  
23 DPS.

24                  DAN WATTS: Dan Watts, Sheriff, White Pine  
25 County.

1                   RONALD PIERINI:  Ron Pierini, Douglas  
2 County.

3                   ANTHONY DEMEO:  Tony DeMeo, Sheriff of Nye  
4 County.

5                   KAREN COYNE:  Karen Coyne, Chief Officer,  
6 Public Safety, City of Las Vegas.

7                   RICHARD CLARK:  Dick Clark, POST.

8                   MICHAEL JENSEN:  Mike Jensen, Office of  
9 the Attorney General.

10                  SCOTT JOHNSTON:  Scott Johnston, POST.

11                  MICHAEL SHERLOCK:  Mike Sherlock, POST.

12                  RONALD PIERINI:  Before we start this,  
13 Scott, if you could outline exactly where this was  
14 notified as far as throughout the state about having  
15 a POST Commission meeting.

16                  SCOTT JOHNSTON:  Yes.  Scott Johnston for  
17 the record.  The -- this meeting was posted at POST  
18 administrative offices here in Carson City, the  
19 Nevada State Capitol in Carson City, Blasdel State  
20 Building in Carson City, Nevada State Library and  
21 Archives in Carson City, Grant Sawyer Building in  
22 Las Vegas, Carson City Sheriff's Office, and our  
23 website and was emailed electronically to all  
24 agencies.

25                  RONALD PIERINI:  Okay, thank you.  Going

1 on to Number 3 if we could and that is dealing with  
2 presentation departing of Commissioner Thomas Finn,  
3 which we have the plaque here. He couldn't make it  
4 today. Mr. Clark, if you could outline the dealing  
5 with the two openings that we do have. Who did  
6 leave and who we are expecting to replace those  
7 positions.

8           RICHARD CLARK: Thank you, Mr. Chairman.  
9 This is Dick Clark for the record. Two -- two  
10 positions came available or came open through the  
11 Commission. One is Washoe County open position.  
12 That position was held by Chief Steve Kieffer who  
13 retired from Sparks Police Department. And that  
14 position has been -- the recommendation that was  
15 voted on yesterday at the Sheriffs and Chiefs  
16 meeting would be Assistant Sheriff Marshall Emerson  
17 from Washoe County Sheriff's office. It would -- is  
18 the one that's recommended -- will be recommended by  
19 the Sheriffs and Chiefs to the Governor for  
20 appointment. So we'll be -- we'll write -- we'll  
21 get the letter written and sent and then, hopefully,  
22 the Governor will make the appointment and he'll be  
23 available for the July meeting.

24           The second one was Tom -- Chief Tom Finn,  
25 Boulder City, who is not employed down there now,

1 retired from the Commission -- or resigned from the  
2 Commission as well since he is no longer with the  
3 agency. That's the Clark County at-large position.  
4 And because there's two. One is for, specifically,  
5 Las Vegas Metro and the other is the at-large Clark  
6 County position. That -- that position was -- the  
7 nomination for that position is Troy Tanner who is  
8 the Chief of Police for Mesquite Police Department.  
9 So again, a letter will go to the Governor from the  
10 Sheriffs and Chiefs Association recommending that he  
11 fill that position.

12           RONALD PIERINI: Thank you, Mr. Clark.  
13 We're going to go onto Number 4, if we could, and  
14 this is discussion, public comment and for possible  
15 action, approval of minutes of February 28, 2013,  
16 POST Commission meeting. Do I have -- would any of  
17 the Commissioners like to make any comments on that?  
18 Any errors that maybe that was written up? Okay. I  
19 always have to offer up to the public who have  
20 probably never read those things, probably never  
21 will read those things, but they're certainly here  
22 if you ever wanted to. I don't think anybody from  
23 the -- from the audience wanted to make a comment.  
24 So I'm looking for a motion. Chris.

25           CHRIS PERRY: I'll approve. I'll make a

1 motion to approve the minutes.

2 RONALD PIERINI: Thank you, Chris.

3 DAN WATTS: Dan Watts. Second.

4 RONALD PIERINI: Dan Watts seconds. Any  
5 other discussion? All in favor?

6 COMMISSIONERS: Aye.

7 RONALD PIERINI: So carried. Thank you.  
8 Executive Director, Dick Clark, first thing we're  
9 going to do is discussion, public comment and for  
10 possible action, Professional Development Bureau  
11 Report. The Commission will discuss and possibly  
12 take action to start the rule-making process on the  
13 development of professional standards and training  
14 for canine handlers. So, Mr. Clark.

15 RICHARD CLARK: Well, thank you, Mr.  
16 Chairman. Dick Clark for the record. We -- we were  
17 staff -- POST staff was asked to take a look at the  
18 possibility of putting together a manual or  
19 guidelines for canine handlers. There's a  
20 consortium of canine handlers within the state that  
21 are interested to formalize some guidelines within  
22 the State of Nevada because at this point, when they  
23 testify in court, they have to point to the  
24 standards they follow from California. So they'd be  
25 much more comfortable to develop something in the



1 State of Nevada. So we actually have met with the  
2 group and I'm going to have my Chief of Professional  
3 Standards, wherever he's hiding over there, Boe  
4 Turner, if Boe Turner would come on up and -- and  
5 give us a report. He met with and is sort of  
6 chairing that kind of a committee of what their  
7 interests are and what the possibility of what we  
8 might be able to do for him. So, Chief Turner.

9 BOE TURNER: Boe Turner, POST. Mr. Clark  
10 asked me to investigate what was available and what  
11 is currently happening in the state. You should  
12 have in your book a memo that I wrote to the  
13 Director. I attended a meeting after I found out  
14 there was a group formed in Winnemucca on the sixth.  
15 The group is a dedicated group of individuals.  
16 They've broken themselves up into regions. There is  
17 a representative from each area of the state. They  
18 understand that there is a practicality of  
19 standards. I met with them, discussed some of the  
20 things that would be concerns for us at POST and you  
21 as the Commission.

22 They feel that they would like to create  
23 their own, whether it becomes voluntary or an actual  
24 statute, and they're going down from the different

1 disciplines down to the evaluators' course and I  
2 feel that they have their hearts in the right place.

3           In this memo, I went around -- Utah has a  
4 program that's been working well for them.  
5 California only has voluntary guidelines. Oregon  
6 and Arizona have none. So I'm in contact with  
7 usually somebody every couple weeks on this  
8 committee. Las Vegas Metro has some trainers that  
9 actually attend and are adjunct professors at Utah's  
10 training program.

11           The only negative comment I originally  
12 heard was from the east, a representative from Elko  
13 County. And their's was, basically, in regards to  
14 requirements that would be a fiscal impact. And  
15 they didn't think they could afford that. But once  
16 the group got together and they worked out their  
17 differences and understood that, because money is  
18 tight, that some of the rurals may have some  
19 financial issues, they seem to understand that. So  
20 I think that has been taken care of at this time.  
21 Questions?

22           RONALD PIERINI: So what we're looking at  
23 is professional standards and training for canine  
24 and if they particularly go through that particular  
25 process every year if that's what's required. Then

1 they get a certificate saying they accomplished that  
2 task and it goes on from there. It's not going to  
3 be an actual category that's going to be under NACs.  
4 It's going to be a document that says this is what's  
5 going to be required to get that certificate. Is  
6 that --

7 BOE TURNER: That's correct. So far, the  
8 group likes the voluntary term that California uses.  
9 We've brought up the most recent court decision that  
10 the -- the Florida Supreme Court just issued at the  
11 end of February, and it was a records issue. They  
12 didn't attack the training. It was record-keeping.  
13 So that's one of the components, also, that the  
14 group is trying to work through, that everyone uses  
15 the same records, keeps the exact same data. But  
16 you're correct.

17 RONALD PIERINI: Do we have any questions  
18 from the Commissioners for Mr. Turner? Okay, I'm  
19 going to ask the public if there's anybody in the  
20 public that would like to make a comment on this? I  
21 think there's a lot of canine folks out -- trainers  
22 here, people participating in that, so if you want  
23 to make a comment, now's the time to do that.

24 DAVE STANLEY: Good afternoon. I'm Dave  
25 Stanley with Douglas County. I'm on the -- the

1 commission -- or not the commission, but the working  
2 group that's establishing these standards to submit  
3 to POST. We feel it's really important that  
4 somebody show up to speak with you guys, kind of  
5 give you an update and to answer any questions you  
6 have and since I'm fairly close to Carson City, I  
7 got elected.

8           The -- the standards are -- what we are  
9 trying to do -- basically, the state has no standard  
10 for -- for canine. So what happens is every agency  
11 kind of has to come up with their own standard, how  
12 we're certifying, how we're deploying our dogs.  
13 What happens, most of the state, the vast majority,  
14 is using California POST. One, a POST standard  
15 mostly because it's bulletproof in court. You know,  
16 no one's going to challenge POST as being a sham  
17 certification. But it's not feasible for everybody  
18 in the state to use California POST. One, it's  
19 California. We need something for Nevada. But  
20 also, the evaluation process, you have to have  
21 California POST evaluators and the farther in to the  
22 state, farther north, farther east you get, it's  
23 harder to find evaluators.

24           So, what we're trying to come up with, and  
25 I won't cover everything Boe did, he covered 90

1 percent of what he needed to do. The committee,  
2 when it was formed, we're not limiting it to  
3 anybody's -- we're able to take advice from anybody  
4 and everybody. We have handlers that have a year on  
5 the job working the dogs all the way to trainers  
6 that are 20, 25 years putting into this committee.

7           So these standards, what we're trying to  
8 come up with is a best practices and standards that  
9 meet basic level of proficiency so that you can  
10 operate in specific disciplines in canine that are  
11 consistent with the 9th Circuit, the U.S. Supreme  
12 Court case law. It's going to keep us protected  
13 from litigation and give us the -- the umph, if you  
14 will, that we need to get into the cases for search  
15 warrants and whatnot so we're a viable entity.

16           But it's sufficiently broad to allow for  
17 every agency to meet their mission-specific  
18 standards. So we're not trying to make it super  
19 narrow. Utah always brought up their very great  
20 standard. We can't do that here. Utah -- the POST  
21 Commission runs their state standard for canine. If  
22 you want to have a dog in Utah, you go to POST, you  
23 go to the police academy, that's where you  
24 (inaudible). That would be ideal. We can't do that  
25 here.

1           So the standards and guidelines we're  
2 coming up with are sufficiently broad to allow every  
3 agency to -- to work their dogs without really  
4 telling you how you're going to do your business.  
5 That was kind of the big rumor that came up when  
6 this first -- process first got started. It was the  
7 big agencies are going to tell the little agencies  
8 how to do things and that's -- that's not what we're  
9 doing. So it's a group of professionals coming  
10 together for best practices to help us out.

11           And the other reason we wanted to do this  
12 is agencies that don't have a canine program, they  
13 really don't have anywhere to look for resources.  
14 So if a small agency or a large agency, whatever, if  
15 they want to start a program, they either have to go  
16 to their neighboring agencies to figure out what  
17 they're doing or they have to look to the outside  
18 states to figure out what they're doing.

19           There's only so many states that even have  
20 a POST standard for canine. It's just -- it's not  
21 very prolific. There's 13 of them now that have  
22 them. Another four, including us, that are trying  
23 to establish them. So what we want to is -- is have  
24 something that anybody in the state can look to for  
25 -- for guidance. I won't take up too much more of

1 your time. I really want to answer whatever  
2 questions you have. Anybody that knows me knows  
3 that I'll talk about dogs for hours on end.

4 RONALD PIERINI: Tony DeMeo (inaudible)  
5 question.

6 ANTHONY DEMEO: Mr. Chair, may I ask a  
7 question? I actually come from -- I'm actually  
8 canine supervisor -- canine back when the -- the old  
9 country, back in New Jersey and a canine supervisor,  
10 also a canine trainer. And I'm glad that this is --  
11 when I was training the dogs out here in Nevada for  
12 Nye County Sheriff's Office, I was kind of surprised  
13 that there was no standard. You know, so when I  
14 looked at a standard back in New Jersey, the  
15 Attorney General's Office is the one who set the  
16 standard for the State of Nevada -- I mean, for the  
17 State of New Jersey was the attorney -- Attorney  
18 General's Office. Because that was our -- they're  
19 the ones that set the policies for the critical  
20 skills, the defensive, you know, the supervisor so  
21 on and so forth.

22 So I really welcome the fact that -- that  
23 finally there's a group of canine people that are  
24 coming together to do this. Because when I was  
25 asking, at that time, back in '99 and 2000, no one

1 wanted to step up to the plate there. So I'm kind  
2 of glad that you guys are doing it.

3           One other question I have is, is there  
4 going to be, like, a, you know, say that the  
5 agencies that actually do volunteer to be part of  
6 this -- part of the certification process under the  
7 -- under the recognition under POST, is it going to  
8 be, like, is there going to be an evaluation?  
9 Because we had to evaluate our dogs once a month.  
10 We had to get a trainer to come in to evaluate the  
11 dogs once a month, but we had to evaluate them once  
12 a month. Is there going to be an evaluation process  
13 like on a monthly basis, or a quarterly basis or is  
14 it just, you know, so -- because you know yourself  
15 is that the canine school, the handler school is  
16 kind of like, kind of, you know, start -- they start  
17 dipping a little bit here and there. Make sure that  
18 when they go to court, they actually have some type  
19 of, you know, some type of, I'd say certification  
20 that at that particular time that during this  
21 particular time that they met all the standards of  
22 the -- of the obedience, the -- the patrol work and  
23 the detective work that they have and so on and so  
24 forth.

25           DAVE STANLEY: So this would be, well,



1 industry-standard right now is a yearly -- yearly  
2 certification. Ideally, hopefully, an agency --  
3 agency specific, is doing in-house as well to make  
4 sure that their standards are up, but I don't want  
5 to say that we're going to make it a quarterly.  
6 Definitely not a monthly. It's going to be  
7 physically impacted on a lot of people. Especially  
8 if -- if the route we're looking right now, it's  
9 going to be an outside entity will come in and do  
10 the evaluation, that that starts to create some real  
11 problems as far as getting people in to do it. It's  
12 -- it's logistically a problem.

13           So, at the minimum, it will be a yearly  
14 evaluation. We can still look at, you know, going  
15 even sooner than that. Especially, if -- if the  
16 Commission wants more, we'll do more. I just --  
17 we're worried more about how, logistically, it's  
18 going to affect every agency. Especially those that  
19 are really far removed from someone else. Because  
20 you have to have an outside evaluator that will come  
21 out, but at a minimum, yes, sir, at least once a  
22 year.

23           ANTHONY DEMEO: I appreciate it. I'm glad  
24 that (inaudible) okay, this is what your dog -- you  
25 and your dog have to do, you know. So, I appreciate

1 it and thanks -- thanks for your committee so much.  
2 I appreciate. Thank you.

3 RONALD PIERINI: Deputy Stanley, I  
4 appreciate you coming on. You worked the graveyard,  
5 I'm sure, last night, so probably a little quart low  
6 on that. You know, and that's okay. And I  
7 appreciate your time.

8 I had a lot of time to be able to talk to  
9 Deputy Stanley about this topic and, I, too, agree  
10 with what Tony is saying is that we need one for  
11 Nevada. I'm proud of these folks all coming  
12 together and -- it wasn't a war zone, it was more  
13 getting together and to be able to talk about what  
14 we need to accomplish.

15 Another of the things that we really  
16 talked about was the fact is making a minimum  
17 standard. And as you mentioned, Tony, they may  
18 every -- every month do a certification, but that  
19 doesn't mean that agencies can't do that every  
20 month. We wanted to make it easy enough that in the  
21 sense of more reasonable time, to be able to get it  
22 done and it has to be done within that -- that time  
23 period. So I think they've really worked hard on  
24 that and I'm -- I'm really happy of the job they've  
25 done and -- and I -- it's about time Nevada has that

1 kind of information to get to them. So let's keep  
2 up the good work and then -- you've got a ways to  
3 go, but you're going to make it.

4           DAVE STANLEY: Thanks.

5           RONALD PIERINI: Any other questions from  
6 the Commission?

7           MICHAEL JENSEN: Mr. Chairman? Mike  
8 Jensen for the record. Just a -- quick questions.  
9 I assume I'm going to be involved in maybe drafting  
10 some language here at some point in time. So  
11 looking through the -- the regulations, is there --  
12 has there been any thought or discussion about how  
13 you would fit this under one of the approaches that  
14 POST takes to regulate different courses? There's a  
15 provision in POST regs already for a course to be  
16 certified by the POST Commission. So it sounds like  
17 you guys are looking for something different than  
18 that. Maybe a separate certification for a handler  
19 or have you guys talked at all about -- about that?

20           DAVE STANLEY: As far as how we're going  
21 to set it up with -- with the state, we're -- once  
22 we come up with the guidelines and standards that  
23 these probably are what we'd need to come up, we're  
24 going to throw it, basically, in your laps and say  
25 how do we make that work out. So I'm not sure

1 whether we're going to have to put it in NACs or is  
2 this going to be a statewide certification, a POST  
3 certification? I'm not sure about that yet. We're  
4 just -- we're just a bunch of handlers and trainers  
5 trying to come up with what we need to be able to do  
6 to work the job. The administrative part we'll,  
7 unfortunately, have to beg on you a little bit.

8           RONALD PIERINI: Well, Mr. Jensen is very  
9 good about making those things happen. So I'm sure  
10 he will. Mr. Clark?

11           RICHARD CLARK: Yeah, thank you, Mr.  
12 Chairman. Dick Clark for the record. On -- on that  
13 point about certification and changing NACs and all  
14 that, we -- we have plowed ground like this before  
15 and we did it when we were requested to put together  
16 a state standard for active assailants. And what we  
17 did is the same thing is put together subject matter  
18 experts and then come up with best practices and  
19 agreement on exactly what it is that you want for  
20 the course.

21           And that course is, you know, lesson plan  
22 and performance objectives that you all agree to and  
23 it's not mandatory, but it is a voluntary  
24 certification program. But it isn't an NAC change.  
25 It fits right into us developing a course. We're

1 not the subject matter experts, but I would have  
2 Chief Turner probably chair the working group until  
3 you came up with those standards. And then we  
4 would, you know, agree to those standards. We  
5 really wouldn't even have to bring it back to this  
6 body because it's not an NAC change. It's merely  
7 putting up a course that's agreed upon by the  
8 subject matter experts. And then we certify those  
9 people that complete that course and the performance  
10 objectives listed in the course.

11           RONALD PIERINI: Any other questions?  
12 Thank you. Is there anybody else in the audience  
13 who'd like to talk about this topic, make any  
14 comments? No more public comments. Okay. Do the  
15 Commissioners? Any other comments from the  
16 Commissioners? And we also are asking for possible  
17 actions from (inaudible). Need a motion.

18           ANTHONY DEMEO: I was trying to form a  
19 motion for this. Mr. Chair, if -- if I stumble,  
20 please assist. Tony DeMeo for the record. I  
21 propose that POST give authority or give permission  
22 for an inclusion of a canine certification course  
23 within the POST entity under the NACs and NRSs. And  
24 that -- that the proposal for that be brought to a  
25 POST (inaudible) course curriculum in order for it

1 to be enacted. That's my motion.

2 RONALD PIERINI: Okay. Do I have a  
3 second?

4 DAN WATTS: Dan Watts.

5 KAREN COYNE: Karen Coyne.

6 DAN WATTS: Go ahead, Karen.

7 RONALD PIERINI: Karen, you're on.

8 KAREN COYNE: I'll second it.

9 RONALD PIERINI: All right, you're  
10 seconding. Any other commissioner -- commissioners?  
11 All in favor?

12 COMMISSIONERS: Aye.

13 RONALD PIERINI: Anybody opposed? So  
14 carried. Thank you.

15 BOE TURNER: Thank you.

16 DAVE STANLEY: Mr. Chair? Just a quick, I  
17 guess, addition to that, too, is that, you know,  
18 it's important for agency administrators and CEOs to  
19 have some input about canine handling and costs and  
20 equipment and all those sort of things and if it  
21 would please the Commission, we can bring that  
22 lesson plan to this Commission for final review. If  
23 -- if it's of interest at all.

24 RONALD PIERINI: I think it would be good.  
25 We'll add that onto the agenda when that's ready.

1 Okay. Mr. -- Mr. Clark, we can go through B through  
2 H.

3 RICHARD CLARK: Okay. I'll just briefly  
4 go through these. We've got a -- have a long  
5 meeting here. The next item that I would report on  
6 is a Basic Training Bureau update. We have 29  
7 cadets in the Academy, 26 Cat Is, three Cat IIs,  
8 from 23 different agencies. They're going to  
9 graduate on the 16th of this month here at our  
10 facility at 10:00 a.m. The District Attorney from  
11 Carson City, Neil Rombardo, will be the commencement  
12 speaker. So hopefully we will see many of you here  
13 because we have people in the Academy.

14 As I said at the Sheriffs and Chiefs  
15 Meeting, we always want to compliment and thank the  
16 agencies that supply us with instructors because  
17 that's the lifeblood of the Academy and we don't  
18 have that kind of staff nor -- you lose credibility  
19 when you're teaching classes that you haven't been  
20 involved in the field for a long time. So bringing  
21 in people who are actually in the field working  
22 right now is very important for the credibility of  
23 the students and the curriculum itself and the --  
24 the, I guess, the quality of the curriculum.

25 I also made a request to the Sheriffs and

1 Chiefs to stand by for phone calls because we've  
2 been depending a lot on some agencies and putting  
3 strain on them because this is hard times. So we're  
4 -- we're going to try and spread it out. We don't  
5 have the money that we need. The court assessment  
6 money doesn't come in like it should to be able to  
7 pay people when they're -- when they're off duty  
8 capacity and that's what we sort of leaned on to  
9 kind of help fill in for agencies not having to put  
10 on-duty people here. So, anyway, it's a big thank  
11 you to all the agencies that have helped us out and  
12 we're going to continue to beg to survive.

13           On the next item is C, it's just a brief  
14 overview of our budget. We did clear our budget at  
15 the Legislature and it's approved for the next two  
16 years with about a 13 percent cut, I guess, so over  
17 the past we -- we had even after that kind of a bit  
18 of a budget crisis because court assessment money  
19 has not been coming in as to meet the authority that  
20 we were supposed to have to be able to spend. And  
21 when you don't spend money, they take it away from  
22 you and say you didn't need it because you didn't  
23 spend it. Well, we didn't spend it because it  
24 didn't come in and you can't spend money you don't  
25 have. So it's kind of a tough circle.



1           We had a kind of an emergency meeting with  
2 the Budget Director on April the 4th and it was very  
3 beneficial. He was very open and very supportive  
4 and based on that, they -- they saw that there is  
5 about a 7.5 percent projected court assessment  
6 shortfall. So what they did to help out with that  
7 is -- and I've whined about this in the past, but  
8 some of the court assessment money now doesn't even  
9 touch the agencies that are supposed to receive  
10 court assessment money, it rolls directly to the  
11 General Fund to help boost the General Fund. As a  
12 matter of fact, about 31 percent of the court  
13 assessment money goes directly to the General Fund.

14           Well, they are going to reach back in and  
15 grab some of that to help us out to get through, you  
16 know, our -- our budget woes and so forth, and to  
17 help us to build up a reserve as well because we  
18 need a reserve for the first 45 days of the budget  
19 starting July the 1st. Well, that court assessment  
20 money doesn't come in until the middle of August.  
21 We still have to pay bills and we have to pay  
22 salaries. So we need a reserve to be able to do  
23 that. So they're going to give us 90-day reserve.

24           Another thing that we suffer being a non-  
25 general fund agency is they -- they take statewide

1 assessments from us, like the buildings and grounds,  
2 the rent, they take that from us, paying for our  
3 Attorney General assistants, that's taken. We have  
4 to pay for that annually. Well, sometimes that's  
5 difficult because they take the money without  
6 checking whether we have enough money to make  
7 payroll and that's caused us some difficulty. So  
8 we've ironed that out where there -- they won't do  
9 that until they check, but also they're going to  
10 take that -- those grabs from our budget at the end  
11 of the year to ensure that we've been able to handle  
12 our operation. So that was a real benefit as well.

13           Budget Director said they don't want us to  
14 suffer not being able to handle our operations. You  
15 know, we -- we operate on a very thin line already  
16 and so when you don't get the money you're supposed  
17 to get, you're really in trouble. Because if we run  
18 out of, I'll use the example, tires for the EVOC  
19 cars or toilet paper for the dormitory, which we've  
20 been up against things like that before, you've got  
21 to have money to operate on. And we're so thin that  
22 there's been times when we can't purchase anything  
23 because there's no money. And it didn't come in  
24 and, you know.

25           So, anyway, the Budget Office was very

1 amenable to working with us. They did a lot of  
2 things to help us out. So I think it will help us  
3 get through the next two years.

4           As most of the agencies know here, you  
5 know, we're constantly building up Academy cadet  
6 levels to 30 cadets and even more people wanting to  
7 get into the Academy. We were, in the past, only  
8 relegated for -- for the food subsistence money that  
9 we put out to 20 cadets. And we had to come up with  
10 the rest to pay for those rest of those cadets out  
11 of our own -- out of a budget that was pretty thin,  
12 anyway. So this -- this legislative session we  
13 begged and got up to 24 -- could pay for 24 cadets,  
14 even though we got 30 cadets in the Academy and  
15 we've got 30-some odd lining up for the next one.  
16 Still, they gave us 24. So we at least came up a  
17 little bit, and the rest of it, we just have to  
18 manage real well.

19           But anyway, that's our sad woes, but we  
20 don't -- we don't overspend. We're underfunded. So  
21 we need to talk about that maybe in two years and  
22 have a serious discussion with the Budget Office and  
23 Governor and have, maybe, the Chairman of the  
24 Commission and the President of the Sheriffs and  
25 Chiefs Association to sit down and talk about trying

1 to fund this Academy properly. Maybe even doing  
2 things like finishing and building the EVOC center  
3 that all of the agencies need because we don't do  
4 any continuing education training on emergency  
5 vehicle operation because we have no place to do it.  
6 And it's the most dangerous thing that we -- that  
7 the agencies do. So anyway, we'll -- we'll work on  
8 that more, but I think we're okay for the next two  
9 years.

10           Going to the next item, is just a brief  
11 report. I was -- I think I reported to the  
12 Commission before that I'm on the -- the Federal Law  
13 Enforcement Training Center Advisory -- Training  
14 Advisory Board and I was invited to go back and  
15 serve on this national summit on the prevention of  
16 multi-casualty violence. And, of course, this has  
17 come up, obviously, since the Aurora shooting in  
18 Colorado and Connecticut and so forth. And this is  
19 the second part of the summit that I just recently  
20 attended. It's a collaborative effort between  
21 Homeland Security, Federal Law Enforcement Training  
22 Center, Department of Justice, Community Oriented  
23 Policing, John Hopkins University and, of course,  
24 you know, the FBI, Secret Service and, you know, a  
25 lot of other agencies and IADLEST are all

1 participating in it.

2           Trying to look more at the prevention  
3 side, rather than the tactical response because the  
4 tactical response is pretty well covered. Law  
5 enforcement does a great job when they get there,  
6 but this is a whole lot of things about prevention  
7 have to do with law enforcement working with mental  
8 health and trying to establish stronger guidelines  
9 to prevent mentally ill people from being able to,  
10 you know, acquire firearms and weapons and so forth.  
11 So I'll -- I'll continue to report on that as these  
12 things go. There's supposed to be one more summit  
13 coming up in either October or November.

14           Under the next Item, E, is just briefly --  
15 the only -- a look for the legislative report, there  
16 was one -- only one item that the Commission was  
17 interested to make sure that I -- we were  
18 represented on and that was AB62, which was the bill  
19 that was trying to get bailiffs exempted from being  
20 POST certified; that they -- that justice of the  
21 peace could hire bailiffs without -- without POST  
22 certification. And just the report is that we went  
23 and talked about it. So, it's a lot of bad pills  
24 down there.

25           Testified on another bill that was trying

1 to have all peace officers when they make vehicle  
2 stops have -- were -- would be under penalty of  
3 misdemeanor, I guess, punishable by law that they  
4 had to identify themselves and their agency. Well,  
5 that's a policy that's really carried on by all  
6 agencies anyway already. And so, it was all -- it  
7 was supported and grew out of a complaint from a  
8 citizen to a legislator and, as it turned out, when  
9 we finally met with the legislator and looked at the  
10 cam recorder of the officer that was complained  
11 against, the citizen was -- totally fabricated  
12 everything. And the senator was very embarrassed  
13 and that bill went away. So anyway, I think that's  
14 just about it for those.

15           Quarterly Report. I'll let you review  
16 that at your leisure. Since our last meeting, we've  
17 certified -- issued 381 Basic POST Certificates, 116  
18 Intermediates, 93 Advanced, 15 Supervisor, no  
19 Managements, but 2 Executive Certificates were  
20 awarded. We approved 41 courses certified and  
21 didn't de-certify any courses. And that would be my  
22 report, Mr. Chairman.

23           RONALD PIERINI: Thank you. Any questions  
24 for Mr. Clark? Okay. Seeing none, we'll move onto  
25 Number 6. Discussion, public comment and for

1 possible action, the Commission will discuss and  
2 possibly take action to start the rule-making  
3 process to amend NAC 289.230 to remove 24-hour  
4 continuing education training requirements in place  
5 of an annual training requirement for peace officers  
6 to show proficiency in critical skills with no  
7 minimum number of training hours, and to change the  
8 date on the -- which agencies must report all annual  
9 training to POST.

10           Additionally, under NAC 289.230, to change  
11 the critical skill topic of defense tactics to  
12 arrest and control to make it consistent with the  
13 topics in the minimum standards for training.  
14 Finally, to amend NAC 289.230 to identify  
15 exceptions, if any, to compliance with any critical  
16 skills area.

17           We've -- we've talked about that quite a  
18 bit, but I still think we still need to -- if  
19 there's any presentation or anything else that you  
20 want to add onto that, Scott?

21           SCOTT JOHNSTON: Mr. Chairman, no, sir.  
22 The only thing is that this item misses the point  
23 that the Commission is to either direct staff to  
24 start the rule-making and to develop draft language  
25 to bring it back later or whatever action if you

1 choose; whatever their desire is.

2 RONALD PIERINI: Mr. Jensen.

3 MICHAEL JENSEN: Mr. Chairman, Mike Jensen  
4 for the record. Just as a little more background on  
5 what's happening on this item. Essentially, what  
6 happened this morning was the workshop, which is a  
7 first step in the regulation-making process. This  
8 item is just asking if the Commission would like  
9 staff to move forward to the -- the next step, which  
10 would be to draft proposed language and there would  
11 still be an additional requirement for another  
12 public comment hearing at the very least and the  
13 Commission, if they want it -- if you want it, could  
14 have another workshop on this, as well, if you  
15 wanted to do that. So this -- the only thing this  
16 item is doing is directing staff to -- to move  
17 forward to the next step.

18 CHRIS PERRY: Mr. Chairman?

19 RONALD PIERINI: Chris.

20 CHRIS PERRY: Chris Perry for the record.

21 Mike, is there a way to sub-divide this out in the  
22 three pieces that are here or do we approve it as a  
23 single piece and then come back to the rule-making?

24 MICHAEL JENSEN: No, absolutely. You --  
25 you can handle this however the Chairman and the



1 Commission wants to handle it. If you want to do it  
2 in pieces, that might make more sense for this item.

3 RONALD PIERINI: Dan --

4 MICHAEL JENSEN: Is this what you wish to  
5 have?

6 CHRIS PERRY: That's what I would like to  
7 see.

8 DAN WATTS: Dan Watts for the record. I  
9 agree with -- with Chris. I would like to see the  
10 24 hours remain as is and then -- and then go  
11 through and change the -- work on changing the rest.

12 ANTHONY DEMEO: Mr. Chair, for the record.

13 RONALD PIERINI: Tony.

14 ANTHONY DEMEO: Am I correct -- is that  
15 there is no requirement at this present time for 24  
16 hours. For the critical skills --

17 MICHAEL JENSEN: There is requirement for  
18 24 hour (inaudible).

19 ANTHONY DEMEO: Right. For critical  
20 skills there's --

21 MICHAEL JENSEN: For critical skills.

22 ANTHONY DEMEO: Right, for critical  
23 skills, yes. Yeah, there's no -- no hourly  
24 requirement for critical skills?

25 MICHAEL JENSEN: Right.

1           ANTHONY DEMEO:  And I think that  -- that  
2  seems to be the thing is that they  -- what happens  
3  after the critical skills everybody seems to be  
4  requiring 24 hours for that and then when it comes  
5  to professional development, I think there's some  
6  confusion with that from  -- from agencies.  I think  
7  that there should be some type of requirement for  --  
8  because right now pro  -- with the critical skills  --  
9  critical skills of handcuffing techniques, so on and  
10 so, we get those done in 10 minutes, 15 minutes per  
11 student, but that seems to be, like, a whole day  
12 exercise now from some agencies.

13           UNIDENTIFIED SPEAKER:  Yes.

14           ANTHONY DEMEO:  And I think that's  -- some  
15 of the agencies are looking at ways of, you know,  
16 just dealing with the proficiency of that particular  
17 critical skill and then using hours then for the  
18 professional development parts and the concerns that  
19  -- you had from  -- from the POOL/PACT.  So I think  
20 that's  -- there's some concerns with that from  --  
21 from the smaller agencies.

22           RONALD PIERINI:  Mr. Jensen.

23           MICHAEL JENSEN:  Mr. Chairman, Mike Jensen  
24 for the record.  Just from a procedural standpoint,  
25 maybe the best way to handle it if you're going to

1 sub-divide it out, so that we can follow the parts  
2 of the open meeting wise, is to handle each item  
3 separately where there's discussion --

4 RONALD PIERINI: Okay.

5 MICHAEL JENSEN: -- public comment and  
6 action.

7 ANTHONY DEMEO: I'm finished. Thank you  
8 so much. I appreciate it. Thank you, Mr. Chair.

9 RONALD PIERINI: We don't have to divide  
10 it up right now, but we can do it in the future. Is  
11 that what I'm hearing? Or should we do that now?

12 MICHAEL JENSEN: If you want to handle  
13 them as separate pieces, each of those, then that's  
14 how you probably should do it so that the public has  
15 an -- an opportunity to comment as well on each  
16 section.

17 RONALD PIERINI: I agree. So we'll go  
18 back to number A on the original time and we'll re-  
19 read this thing again is what I'm understanding from  
20 you Mr. Jensen.

21 MICHAEL JENSEN: Well, I think, Mr.  
22 Chairman, if you're breaking Item Number 6 into  
23 sections, the first is the 24-hour continuing  
24 education.

25 RONALD PIERINI: Yes, and that's what we

1 did before. So I think -- I think there's a lot of  
2 confusion with this. I'm sorry, but I really  
3 believe that there is. I'm not surely 100 percent  
4 sold on this particular thing, this 24 hours just  
5 like Mr. Watts. I -- I just really have some issues  
6 with some of this and I think there's a lot of  
7 people that don't understand it.

8           And really, where we're going and why  
9 we're going that way, I do understand we want to  
10 make it easier. We're spending a lot of time on  
11 training that should -- could be done in a half hour  
12 versus somebody just standing in that training room  
13 for four hours to get the four hours done. I  
14 understand all that stuff. But I think that what  
15 people are really scared about is the fact is we  
16 drop the hours and what are we doing after that?  
17 Are we just checking boxes off and saying yeah, that  
18 guy came and showed up, that's fine? Do we have to  
19 show that people are really doing what they're  
20 supposed to be doing? That's the million dollar  
21 question. I know it's more easy and more friendly  
22 for POST. I understand that. And probably save a  
23 lot of money to agencies that could save overtime.  
24 But I think what we need to do is to make sure that  
25 those things are -- are accomplished. And I'm not

1 sure how -- by -- by doing what we're doing if  
2 that's going to happen. I don't know if I'm making  
3 sense. Does anybody have any -- Chris?

4           CHRIS PERRY: For the record, Chris Perry.  
5 I -- I agree with you, Sheriff. I think that by  
6 eliminating any kind of an hourly standard from the  
7 pragmatic perspective, we open ourselves up for  
8 significant liability. Even though you're checking  
9 a box that says proficient, proficient, proficient,  
10 it leaves that window open of just how much time was  
11 spent on Dick Clark and his certification or Chris  
12 Perry and his certification. And was it three  
13 minutes or five minutes? Those are the concerns  
14 that I have.

15           And that's what happens when agencies are  
16 sued is they're asked those very specific questions  
17 and if you don't have -- we will not have answers  
18 for this. What we will say is they were proficient.  
19 And that might not be enough. And my concern is,  
20 you know, we're -- we're taking something that is  
21 currently mandated and we're relieving all of the  
22 hourly requirements and I'm just not sure that  
23 that's the way we want to go right now without  
24 further discussion and without more in depth  
25 analysis.

1                   RONALD PIERINI: I don't think -- I don't  
2 think, you know, Chris, that -- that we're -- we're  
3 blind or ignorant enough to believe that there's  
4 some agencies when somebody comes in, they're going  
5 to check it off and say they went four hours they  
6 didn't. I mean, there is that possibility. We  
7 would hope that doesn't happen, but we probably know  
8 that there are some agencies that will allow that to  
9 happen, even though they didn't have the four hours  
10 or whatever it is. On the other hand is at least  
11 there was a standard there saying you're supposed to  
12 do that. And that's what I'm kind of hearing from  
13 you, Chris.

14                   CHRIS PERRY: Yes.

15                   RONALD PIERINI: And I do understand the  
16 POOL/PACT what you're up against and what you're  
17 doing with litigations. And to defend that with  
18 this particular language may be difficult for you to  
19 go forward with it. And that's, what I understand  
20 in our conversation, that we've done on the side.

21                   I think we need to look at the big  
22 picture. And I think what we need to do is the  
23 right thing for the officers here in the State of  
24 Nevada. I'm not trying to make a speech, but I'm  
25 really concerned about where we're going with this.

1 And I know it's more friendly for POST, but is it  
2 the right thing to do? And that's something that we  
3 need to really digest and figure out.

4 I guess what I'm asking for you, Scott, is  
5 a little bit more. If we could put this on the  
6 agenda in July. I think we need to have a better  
7 understanding on really where we're going. Why  
8 you're doing it, spend more time with that, have  
9 some exercises, this is what can do it and what the  
10 benefits on both sides are. I mean, it's easy to  
11 sit here and read this, Scott, but then really what  
12 does it mean? And I really want to see more that  
13 the -- that the sheriffs in the back and the  
14 undersheriff, truly understand what this is about.  
15 I'm not sure that's true. Because you don't, you  
16 know, you don't -- do you see what I'm saying? It's  
17 easy to look at it and does -- what does this all  
18 mean?

19 So I really want us to spend more time on  
20 this particular thing because I am kind of very much  
21 going on and I see Mr. Cox, you know, shaking his  
22 head, too. And is that -- Chris and I are on the  
23 same page. I really have some problems with it.  
24 And I want to do the right thing for the people here  
25 in this state. So there it is. That's kind of what

1 I want to see us do. And should we, then, at this  
2 point, consider the fact that we should do -- go  
3 onto a more, you know, to work this up better and  
4 have it on the agenda again and to be able to digest  
5 this better and to truly have a mission that we  
6 think is a good one. And I think that's what I  
7 think we should do. And that's just my -- my  
8 opinion. I've said enough. I apologize. What I'm  
9 trying to say is there anybody on the Commission who  
10 would like to make more comments or should we go to  
11 the public and see -- which I have to do. Is there  
12 anybody else (inaudible)?

13 KAREN COYNE: I'd just like to add I agree  
14 with what you said and with what Chief Perry said.  
15 Karen Coyne for the record. I am concerned. I  
16 mean, these are minimum standards and I hope that we  
17 are all able to go far beyond just a minimum  
18 standard. However, you know, just listening to Mr.  
19 Clark's rendition of his budget woes, which really  
20 equate to our budget woes, I'm very concerned about  
21 the possibility that removing the hourly requirement  
22 will -- the unintended consequence of that will  
23 create pressure for agency heads, particularly, when  
24 they're articulating their budget requirements or  
25 requests. To not have something to draw back to as



1 to why this training is so important. And I really  
2 think that it could erode what the whole mission of  
3 this group is. So I'd just like to add that for the  
4 comment.

5 RONALD PIERINI: That's a good comment.

6 KAREN COYNE: Thank you.

7 ANTHONY DEMEO: And, Mr. Chair, I have to  
8 agree because, now that we've discussed this, but I  
9 believe that now (inaudible) why we are required to  
10 have this particular training and I agree that then  
11 all of a sudden then we'll also start seeing some --  
12 some reduction and the training will then start  
13 sliding, then we'll be in a litigation nightmare  
14 that we can't defend. So, I mean, we -- and there's  
15 a lot of confusion -- we have to give this a second  
16 thought. I agree with that, as well.

17 RONALD PIERINI: Anybody else?

18 UNIDENTIFIED SPEAKER: No, I -- to the  
19 Chair -- to Dick. Other states, again, can you  
20 refresh my memory on what other states are doing in  
21 regards to this? And POST?

22 RICHARD CLARK: Yeah, Dick Clark for the  
23 record. I'm passing around -- IADLEST does a source  
24 book and they make contrast and comparison for all  
25 trainings. And this is the page that has to do with

1 continuing education, hourly requirements. So that  
2 gives you, across the United States, what -- what  
3 they're doing.

4 I guess as long as I'm talking about it,  
5 one other comment I wanted to make is that, you  
6 know, we can staff, we can drop back and prepare for  
7 the next meeting and come up with some alternatives  
8 where, you know, there's -- things don't always have  
9 to be one -- completely one way or the other.  
10 There's a good possibility we could do just what  
11 we're doing now. Is everyone has a mandatory  
12 requirement to do all critical skills training, but  
13 there's no hours set for that.

14 We know that that's going to take,  
15 legitimately, for any agency, some amount of hours.  
16 So if you wanted to tack on after that 14 hours or  
17 whatever, 12 hours of professional development in  
18 addition to the mandatory requirement of -- in other  
19 words, we can come back and look at what -- what  
20 might help us out for our electronic reporting and  
21 how -- and make sure that we get our course work  
22 separated so it's more comfortable for the way we  
23 would like to do it, but yet, give some alternatives  
24 to what might be more acceptable because I -- I hear  
25 a lot of legitimate concern on, you know, dropping

1 away with all our requirement all together. So  
2 there might be some middle ground there.

3 RONALD PIERINI: Yeah, and I'm not here to  
4 compromise on that and I appreciate that, Dick, and  
5 I'm not -- I'm not suggesting you're saying that.

6 RICHARD CLARK: Yeah.

7 RONALD PIERINI: What I want to do is do  
8 the right thing. You know? And if we have to  
9 divide it up and do that in so many hours and  
10 something, that's fine. But I don't want to  
11 compromise. I want to go forward to make sure what  
12 we're doing is correct.

13 May I ask anybody in the public would like  
14 to make any comments? Okay, seeing none, why don't  
15 we divide this up, Chris, maybe into three different  
16 areas, if we could.

17 CHRIS PERRY: Yeah.

18 RONALD PIERINI: And if you would please  
19 start off with doing a possible action for an agenda  
20 or whatever, you know, make a motion is what I'm  
21 trying to say.

22 CHRIS PERRY: Sure. Chris Perry for the  
23 record. I would make the motion that we table for  
24 future discussion the action to start the rule-  
25 making to amend NAC 289.230 to remove the 24-hour

1 education training requirement and replace it with  
2 annual requirement for peace officers.

3 In addition, if -- I would like the motion  
4 to also include staff work back to us that would  
5 either support -- further support the position that  
6 we amend this to reflect 24 hours or less, or if you  
7 find that you want 24 hours or more, however you  
8 want to divide that up. So that would be my motion.

9 RONALD PIERINI: Thank you, Chris. Do I  
10 have a second?

11 GREG COX: Second the motion.

12 RONALD PIERINI: Mr. Cox --

13 GREG COX: Greg Cox.

14 RONALD PIERINI: Thank you. Any other  
15 comments from the Commissioners? All in favor?

16 COMMISSIONERS: Aye.

17 RONALD PIERINI: Any opposed? So carried.  
18 Okay, we've got Section 2 now.

19 CHRIS PERRY: Okay. Section 2. I propose  
20 that -- Chris Perry for the record -- as a motion to  
21 change the date on which agencies must report all  
22 annual training to POST from the current January  
23 31st to December 31st deadline.

24 RONALD PIERINI: Thank you, sir. Do I  
25 hear a second?

1 DAN WATTS: Dan Watts. Second.

2 RONALD PIERINI: Any comments from the  
3 Commissioners? All in favor?

4 COMMISSIONERS: Aye.

5 RONALD PIERINI: Anybody opposed? So  
6 carried. And finally, Chris.

7 CHRIS PERRY: And Chris Perry for the  
8 record. I would like to make a motion to amend NAC  
9 289.230 to identify exceptions, if any, to  
10 compliance with any of the critical skills area. I  
11 think that's it.

12 RONALD PIERINI: That's good.

13 ANTHONY DEMEO: Tony DeMeo. I'll second.

14 RONALD PIERINI: Tony is second. Any  
15 questions from the Commission? All in favor?

16 COMMISSIONERS: Aye.

17 RONALD PIERINI: Any opposed? So carried.  
18 Thank you. Thank you. All right.

19 CHRIS PERRY: Clear as mud.

20 RONALD PIERINI: A lot of people in here  
21 waiting for something. I'm not sure what it is,  
22 but.

23 ANTHONY DEMEO: They'll raise their hand,  
24 Mr. Chairman (inaudible).

25 RONALD PIERINI: Okay, Number 7 is

1 discussion, public comment and for possible action,  
2 a POST Commission to review and vote on proposed  
3 changes in the Statewide Standardized Performance  
4 Objectives for Categories I and II minimum standards  
5 of training for the following course topics. And  
6 I'm first going to give that, I guess, to you,  
7 Scott? Is that what I understand? So the first  
8 thing we're going to do is -- is patrol operations  
9 and investigations.

10           SCOTT JOHNSTON: Thank you. Scott  
11 Johnston for the record. This is a continuation of  
12 our ongoing process of reviewing performance  
13 objectives, receiving feedback from instructors and  
14 from academies and agencies as to things that they  
15 would like to see cleaned up, either it's outdated  
16 or just needs terminology changed or the objective  
17 is vague, whatever the case might have been. We  
18 sent out our proposed list of objectives to all of  
19 the Academy commanders and we received feedback and  
20 of all the feedback that we received, the following  
21 objectives under patrol operation and investigations  
22 have been updated. They are in your Commission  
23 book.

24           For elder abuse, basic patrol procedures,  
25 investigation of crime scenes, collection and

1 preservation of evidence, principles of  
2 investigation, techniques of interviewing and  
3 interrogation, DWI detection, standardized field  
4 sobriety testing course approved by the National  
5 Highway Traffic Safety Administration.

6 RONALD PIERINI: Do we have any questions  
7 from the Commissioners? Going out, reaching out to  
8 the public. Does anybody in the public like to talk  
9 about this topic? Seeing none, moving for a motion.

10 KAREN COYNE: Karen Coyne. Move for  
11 approval.

12 RONALD PIERINI: Thank you, Karen. Do I  
13 have a second?

14 DAN WATTS: Dan Watts. Second.

15 RONALD PIERINI: Dan Watts seconds. Any  
16 other discussion? All in favor?

17 COMMISSIONERS: Aye.

18 RONALD PIERINI: Any opposed? So carried.  
19 All right, Scott, we're going to performance skills.

20 SCOTT JOHNSTON: Performance skills,  
21 operation of emergency vehicles, provision --  
22 provisions of emergency first aid and CPR, searching  
23 of buildings, training concerning active assailant,  
24 and training in the use of firearms.

25 RONALD PIERINI: Okay, any questions or

1 comments from the Commission? Not seeing -- anybody  
2 in the audience that wants to make any comments on  
3 that? Looking for a motion.

4 GREG COX: Greg Cox. Make a motion to  
5 approve.

6 RONALD PIERINI: Thank you, Mr. Cox. Do I  
7 have a second?

8 ANTHONY DEMEO: Tony DeMeo for the record.  
9 I second.

10 RONALD PIERINI: Thank you. Any other  
11 discussion? All in favor?

12 COMMISSIONERS: Aye.

13 RONALD PIERINI: Any opposed? So carried.  
14 Scott, if we can go on with functions of a peace  
15 officer.

16 SCOTT JOHNSTON: Functions of a peace  
17 officer, counter-terrorism and weapons of mass  
18 destruction, handling of persons with mental  
19 illness, history and principles of law enforcement,  
20 National Crime Information Center procedures and the  
21 realities of law enforcement.

22 RONALD PIERINI: Thank you, Scott. Do we  
23 have any questions from the Commissioners? Seeing  
24 none, moving onto the public. Sheriff?

25 JERRY ANTINORO: Jerry Antinoro, Storey



1 County Sheriff. On functions of a peace officer --

2 RONALD PIERINI: If you could you please  
3 come right up here? We need it on the mic. I'm  
4 sorry, Sheriff.

5 JERRY ANTINORO: On the functions of a  
6 peace officer, the counter-terrorism and weapons of  
7 mass destruction, what would you be looking at? You  
8 know, just a superficial overview? I wouldn't want  
9 to see a whole lot of time going into training on  
10 that when that's really something the average basic  
11 street cop isn't going to come into contact with.  
12 Especially, in rural Nevada.

13 RONALD PIERINI: Scott?

14 SCOTT JOHNSTON: Scott Johnston for the  
15 record. To Sheriff Antinoro, we'd be happy to  
16 provide you with a copy of the proposed performance  
17 objectives, there's five of them, and I'll go ahead  
18 and read them into the record since it was inquired.

19 Identify the FBI's definition of  
20 terrorism, identify five types of weapons of mass  
21 destruction, identify the five classifications for  
22 threat motivations, identify U.S. extreme groups and  
23 identify terrorist pre-attack behavior. Those are  
24 the five objectives. And, of course, academies can  
25 exceed that. These are just the minimums.

1                   RONALD PIERINI: Which will be taught in  
2 the academies here. Any other comments or  
3 questions? Anybody from the public? No? All  
4 right, need a motion.

5                   CHRIS PERRY: Chris Perry. Move to  
6 approve.

7                   RONALD PIERINI: Thank you, Chris. Do I  
8 have a second?

9                   KAREN COYNE: Coyne. I'll second.

10                  RONALD PIERINI: Thank you, Karen. Any  
11 other questions? All in favor?

12                  COMMISSIONERS: Aye.

13                  RONALD PIERINI: Any opposed? So carried.  
14 Number 8. Discussion, public comment and for  
15 possible action, POST Commission to review and vote  
16 on proposed changes to the Statewide Standardization  
17 Performance Objectives for Category III minimum  
18 standards of training for the following course  
19 topics. Scott, could you start off with the legal  
20 subjects.

21                  SCOTT JOHNSTON: Thank you, Mr. Chairman.  
22 Scott Johnston for the record. First topic area is  
23 legal subjects consisting of Civil Rights of  
24 offenders, searches of offenders institutions, laws  
25 relating to correctional institutions, laws relating

1 to stalking and aggravated stalking and use of  
2 force.

3 RONALD PIERINI: Thank you, Scott. Do we  
4 have any questions from the Commission? All right,  
5 anybody from the public? All right, looking for a  
6 motion.

7 DAN WATTS: Dan Watts. I make a motion to  
8 approve.

9 RONALD PIERINI: Okay, thank you, Dan. Do  
10 I have a second?

11 ANTHONY DEMEO: Tony DeMeo for the record.  
12 I second.

13 RONALD PIERINI: Thank you, Tony. Any --  
14 any other discussion? All in favor?

15 COMMISSIONERS: Aye.

16 RONALD PIERINI: Any opposed? So carried.  
17 Procedures in the field.

18 SCOTT JOHNSTON: Procedures in the field,  
19 gangs and cults, supervision of offenders,  
20 classification and receiving of offenders,  
21 transportation of offenders, crisis intervention,  
22 records of offenders and institutions and games  
23 offenders play.

24 RONALD PIERINI: Thank you, Scott. Any  
25 questions from the Commissioners? Anyone from the

1 public. Looking for a motion.

2 ANTHONY DEMEO: Tony DeMeo for the record.

3 Make a motion to approve.

4 RONALD PIERINI: Thank you, Tony. Do I  
5 have a second?

6 GREG COX: Greg Cox. I second.

7 RONALD PIERINI: Mr. Cox seconds. Any  
8 other discussion? All in favor?

9 COMMISSIONERS: Aye.

10 RONALD PIERINI: Any opposed? So carried.  
11 Skills of officers.

12 SCOTT JOHNSTON: Skills of officers  
13 consisting of writing of reports for correctional  
14 institutions, fire safety and use of emergency  
15 equipment, fingerprinting, defensive tactics,  
16 introduction of restraints, physical conditioning  
17 and training concerning active assailants.

18 RONALD PIERINI: Thank you, Scott. Any  
19 questions from the Commissioners? How about in the  
20 public? Seeing none, looking for a motion.

21 KAREN COYNE: Karen Coyne. Move for  
22 approval.

23 RONALD PIERINI: Thank you, Karen. Do I  
24 have a second?

25 DAN WATTS: Dan Watts. Second.

1                   RONALD PIERINI: Thank you, Dan. Any  
2 other discussion? All in favor?

3                   COMMISSIONERS: Aye.

4                   RONALD PIERINI: Any opposed? So carried.  
5 Investigations.

6                   SCOTT JOHNSTON: Investigation topics  
7 consist of crime scene and evidence, investigation  
8 of narcotics and abuse of controlled substances,  
9 investigation of allegations of stalking and  
10 aggravated stalking and personality disorders and  
11 prevention of suicide.

12                  RONALD PIERINI: Thank you. Any questions  
13 from Commissioners? Any questions from the public?  
14 Looking for a motion.

15                  CHRIS PERRY: Chris Perry. Move for  
16 approval.

17                  RONALD PIERINI: Thank you, Chris. Do I  
18 have a second?

19                  GREG COX: Greg Cox. Second.

20                  RONALD PIERINI: Mr. Cox seconds. Any  
21 other discussion? All in favor?

22                  COMMISSIONERS: Aye.

23                  RONALD PIERINI: Anybody opposed? So  
24 carried? Community relations.

25                  SCOTT JOHNSTON: Community relations

1 consisting of ethics for correctional officers,  
2 cultural awareness, interpersonal communications and  
3 public and media relations.

4 RONALD PIERINI: Thank you, Scott. Any  
5 questions from the Commissioners? Any comment from  
6 the public? Looking for a motion.

7 DAN WATTS: Dan Watts. Motion to approve.

8 RONALD PIERINI: Thank you, Dan. Do I  
9 have a second?

10 KAREN COYNE: Coyne. I'll second.

11 RONALD PIERINI: Karen, you second it.  
12 Any other discussion? All in favor?

13 COMMISSIONERS: Aye.

14 RONALD PIERINI: Anybody opposed? So  
15 carried. And the last one is miscellaneous  
16 subjects.

17 SCOTT JOHNSTON: Miscellaneous subjects  
18 consisting of modern correctional philosophy, first  
19 aid, CPR or cardiopulmonary resuscitation and  
20 criminal justice system.

21 RONALD PIERINI: Any questions or comments  
22 from the Commissioners? Do I hear any from the  
23 public? Looking for a motion.

24 GREG COX: Greg Cox. Make a motion to  
25 approve.

1                   RONALD PIERINI: Thank you, Greg. Do I  
2 have a second?

3                   DAN WATTS: Dan Watts. Second.

4                   RONALD PIERINI: Thank you, Dan. Any  
5 other discussion? All in favor?

6                   COMMISSIONERS: Aye.

7                   RONALD PIERINI: Any opposed? So carried.  
8 Number 9, discussion, public comment and for  
9 possible action. Request from the Department of  
10 Motor Vehicle -- now I know who was here and  
11 (inaudible). Bye, guys. Does anybody need a break  
12 or everybody okay?

13                   KAREN COYNE: I'm good.

14                   RONALD PIERINI: You're good? Okay.  
15 Number 9. Discussion, public comment and for  
16 possible action. Request from the Department of  
17 Motor Vehicles for consideration of their request  
18 for a six-month extension of time pursuant to NRS  
19 289.550 to complete the certification process for a  
20 peace officer that has not completed the process  
21 within the one-year time period for their employee  
22 Administrator Donnie Perry. So I think that is up  
23 to you, Scott.

24                   SCOTT JOHNSTON: Thank you, Mr. Chairman.  
25 Scott Johnston for the record. Just a little

1 history on where we are today and where we came from  
2 on this one. The Commission, back on February 28th,  
3 denied the request by the agency for an extension  
4 for Administrator Donnie Perry. At that time, there  
5 were no representatives available by the agency and  
6 they have requested -- in your Commission book you  
7 have a letter requesting to have the Commission  
8 reconsider their request and, I believe, they -- we  
9 have representatives here today to speak and answer  
10 any questions that the Commission may have regarding  
11 this.

12           Regarding Mr. Perry, he is -- his  
13 employment started on, I believe, it was January 9th  
14 of 2012, and his one-year would be up July -- or was  
15 up January 9th of 2013. And the six-month  
16 extension, if approved, would extend him to July 9,  
17 2013, I believe.

18           RONALD PIERINI: Okay. Do we have  
19 comments?

20           ALYS DOBEL: Yes. Good afternoon,  
21 Chairman and Commissioners. For the record, my name  
22 is Alys Dobel. I'm the HR administrator with the  
23 Department of Motor Vehicles. I am here today as a  
24 representative for DMV.

25           First, I want to thank you for adding us



1 to the agenda again. And I apologize that you had  
2 to do that. Second, I want to apologize for our  
3 absence at the Commission meeting on February the  
4 28th. Due to unforeseen circumstances, Director  
5 Dillard was unable to attend. In addition,  
6 Administrator Perry, who sits to my left, was  
7 previously scheduled for a hearing in Las Vegas and  
8 it was an involuntary transfer hearing.  
9 Administrator Perry did request that he be available  
10 by telephone, but what happened was the Deputy  
11 Attorney General that was representing us in this  
12 particular hearing felt it was very pivotal for  
13 Administrator Perry to be present in Las Vegas at  
14 that hearing because he was the DMV representative.  
15 So I apologize, once again, for our absence at the  
16 last meeting.

17 Administrator Perry, as you all know,  
18 started working for our department in January of  
19 2012. We come before you today to request  
20 reconsideration of your denial of extending  
21 Administrator Perry's time pursuant to NRS 289.550.  
22 We would like him to complete the process and he's  
23 -- for that one-year time period.

24 In compliance with NRS 289.550,  
25 Administrator Perry has been on a leave of absence

1 since March 19, 2013, and has not been exercising  
2 any of his powers as a peace officer. The CED  
3 administrator position is a key leadership position  
4 at the DMV. It is responsible for all law  
5 enforcement activities under the jurisdiction of DMV  
6 and is critical to our mission and the vision of our  
7 department.

8           The DMV was without a CED administrator  
9 from August 19, 2011, until the time Administrator  
10 Perry started, January 9, 2012. In addition, our  
11 Deputy Administrator position that runs our Southern  
12 Region was also vacant since April 12th of 2011.  
13 Due to the length of time these positions were  
14 vacant, many administrative functions were not  
15 performed.

16           Since Administrator Perry's arrival, he  
17 has provided the necessary leadership skills. He  
18 has spent numerous hours handling challenges in the  
19 workplace such as DMV legal issues, operational  
20 concerns as well as legislative responsibilities and  
21 employee relation situations. In addition, he has  
22 had personal challenges such as medical issues, his  
23 home was threatened by Colorado fires and he had to  
24 relocate his family to Nevada.

25           Upon Administrator Perry's acceptance of

1 this position, he was fully aware of the POST  
2 certification requirements. He has met all the  
3 requirements with the exception of the mile-and-a-  
4 half run. In attempt to meet the POST requirements,  
5 Administrator Perry has taken the POST physical  
6 fitness test six times. We prepared a quick  
7 synopsis of the six times that he appeared to take  
8 the test. I don't know if any of you want to look  
9 at the scores. It's just a recap, a summary of what  
10 occurred at each time that he -- he appeared to  
11 test. Do you want to see this? Okay. Probably  
12 more than you needed to.

13 KAREN COYNE: Thank you.

14 ALYS DOBEL: I guess what I want to point  
15 out on this sheet of paper, he did attend six times,  
16 I did read the transcript from the last Commission  
17 meeting and apparently it was a question that you  
18 had as to when he attended and when he was -- when  
19 he was tested. Okay. On one of those occasions,  
20 which happened to be August 13th of 2012, if you'll  
21 go to that particular section, that day, you'll  
22 notice that he almost made it. He failed by 10  
23 seconds in the mile-and-a-half.

24 In addition, we have prepared a  
25 chronological sequence of events of some of the

1 major issues that occurred since his employment with  
2 us and I thought maybe you might want to look at  
3 that, too. Sometimes it's easier to look at. Is  
4 that all right? I'll start on this side. As far as  
5 the challenges that Administrator Perry has had in  
6 reference to his ability to finish the physical  
7 fitness test and conditioning, I didn't know if you  
8 wanted him to speak on that behalf or not.

9 RONALD PIERINI: If he wishes to, he may.

10 DONNIE PERRY: I'm sorry?

11 ALYS DOBEL: Pardon me?

12 RONALD PIERINI: If you wish to talk about  
13 that, you may.

14 DONNIE PERRY: Good afternoon, Mr.  
15 Chairman, members of the Committee, my name is  
16 Donnie Perry and I'm the administrator with the  
17 Department of Motor Vehicles. I'm not sure what  
18 part of the challenges you want me to discuss, but  
19 I'm here to -- to -- for any questions that you all  
20 may have in reference to my efforts to complete that  
21 process. I can --

22 RONALD PIERINI: Does any of the  
23 Commissioners have any questions?

24 ALYS DOBEL: I would like to say  
25 something. Administrator Perry comes to us from the

1 State of Colorado. He was a retired police chief  
2 and I don't know how many years you were there, to  
3 be honest. Like, 20 years, right?

4 DONNIE PERRY: Yes.

5 ALYS DOBEL: Anyway, in a position like  
6 that, sometimes we, as human beings, we let  
7 ourselves go. I don't know how else to say it. We  
8 stop taking care of ourselves, we stop running, we  
9 stop exercising, we put other priorities before  
10 ourselves. And I believe that in this case, and I  
11 -- I'm not speaking for you, Administrator Perry,  
12 but I believe that may have been what happened here.

13 So when we offered him the job, he was  
14 fully aware, like I said, that those POST  
15 requirements. And I do know, because I personally  
16 have seen him struggling with this he has -- he has  
17 tried to lose weight, he's worked out, he's been  
18 pretty consistent, and I'm going to be pretty blunt  
19 about this. As we age, we tend not to bounce back  
20 as quickly as we used to. And so, he has had a lot  
21 of challenges as far as when he runs, what happens  
22 is he may jar his knee and then he has to rehab  
23 before he can start conditioning again to do the  
24 run. And the run is really the area that he has the  
25 biggest problem.

1           DONNIE PERRY:  Additionally, I don't know  
2  how much information you would like me to provide,  
3  but during this process, over this process, since I  
4  began, I've lost 60 pounds in an attempt to get past  
5  this process.  And after the medical issues that  
6  came into play, we've addressed those issues, but  
7  one setback at times lead to another.  So the last  
8  time I've taken the test, I believe, it was on --

9           ALYS DOBEL:  It was April 25th.

10          DONNIE PERRY:  -- April 25th, I was  
11  actually able to work with Tim Bunnie (ph) with the  
12  POST Academy and he offered several suggestions that  
13  I think would help me get past this -- this point.  
14  So he had -- he had asked me to come out May --

15          ALYS DOBEL:  Tenth.

16          DONNIE PERRY:  -- May 10th to run with his  
17  Academy class in -- in an attempt to get this  
18  process on -- on the day he would be evaluating his  
19  class.  I'm not sure, what in addition --

20          ALYS DOBEL:  And what I -- I'm sorry.  As  
21  you can see from the chronological sequence of  
22  events, starting with November 21st when we offered  
23  Administrator Perry the position, that the date of  
24  hire was January 9th.  But as you go down this list,  
25  you'll notice that -- and I -- I recognize that all

1 of you are in high-level positions and I recognize  
2 that you all have the same challenges. I -- I guess  
3 for me, I feel that an additional challenge that  
4 Administrator Perry had was he was coming from a  
5 different state, learning new rules and regulations  
6 and I would just like you to consider the  
7 differences of the states and the challenges that he  
8 was placed upon since he's been here.

9           The positions that were critical were his  
10 position and the position in the south. And when he  
11 came aboard he had to pick up a lot of those  
12 functions and get it back running properly again.  
13 So I don't know if you have any questions about the  
14 POST physical fitness or the sequence of events, but  
15 I'd be happy to answer any of those. And if not,  
16 I'd like to continue.

17           ANTHONY DEMEO: Mr. Chair, I have a  
18 question for staff. I appreciate you coming again.  
19 I wish you were here the last time. The -- what I  
20 see is that he was hired January 9, 2012. His --  
21 his one-year expired January 9, 2013. And then POST  
22 Commission doesn't get a letter requesting the  
23 extension till after his -- after that one-year --  
24 one-year has expired. And I think that was one of  
25 the issues. I don't recall because I remember this

1 being (inaudible), but I think one of the issues was  
2 that the -- that his one-year had already expired  
3 before they then asked for an extension. And I have  
4 to ask for direction on that.

5           MICHAEL JENSEN: Sure. Mike Jensen for  
6 the record. I believe in the last meeting, I -- the  
7 way that I addressed that is to go back to the -- to  
8 the statute that creates the ability for the  
9 Commission to grant a six-month extension for good  
10 cause. And based on the language of the statute,  
11 it's my opinion that there's no prohibition. In  
12 fact, I think the Commission, in the past, has  
13 granted extensions after the one year timeframe has  
14 -- has expired. The -- the only restriction is your  
15 statutory restriction, which is you can't extend it  
16 beyond the six months from that one year. So in  
17 this case, it would be --

18           UNIDENTIFIED SPEAKER: July.

19           MICHAEL JENSEN: -- July, whatever the  
20 six-month date is, that would be the restriction on  
21 that. I guess also, for the record, I ought to make  
22 clear that I represent the Department of Motor  
23 Vehicles in addition to the POST Commission. And  
24 so, in this particular case, the -- there's another  
25 Deputy Attorney General who's been working on



1 personnel issues and we've done that in our office  
2 on purpose so that we don't create conflict  
3 situations in situations like this. But I wanted to  
4 put that on the record as well. But it's my  
5 experience with the Commission that not only is it  
6 -- are you able to do it, but I believe the  
7 Commission has had situations where you have granted  
8 extensions up to the six months after the one-year  
9 timeframe has already expired.

10 ANTHONY DEMEO: And I appreciate -- I  
11 bring that up because that may be a question, you  
12 know, why did we extend after one-year after the  
13 letter -- we received the letter. I just wanted to  
14 make sure we clarified that for anyone here and for  
15 the record. Thank you.

16 RONALD PIERINI: I think one of the  
17 reasons why we did this is simply because we didn't  
18 have a representative from your agency. And that's  
19 one thing that we really want as a policy. It's not  
20 written, but it's a policy of this Commission that  
21 we have the reasons given to us in person. As you  
22 well know, that after one year, you don't have any  
23 police power even if -- because we haven't extended  
24 it. So the day after that doesn't happen, even  
25 though that we can go forward a month later and say,

1 "Yeah, we're doing that," but that only goes for six  
2 months at a time when that one-year expired. That  
3 is why we ask you to be here; that's why we didn't  
4 make a decision because that's what we ask. And you  
5 understand -- let me ask you another question, Mr.  
6 Perry. What do you -- what do you -- what do you  
7 figure that if you had to go and to accomplish this  
8 between now and July, could you do that?

9 DONNIE PERRY: Yes.

10 RONALD PIERINI: So I'm not hearing from  
11 you that you want to have a waiver on anything other  
12 than you want the six-month extension; is that what  
13 I'm hearing?

14 DONNIE PERRY: Yes.

15 RONALD PIERINI: Thank you.

16 GREG COX: Mr. Chairman, Greg Cox. Is  
17 that extension to July 9th? Is that the -- is that  
18 the correct date?

19 RONALD PIERINI: Whatever date that is in  
20 July. July what?

21 SCOTT JOHNSTON: Scott Johnston for the  
22 record. That would be correct. His date of hire  
23 was January 9th of 2012, so that would take him to  
24 July 9th, unless my math is off, but I think that's  
25 correct.

1                   DONNIE PERRY: I think that's right.

2                   RONALD PIERINI: Save time, everybody  
3 okay? Are there any questions?

4                   DAN WATTS: I have one question. Dan  
5 Watts for the record. I see every time you take the  
6 test and if you'll clarify for me, he's passed  
7 everything but the 1.5. Does he have to take every  
8 test every time?

9                   UNIDENTIFIED SPEAKER: Yeah.

10                  DONNIE PERRY: Yes.

11                  DAN WATTS: Okay, that's just -- I just  
12 wanted to clarify that.

13                  UNIDENTIFIED SPEAKER: That's because --  
14 and please (inaudible), Mr. Chair, it's the  
15 endurance.

16                  UNIDENTIFIED SPEAKER: The endurance part.

17                  RONALD PIERINI: That's a real bummer,  
18 isn't it?

19                  MR. DEMEO: No, you just can't -- you just  
20 can't pick and choose and say I want this -- for the  
21 record, Tony DeMeo. You can't say, well, I did 17  
22 push-ups this day, so next week I'll come back and  
23 (inaudible).

24                  UNIDENTIFIED SPEAKER: They said he's  
25 getting better, though.

1           ANTHONY DEMEO: Right. Exactly. There's  
2 improvement, yes.

3           GREG COX: Mr. Chairman. Greg Cox again.  
4 Is it offered every month? Is that -- how often  
5 does he get to take it?

6           RICHARD CLARK: Dick Clark for the record.  
7 No, actually, and I want to commend Mr. Perry  
8 because he's diligently, on his own, scheduled and  
9 is continuing -- you know, we get so many other  
10 folks that are trying not to even test and he's  
11 actually been very diligent in scheduling and trying  
12 to make a lot of attempts. And he's -- he's getting  
13 almost there.

14          RONALD PIERINI: I guess, do you  
15 understand what I'm trying to say. Are we okay?  
16 Would we like to have a motion or do we need more?

17          ANTHONY DEMEO: I'm okay. I'll make --  
18 Tony DeMeo. Mr. Chair, Tony DeMeo for the record.  
19 I make recommendation we approve the six-month  
20 extension to July 9, 2013 for Mr. Donnie Perry.

21          GREG COX: Greg Cox. I second the motion.

22          RONALD PIERINI: Any other discussion?  
23 All in favor?

24          COMMISSIONERS: Aye.

25          RONALD PIERINI: Anybody opposed. Got

1 one.

2 UNIDENTIFIED SPEAKER: Opposed. I'm  
3 opposed.

4 RONALD PIERINI: All right. We have one  
5 opposed. Okay. So carried. Thank you.

6 ALYS DOBEL: Well, thank you very much.

7 RONALD PIERINI: Okay, we're going to go  
8 onto Number 10, discussion, public comment and for  
9 possible action request from the West Wendover  
10 Police Department requesting a six-month extension  
11 of time pursuant to NRS 289.550 to complete the  
12 certification process for a peace officer that has  
13 not completed the process in one year period of time  
14 for employee David -- Officer David -- how do you  
15 say his last name?

16 UNIDENTIFIED SPEAKER: Avilez.

17 RONALD PIERINI: Avilez. Thank you. So  
18 what do we have on this, Scott?

19 SCOTT JOHNSTON: Thank you, Mr. Chairman.  
20 Scott Johnston for the record. The -- this  
21 Commission recalls dated back from the February 28th  
22 meeting, this was a request by West Wendover Police  
23 Department at that time. The Commission postponed  
24 making a decision on it pending a representative to  
25 be here to answer questions that had been -- that

1 came up as a result of what was indicated in the  
2 letter on agency hardships and the officer attending  
3 the Academy. And I believe we have Acting Chief  
4 Gunter here --

5 SANDRA GUNTER: Yes. Sandra Gunter.

6 SCOTT JOHNSTON: -- who is here to present  
7 on this.

8 SANDRA GUNTER: First of all, I'd like to  
9 apologize for missing the last meeting. I had a  
10 death in the family and it was just something I  
11 could not miss. I had every intention of being  
12 here. So I appreciate you putting it back on the  
13 agenda for this go-round.

14 My understanding was is that you had some  
15 questions regarding my request? So.

16 RONALD PIERINI: Do we have questions from  
17 any of the Commissioners?

18 CHRIS PERRY: Chris Perry for the record.  
19 It appears that your issues revolve around a  
20 shortage of personnel.

21 SANDRA GUNTER: Yes.

22 CHRIS PERRY: How many people are  
23 currently employed with your department, excluding  
24 you?

25 SANDRA GUNTER: Oh, excluding me? Okay.

1 You want to exclude me and the Chief's position? We  
2 have a nine-man patrol unit.

3 CHRIS PERRY: Okay.

4 SANDRA GUNTER: A public service  
5 coordinator and an investigator. I lost two  
6 personnel in my patrol division and actually was  
7 just advised I may lose one due to another medical  
8 issue. I still have an officer out on medical leave  
9 and there is no set time for his return. I have  
10 filled my vacant spot. My new hire starts on  
11 Monday, as a matter of fact. We're still looking  
12 for a Chief. I've moved my investigator to patrol  
13 to help cover -- cover shortfalls and my public  
14 service coordinator as well.

15 I initially had to suspend vacation  
16 requests. I have since reinstated those when I  
17 moved my investigator back to patrol and my public  
18 service coordinator. So I've done everything I  
19 possibly could. I just worry about an officer  
20 safety issue, leaving one man on the road at any  
21 given time. That concerns me greatly, as I'm sure  
22 you understand.

23 RONALD PIERINI: Anybody else want to make  
24 any comments or questions? All right. Do we have  
25 any from the public that would like to make comment?

1 All right. Do we have a motion?

2 KAREN COYNE: Karen Coyne. I will make a  
3 motion that we move to approve the request for a  
4 six-month extension of time for Officer David Avilez  
5 to attend --

6 SANDRA GUNTER: Avilez.

7 KAREN COYNE: Thank you. Avilez to attend  
8 the Academy.

9 RONALD PIERINI: And the date on that,  
10 Scott, would be when?

11 UNIDENTIFIED SPEAKER: Yeah, that's --

12 SCOTT JOHNSTON: Scott Johnston for the  
13 record. That would take him out to November 30th of  
14 2013, which should allow him plenty of time to  
15 complete the Academy and become certified.

16 RONALD PIERINI: And what I heard from you  
17 that is --

18 SCOTT JOHNSTON: The Academy starts the  
19 end of July.

20 RONALD PIERINI: July. So you going to  
21 make sure he is there at that time?

22 SANDRA GUNTER: Yes.

23 UNIDENTIFIED SPEAKER: Is he signed up?

24 SANDRA GUNTER: He is.

25 RONALD PIERINI: Any other questions?



1           ANTHONY DEMEO: I have a question.

2           RONALD PIERINI: Sure.

3           ANTHONY DEMEO: This will be beyond the

4 one-year, correct? And you would not be on the

5 street as a peace officer; it that correct? If it's

6 beyond one year.

7           MICHAEL JENSEN: No. Mike Jensen for the

8 record. The six-month extension permits a person to

9 exercise their peace officer --

10          ANTHONY DEMEO: Okay. Just for the

11 record.

12          CHRIS PERRY: Just one comment for the

13 record. Chris Perry. I think given the

14 circumstances here, the Chief is trying to make this

15 work and she has a terrible job ahead of her. And

16 so, I would -- I would support that.

17          RONALD PIERINI: Sometimes we think we

18 have it rough, huh? Okay, all in favor?

19          COMMISSIONERS: Aye.

20          RONALD PIERINI: Anybody opposed? So

21 carried. Thank you.

22          SANDRA GUNTER: Thank you very much.

23          KAREN COYNE: Thanks for coming.

24          UNIDENTIFIED SPEAKER: We wish you the

25 best.

1                   RONALD PIERINI: Okay, Number 11. We're  
2 getting there. Discussion and public comment and  
3 for possible action. Hearing pursuant to NAC  
4 289.290(1)(e), revoke John K. Norman's, formerly of  
5 the Las Vegas Metropolitan Police Department, POST  
6 certification for the following gross misdemeanor  
7 convictions. Count I, under color of office, NRS  
8 197.22, and also Open or Gross Lewdness, which is  
9 NRS 201.210 and that was up to you, Mr. Jensen, to  
10 take that up.

11                   MICHAEL JENSEN: Thank you, Mr. Chairman.  
12 Mike Jensen for the record. This is the time and  
13 place that's scheduled for the hearing on the  
14 potential revocation of the POST certification for  
15 John K. Norman for two gross misdemeanor  
16 convictions.

17                   Just as background, the statute and the  
18 regulation that underlie this particular hearing are  
19 NRS 289.510C, which requires the POST Commission to  
20 adopt regulations establishing minimum standards for  
21 decertification of peace officers, and NAC 289.290,  
22 which provides for the different causes for the  
23 Commission to revoke, refuse or suspend a peace  
24 officer's certificate. The one subsection that  
25 applies in this case is Subsection (1)(e), which

1 provides for revocation upon conviction for a gross  
2 misdemeanor.

3           For purposes of the hearing today, there  
4 are exhibits in your packet that I would ask be  
5 admitted to the record as part of the -- the  
6 evidence to support any action taken by the  
7 Commission today. The first of those exhibits is  
8 Exhibit A, which is a Notice of Intent to Revoke,  
9 which we send out in each case where the Commission  
10 intends to potentially take action on a POST  
11 certificate. This particular notice identifies the  
12 NAC under which the Commission is -- is acting. It  
13 identifies the two potential -- or the two  
14 convictions which are the basis for the proposed  
15 action, which are Count I which is Oppression Under  
16 Color of Office, a gross misdemeanor in violation of  
17 NRS 197.200 and Count II which is Open or Gross  
18 Lewdness, which is a gross misdemeanor in violation  
19 of NRS 201.210.

20           Those are two cases -- or two counts that  
21 are -- come out of Clark County, the State District  
22 Court in Clark County. Mr. Norman was advised  
23 through this notice of his right to attend this  
24 particular hearing and present evidence to contest  
25 the revocation of his POST certification. He was

1 given the time and place of the hearing today and  
2 also informed that if he failed to respond that the  
3 Commission would move forward and take action based  
4 on evidence presented.

5           The next item is Exhibit B, which is the  
6 Proof of Service. It's called the Declaration of  
7 Service showing that Mr. Norman was served with the  
8 Notice of Intent on March the 29th, by personal  
9 service. And it appears that the service took place  
10 at the Clark County Detention Center.

11           The next item is a Personnel Action Report  
12 showing Mr. Norman's employment with the Las Vegas  
13 Metropolitan Police Department, that he separated  
14 his employment with them, and the effective date  
15 shown here is June the 11th of 2012.

16           Exhibit D is his POST certificate, which  
17 is at issue in this hearing today.

18           The next documents are the court documents  
19 showing the convictions that are involved in this  
20 particular case. The first is the Criminal  
21 Information Exhibit E, which shows the two charges  
22 for which he was charged. The first, again, is  
23 Oppression under Color of Office, the second, Open  
24 or Gross Lewdness.

25           For purposes of the hearing, I would just

1 read in the factual basis for those two counts. The  
2 first count being Oppression Under Color of Office,  
3 specifically, alleging that between -- on or between  
4 June 23, 2011, and December 10th of 2011, that Mr.  
5 Norman did, then and there, unlawfully, maliciously  
6 and while acting under a -- acting as an officer or  
7 pretending to be an officer and acting under  
8 pretense or color of official authority, arrest  
9 another person or detain the person against his will  
10 or seize or levy upon another person's property or  
11 dispossess another person's property or rights.

12           The crime was committed as follows -- and  
13 this is the factual basis: By forcing Rebecca  
14 Porteo (ph) to manipulate her bra and or breasts and  
15 or by forcing the said Rebecca Porteo to remain in a  
16 police car and by detaining Melissa Davis Haden (ph)  
17 and requiring said Melissa Davis Haden to lift her  
18 shirt up over her bra putting defendant's hands  
19 between her breasts and bra requiring the said  
20 Melissa Davis Haden to loosen her bra and expose her  
21 bare breasts and by detaining Victoria Mernane (ph)  
22 and requiring that said Victoria Mernane to lift her  
23 shirt up over her bra putting defendant's hands  
24 between her breasts and bra requiring the said  
25 Victoria Mernane to loosen her bra and expose her

1 bare breasts.

2           Count II the similar type of factual  
3 allegation. Again, did then and there willfully and  
4 unlawfully commit an act of Open or Gross Lewdness  
5 by patting or touching Melissa Davis Haden's breasts  
6 beyond the parameters of a lawful police search  
7 and/or by patting and/or touching Victoria Mernane's  
8 breasts beyond the parameters of a lawful police  
9 search.

10           Exhibit F is the guilty plea agreement in  
11 which the defendant, Mr. Norman, agreed to plea  
12 guilty to both Counts I and II.

13           Exhibit G is the court document showing  
14 that there was a Judgment of Conviction on the  
15 guilty plea to those -- to both of those counts that  
16 have been described factually and in the  
17 information. From that, he received a sentence of  
18 12 months in the Clark County Detention Center on  
19 each count to run consecutive. He also is required  
20 to register as a sex -- sex offender in accordance  
21 with NRS 179D.460.

22           Based on the documents that we've  
23 received, the court conviction, as well as the  
24 factual basis for this particular conviction, I  
25 think this is a pretty clear case given the fact

1 that Mr. Norman was acting in the capacity as a  
2 peace officer at the time he engaged in -- in this  
3 despicable conduct. The actions constitute a  
4 substantial and unjustifiable violation of public  
5 trust of that individual that's placing him as a  
6 peace officer. And as part of his requirements,  
7 he's required to register as a sex offender, I would  
8 submit that Mr. Norman has disqualified himself from  
9 the ability of being able to be a peace officer and  
10 would recommend revocation of his POST  
11 certification.

12 RONALD PIERINI: Okay, and for the record,  
13 if I could Mr. Jensen, I'll go ahead and accept  
14 those exhibits.

15 MICHAEL JENSEN: Thank you, Mr. Chairman.

16 RONALD PIERINI: And then, secondly, is  
17 that is there anybody in the audience that is here  
18 on behalf or, himself, John K. Norman? Is he here?  
19 The record shows he is not. So do we have any  
20 discussion from any of our Commissioners? Anybody  
21 from the public? Seeing none, then we will ask for  
22 a motion.

23 DAN WATTS: Dan Watts for the record. I  
24 make a motion to revoke John K. Norman's POST  
25 certification.

1                   RONALD PIERINI: Thank you, Dan. Do we  
2 have a second?

3                   KAREN COYNE: Karen Coyne. Second.

4                   RONALD PIERINI: Thank you, Karen. Do I  
5 have any more discussion? All in favor?

6                   COMMISSIONERS: Aye.

7                   RONALD PIERINI: Anybody opposed? So  
8 carried. Number 12 is public comments. Do we have  
9 anybody in the audience that would like to make any  
10 comments about items that either was not already  
11 been discussed, anything that you would like bring  
12 up in front of the Commission. Seeing none, then  
13 we'll go ahead and go for scheduling for upcoming  
14 meetings. Mr. Clark.

15                   RICHARD CLARK: Meetings, yes, Mr.  
16 Chairman. Dick Clark for the record. I did have a  
17 discussion with the host of the next Sheriffs and  
18 Chiefs Meeting sitting next to you. And what we've  
19 come up with as a -- as a potential plan for  
20 meetings is probably Tuesday the -- July the 23rd  
21 would be a travel day because the next morning we  
22 would have a POST workshop in the morning on  
23 Wednesday the 24th of July.

24                   Then there's a training to follow that --  
25 the Sheriffs and Chiefs will have a training session



1 and then the barbeque will be that evening on -- on  
2 Wednesday the 24th. On Thursday the 25th, we'll  
3 have the Nevada Sheriffs and Chiefs official meeting  
4 in the morning, in the A.M. And following that  
5 meeting, we'll have a POST Commission meeting in the  
6 P.M. And I think by the time we've finished, those  
7 folks that still need to drive this way could  
8 probably travel that afternoon and wouldn't need to  
9 stay overnight. So that's the -- what we're looking  
10 at for a schedule. And as to having two meetings, a  
11 workshop in the morning on the 24th of July and then  
12 in the afternoon, the regular meeting on the 25th of  
13 July in the evening.

14 RONALD PIERINI: It does say that we're  
15 supposed to have possible action on that. So shall  
16 we approve those dates? Thanks, Dan.

17 DAN WATTS: Dan Watts. Move to approve  
18 those dates.

19 RONALD PIERINI: Well, we're going to be  
20 in your house so (inaudible).

21 DAN WATTS: Sure.

22 RONALD PIERINI: Okay, so I have a second?  
23 Tony? Thank you. All right.

24 ANTHONY DEMEO: You took the words right  
25 out of my mouth.

1 RONALD PIERINI: All in favor?

2 COMMISSIONERS: Aye.

3 RONALD PIERINI: And does anybody want to  
4 adjourn?

5 COMMISSIONERS: Aye.

6

7 (MEETING ADJOURNED AT 3:52 p.m.)

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C-E-R-T-I-F-I-C-A-T-I-O-N

I certify that the foregoing is a true and accurate transcript of the electronic audio recording from the meeting in the above-entitled matter.

Michele Boyles

5/20/13

MICHELE BOYLES  
COURT REPORTING SERVICES

DATE

# **Commission on Peace Officers' Standards & Training**

## *Basic Training Bureau*

To: Tim Bunting, Deputy Director

From: Orlando Guerra

Date: 08 July 2013

Subject: 4th Quarter Report 2013 (April, May, June)

### **Projects:**

Performance objectives review (on going)

Shoot house plans (on-going)

Clean up of all surrounding areas at POST in the works (on-going)

Working on Stewart Facility football/track field (on-going)

Reviewing the Defensive Tactics block of instruction.

Revising the boxing program. Making it more effective and user friendly.

Working on simplifying the high/low risk traffic stop(s) block of instruction (more realistic, formal, structured, basic, thus eliminating all the drama that has been added throughout the years).

Work still being done to correct and simplify the building search and active assailant block of instruction (more buildings, more scenario problems).

Maintenance of POST patrol vehicles on-going process.

### **Bureau:**

Basic Training Bureau staff continues to review, scrub lesson plans and instructors lists to better provide the cadets with quality instruction.

Class 41/42 graduated 16 May 2013. It held together well, Ceremony went well.

Working/preparing for Class 43/44 starting 29 July 2013.

Inventorying / identifying gear that needs to be replaced.  
Working on costs analysis for EVOC block of instruction (parking lot  
verses track)  
Approx 34 cadets as of 30 June for upcoming class .  
Continue to identify more instructors for this coming class.

**Training Hours:**

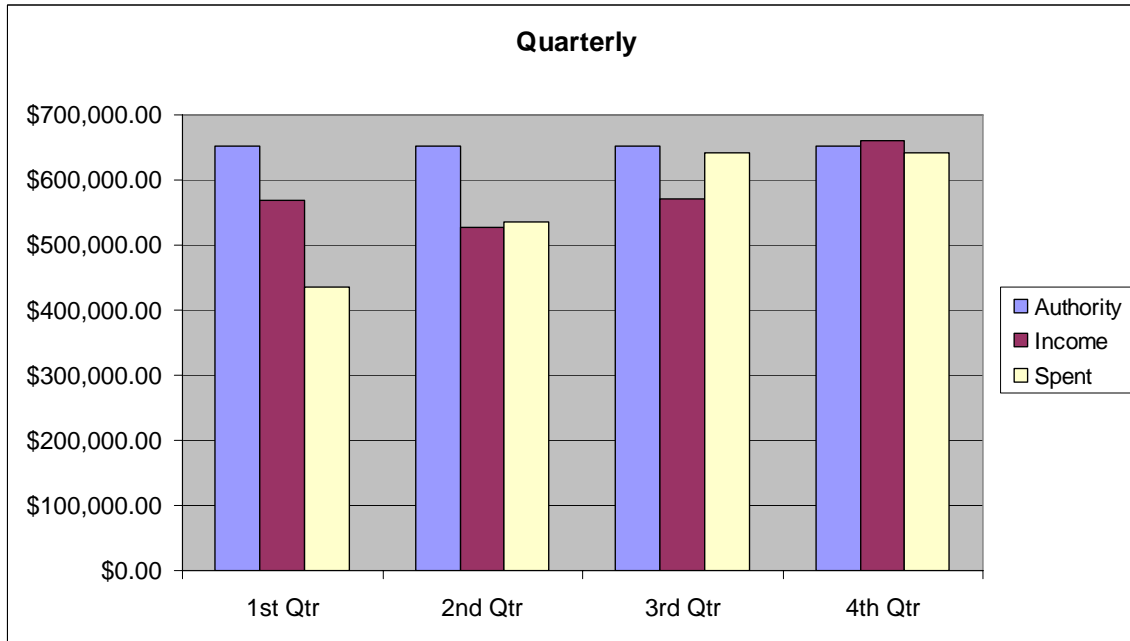
- Category I
  - Classroom 352.5 hours
  - Cadet 9,070.0 hours
- Category II
  - Classroom 30 hours
  - Cadet 92 hours
- Instructor hours 1280 hours

**Milo Use of Force Simulator**

None

**Budget.**

4th quarter: Authorized \$651,827.75, Received \$659,401.45, Spent \$642,390.27



Breakdown by quarter and annual total:

	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Annual Total
<b>Authority</b>	<b>\$651,827.75</b>	<b>\$651,827.75</b>	<b>\$651,827.75</b>	<b>\$651,827.75</b>	<b>\$2,607,311.00</b>
<b>Income</b>	<b>\$567,881.95</b>	<b>\$527,460.87</b>	<b>\$571,682.15</b>	<b>\$659,401.45</b>	<b>\$2,326,426.42</b>
<b>Spent</b>	<b>\$434,839.86</b>	<b>\$536,029.71</b>	<b>\$641,795.88</b>	<b>\$642,390.27</b>	<b>\$2,255,055.72</b>
<b>% rec</b>	<b>0.87</b>	<b>0.81</b>	<b>0.88</b>	<b>1.01</b>	<b>0.89</b>
<b>% spent</b>	<b>0.67</b>	<b>0.82</b>	<b>0.98</b>	<b>0.99</b>	<b>0.86</b>

Nevada Legislative Counsel Bureau  
 Budget Closing Action Report  
 Senate Committee on Finance Subcommittee on  
 Public Safety, Military and Veterans' Services and  
 Assembly Committee on Ways and Means Subcommittee on  
 Public Safety, Natural Resources and Transportation  
 W01 - GOVERNOR RECOMMENDS

Title: PEACE OFFICERS STANDARDS & TRAINING COMMISSION  
 Account: 101 - 3774

Budget Page: POST-7, Volume III

Revenues	2011-12 Actual	2012-13 WP	% Chg	2013-14 GOV REC	% Chg	2014-15 GOV REC	% Chg
BALANCE FORWARD	130,772	92,613	(29.18)	269,846	191.37	249,446	(7.56)
GENERAL FUND		135,175					
INTERAGENCY TRANSFER	348,000	348,000					
OTHER FUND	1,809,460	2,031,523	12.27	1,953,448	(3.84)	1,982,903	1.51
<b>Total Revenues</b>	<b>2,288,232</b>	<b>2,607,311</b>	<b>13.94</b>	<b>2,223,294</b>	<b>(14.73)</b>	<b>2,232,349</b>	<b>0.41</b>
<b>Total FTE</b>		<b>17.00</b>		<b>17.00</b>		<b>17.00</b>	

**Adjustments to Revenue**

Dec Unit	Cat	GL	Description	2013-14 Gov Rec	2014-15 Gov Rec
<b>Sub-total</b>				0	0
<b>Line Item Changes to Revenues</b>				0	0

**Adjustments to Expenditures**

Dec Unit	Cat	GL	Description	2013-14 Gov Rec	2014-15 Gov Rec
<b>Sub-total</b>				0	0
<b>Line Item Changes to Expenditures</b>				0	0

<b>Total</b>				0	0
<b>Grand Total General Fund Impact of Closing Changes</b>				0	0

**Overview**

The Peace Officers' Standards and Training (POST) Commission establishes minimum standards for training and certification of peace officers within the state; ensures that all peace officers meet the standards established; audits other law enforcement academies; certifies and monitors continuing education courses and conducts basic law enforcement academies. POST provides training for the rural communities, judicial district courts, and those agencies that do not have a peace officer training academy. Additionally, POST provides peace officer training for agencies such as the Department of Corrections and Washoe County that have peace officer training academies, but do not have enough cadets to conduct an academy, or are at capacity for training peace officer cadets. Two academies per year are held in Carson City at the Stewart Indian Complex, which offers trainings for peace officer category levels I, II and III.

POST receives the majority of its funding through administrative court assessments. The Governor's recommended budget totals \$4.5 million over the 2013-15 biennium, a 13.7 percent decrease over the 2011-13 legislatively approved amounts of \$5.2 million. The decrease is primarily attributable to the elimination of American Recovery and Reinvestment Act (ARRA) funds transferred from the Office of Criminal Justice Assistance to support contracted services to standardize policies and procedures for state and local law enforcement agencies.

## **Major Closing Issues**

1. Budget Amendment – Pay Adjustment
2. Budget Amendment – Administrative Court Assessments

## **Discussion of Major Closing Issues**

1. Budget Amendment – Pay Adjustment: Fiscal staff was notified by the Executive Budget Office on February 20, 2013, of a pending budget amendment that would increase administrative court assessments by approximately \$100,000 over the 2013-15 biennium to adjust the pay for six of the nine unclassified positions in this budget due to a calculation error. Budget Amendment A13A0044 was submitted on March 27, 2013, and increases administrative court assessments by \$134,980 over the 2013-15 biennium to correct position funding for the six positions. **This amendment appears reasonable.**

**Does the Subcommittee wish to approve Budget Amendment A13A0044 to correct a calculation error and adjust the pay for six unclassified positions?**

2. Budget Amendment – Administrative Court Assessments: On April 4, 2013, the Executive Budget Office was notified by the Judicial Branch that administrative court assessments for FY 2013 were projected at approximately 7.5 percent below the legislatively approved level which in turn will reduce reserve levels. Based on the revised projection, Budget Amendment A13A0082 was submitted on April 12, 2013, to increase administrative court assessments and restore reserve levels by \$149,207 in FY 2014. Reserves in this account are used when an unanticipated shortfall occurs. Restoration of reserves will assist the account in FY 2014 and FY 2015 should administrative court assessments fall below projected levels. **This amendment appears reasonable.**

**Does the Subcommittee wish to approve Budget Amendment A13A0082 to increase administrative court assessments and reserve levels in FY 2014?**

## **Other Closing Items**

1. Electrical Wiring of Classrooms (E-226, POST-9): The Governor recommends administrative court assessments of \$7,500 in FY 2014 for electrical wiring and outlets in both of the POST training classrooms. POST indicates all instructional materials are provided electronically to eliminate paper copies and reduce operating costs. Extension cords taped to the floor are currently used to enable cadets to plug into a power supply using personally-owned laptop computers throughout the ten-hour training day to take instructional notes. POST reports approval of this recommendation would eliminate a hazardous training environment. **This decision unit appears reasonable.**
2. Increased Food Allowance for Cadets (E-350, POST-9): The Executive Budget recommends administrative court assessments of \$16,384 over the 2013-15 biennium for food allowance costs for cadets. Although The Executive Budget indicates the funding is for in-state travel, POST indicates the funding is for food allowance costs for cadets. POST indicates that they complete two academies per year and that the average number of cadets per academy over the last four years has been 24, or 48 over the 2013-15 biennium. As a cost savings effort, POST reduced food allowance costs for cadets in May 2010, by eliminating allowances one day a week since the agency converted to a 4-day (Monday through Thursday) academy. Additionally, POST reports it reduced costs for Category II peace officer cadets since those cadets attend a shortened academy of 12 weeks while Category I peace officer cadets attend a 16-week academy. The recommended additional food allowance would provide funding for 24 cadets each year or 48 cadets over the 2013-15 biennium, an increase from the average of 20 cadets in FY 2012 or 40 cadets over the 2013-15 biennium. **This decision unit appears reasonable.**



3. Replacement Equipment (E-710, E-711, POST-10, 11): The Governor recommends administrative court assessments of \$27,922 over the 2013-15 biennium to replace 4 desktop computers, 4 surge protectors and associated software as part of the statewide replacement schedule and to replace 2 recycled police sedans, emergency equipment, and associated vehicle items for the agency to use during emergency vehicle operations course (EVOC) training. The Governor also recommends administrative court assessments of \$6,470 over the 2013-15 biennium to replace 54 tires and provide for mounting and balancing of the tires. **This decision unit appears reasonable.**
  
4. Budget Restorations (E-751, E-752, POST-11, 12): Administrative court assessments of \$14,508 over the 2013-15 biennium are recommended by the Governor to restore operating costs, freight and postage charges, maintenance of buildings and grounds, and outside maintenance of vehicles to the 2011-13 biennial level. POST indicates typical mailings include basic peace officer certificates, information regarding officers who are not in compliance with reporting or training requirements, and notices of revocation hearings, some of which can be tied to an officer's pay and the officer's ability to exercise the powers of a peace officer. Additionally, POST indicates it utilized slower methods of mail delivery during FY 2012 to reduce expenditures, but that using slower methods of mail delivery reduces the amount of time an officer has to comply with peace officer requirements. POST indicates typical buildings and grounds maintenance includes door lock battery replacement, lighting replacement, showers and toilet repairs for the aged building located at the Stewart Indian Complex in Carson City. **This decision unit appears reasonable.**

**Staff recommends the Other Items in this account be closed as recommended by the Governor, with authority for staff to make technical adjustments.**

MEMORANDUM

To: Dick Clark, Executive Director, POST

From: Tim Bunting, Deputy Director, POST

Date: July 8, 2013

Subject: Quarterly Report, Operations, and Special Projects, 4th Quarter FY-13

---

**1. Projects Update.**

Annual Report. FY 13 Annual Report will be completed by July 22, 2013

4th Quarter Budget. See attached chart.

Curriculum Review. On going

Policy and Procedures update. No revisions

**2. Significant Events.**

April 10, Met with personnel from Administration to discuss how to include minimum requirements for peace officers in State job announcements.

April 17, attended POST budget closing at legislature.

May 14, conducted interviews for AA II position.

May 16, academy graduation

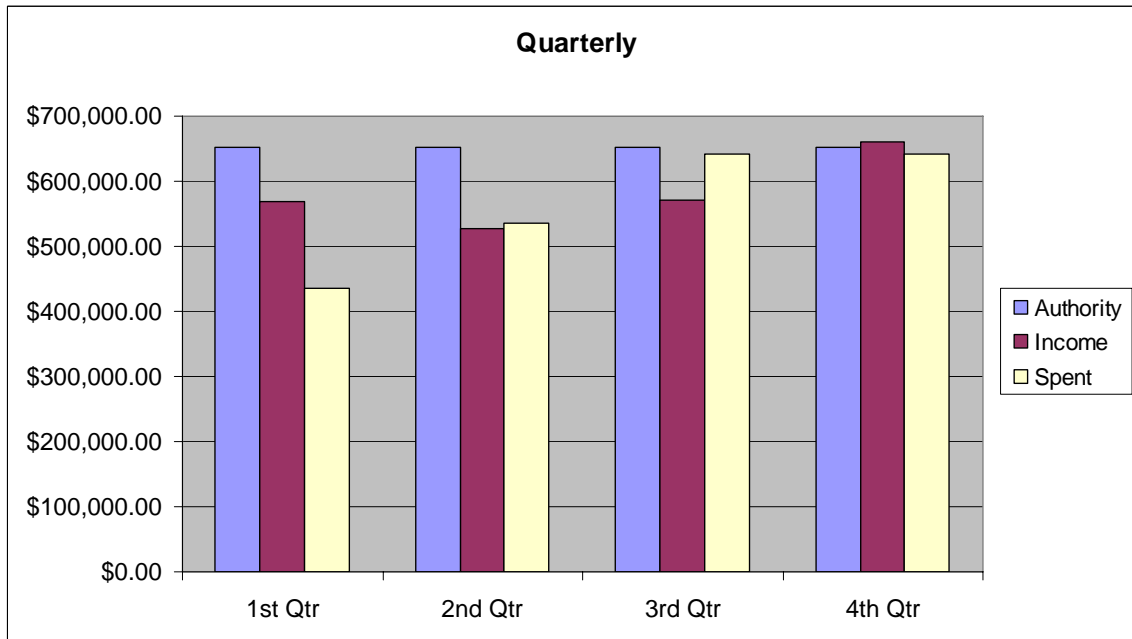
May 28, new hires start at POST, Elaine Moore-Cerda for Records and Certification and Rick Radecki as the assistant to the deputy director

**3. Miscellaneous Comments.**

New hires were the priority for the quarter.

**4. Budget.**

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# **Commission on Peace Officers' Standards & Training**

## *Basic Training Bureau*

To: Tim Bunting, Deputy Director

From: Orlando Guerra

Date: 08 July 2013

Subject: 4th Quarter Report 2013 (April, May, June)

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  - Cadet 9,070.0 hours
- Category II
  - Classroom 30 hours
  - Cadet 92 hours
- Instructor hours 1280 hours

**Milo Use of Force Simulator**

None

## MEMORANDUM

To: Tim Bunting, Deputy Director

From: Boe Turner, PD Bureau Chief

Date: July 2, 2012

Subject: Quarterly Report 4th Quarter FY 2013

---

### TRAINING PROVIDED

<b>E-learning Students</b>	<b>343</b>
<b>Training hours</b>	<b>3,168</b>
<b>Classroom Students</b>	<b>50</b>
<b>Training hours</b>	<b>2,880</b>
<b>Total</b>	
<b>Students</b>	<b>393</b>
<b>Training hours</b>	<b>6,048</b>

### Projects

Management course up-date

Self study courses in progress, **42** completed.

Updating of the Statewide Performance Objectives Category I, II, and III completed

State certification exam being updated

Research statewide canine usage

.

### Lexipol

68 agencies originally signed up for usage

35 Agencies have completed manuals

Daily Training Bulletins are being used

Project concluded contract ended



**COMMISSION ON P.O.S.T.**

To: Tim Bunting, Deputy Director

From: Scott Johnston, PSB Chief

Cc: ALL; "S" Drive

Date Submitted: 07/02/2013

Re: Quarterly Activities Report - 4th Quarterly Report FY 2013

**PROJECTS TRACKING –**

<b>PROJECT</b>	<b>STATUS</b>
None	

**Audits/Compliance/ITR/Academy Audits:**

**ITR Audit Report Pursuant to NAC 289.230**

<b>ITR Audits</b>			
<b>April</b>	<b>May</b>	<b>June</b>	<b>Total</b>
0	3	2	5

**Academy Audit Report Pursuant to NAC 289.300**

<b>Academy Audits</b>			
<b>April</b>	<b>May</b>	<b>June</b>	<b>Total</b>
0	3	6	9

<b>Course Audits</b>			
<b>April</b>	<b>May</b>	<b>June</b>	<b>Total</b>
0	0	6	6

**Records and Certification Micro-Imaging Project:  
SNAPSHOT:**

No change

**State Certification Examination**

<b>Category</b>	<b># of Students</b>			
	<b>April</b>	<b>May</b>	<b>June</b>	<b>Total</b>
Category I	1	36	76	113
Category II	4	0	19	23
Category III	68	53	0	121
Reserve Limited	0	8	1	9
<b>Total</b>	73	97	96	266



**Basic Certificates Issued (Includes In-Lieu's for each category)**

Category	# Certificates Awarded			
	April	May	June	Total
Category I	12	27	53	92
Category II	4	0	1	5
Category III	12	70	79	161
Reserve Limited	0	0	0	0
<b>Total</b>	<b>28</b>	<b>97</b>	<b>133</b>	<b>258</b>

**Courses Certified**

Courses Certified			
April	May	June	Total
13	9	14	36

"M/C" Numbers Assigned			
April	May	June	Total
0	0	0	0

Academy "B" Numbers Assigned			
April	May	June	Total
0	1	1	2

**PAR's Processed**

PAR's processed (Paper)			
April	May	June	Total
129	85	28	242
PAR's processed (Formatta)			
April	May	June	Total
142	110	133	385

**Significant Events**

	EVENT
1	The Commission revoked one certificate, Commission continued with Rule making on regulation changes
2	Conducted SNALET and NALET meetings
3	Staff provided instruction for the academy.
4	ITR procedures continuing. Agency training plans completed and agencies have been reporting their annual training electronically. The ITR process implemented is working and providing more accuracy in annual compliance.
5	Hired Elaine Moore-Cerda
6	Implemented new Formatta electronic submission of employment PAR's



NEVADA  
COMMISSION ON  
PEACE OFFICERS' STANDARDS AND TRAINING  
PERFORMANCE INDICATOR REPORT

Date: July 2, 2013 2013  
Fiscal Year: 2013

Indicator		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Workload
<b>CERTIFICATES PROCESSED</b>														
Basic	Previous FY	37	28	55	67	25	17	14	46	89	61	117	56	612
	Current FY	18	82	36	17	42	0	73	65	48	28	97	133	639
Intermediate	Previous FY	11	21	17	15	15	3	9	33	10	14	15	9	172
	Current FY	10	31	20	16	18	18	23	47	43	77	66	78	447
Advanced	Previous FY	11	14	20	10	16	4	9	27	8	7	13	6	145
	Current FY	11	25	17	16	16	11	23	35	37	66	53	182	492
Supervisory	Previous FY	4	5	11	3	5	6	4	7	1	6	2	1	55
	Current FY	7	3	6	7	4	4	6	5	4	13	2	20	81
Management	Previous FY	1	2	0	0	0	0	0	1	0	1	0	0	5
	Current FY	0	3	1	0	2	2	1	1	0	1	2	1	14
Executive	Previous FY	1	0	1	0	0	0	0	0	4	0	1	0	7
	Current FY	2	0	0	0	4	0	0	2	0	0	0	0	8
Instructor	Previous FY	0	3	2	0	0	0	0	3	4	0	0	0	12
	Current FY	0	4	0	0	1	0	0	2	2	0	0	0	9
<b>ON LINE IN-LIEU ELIGIBILITY REQUESTS</b>														
In-Lieu Attended/Completed	# Attended	2	3	2	8	5	4	1	6	2	0	0	0	33
<b>STATEWIDE TRAINING Annual Mandatory Training *</b>														
Number of courses	Previous FY	4	1	2	1	1	0	3	3	4	4	4	3	30
	Current FY	79	58	72	184	151	168	119	113	100	100	98	55	1,297
Number of students attended	Previous FY	96	6	36	24	9	0	12	37	64	26	37	50	397
	Current FY	861	760	1051	4435	2842	12213	691	1689	820	1195	670	348	27,575
Number of student hours	Previous FY	580	24	480	1920	36	0	82	484	316	104	2276	560	6,862
	Current FY	3197	3793	4875	21772	12608	314032	3466	6227	4388	4757.5	2928	1356.01	383,400
<b>STATEWIDE TRAINING Professional Development Training</b>														
Number of courses	Previous FY	13	1	2	5	5	7	8	7	1	14	5	5	73
	Current FY	93	117	45	97	94	133	89	38	72	133	121	1	1,033
Number of students attended	Previous FY	411	27	9	90	263	119	31	97	7	134	114	78	1,380
	Current FY	332	244	113	211	338	187	107	135	142	479	272	1	2,561
Number of student hours	Previous FY	9734	432	248	6160	2328	1436	1840	4168	280	1969.5	2992	19	31,607
	Current FY	3272	3311	3392	5416	2979.5	1175	1180	1079	2866	2692	1843	240	29,446

<i>Indicator</i>		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Workload
<b>E-LEARNING (Self Study &amp; On Line In-Lieu)</b>														
E-Learning Students	Previous FY	157	142	219	177	190	192	236	133	191	750	652	85	3,124
	Current FY	333	31	14	83	26	38	86	12	49	112	41	190	1,015
Monthly Training Hours	Previous FY	1164	852	1192	1284	1214	1226	1712	1020	1220	4706	6904	964	23,458
	Current FY	1998	408	132	1090	600	680	812	516	738	1042	912	1214	10,142
<b>REQUESTS FOR COURSE CERTIFICATION / APPROVAL</b>														
Number of courses certified / approved	Previous FY	54	8	8	15	19	11	5	20	15	7	42	9	213
	Current FY	22	49	18	37	11	0	21	9	17	0	10	15	209
<b>POST BASIC TRAINING - CATEGORY I</b>														
<b>POST Academy Class #</b>		CLASS 40	CLASS 40	CLASS 40	CLASS 40	CLASS 40	No Academy	CLASS 42	CLASS 42	CLASS 42	CLASS 42	CLASS 42	No Academy	
Start date of the Academy		<b>July 30</b>						<b>Jan 28</b>						
End date of the Academy						<b>Nov 16</b>							<b>May 16</b>	
Number of Cadets starting		22												22
Number of Cadets finishing		1-failed PT				<b>pending</b>							<b>25</b>	25
Classroom Hours	Planned		156	188	168	120		152	192	176	134	134		1,420
	Actual	20	184	161	161	189		40	155	160	192	160.5		1,423
Student Hours	Planned		1,404	1,692	1,512	1,080		3,192	4,032	3,872	2,616	2,616		22,016
	Actual	423	3,864	3,360	3,360	3,969		1,080	4,185	4,320	5,058	4,012.5		33,632
Cadet course evaluation rating (1-5)	Planned		4	4	4	4		4	4	4	4	4		4.00
	Actual	4.5	5	4.5	4.5	3.78		5	4.89	4.9	5	4.621		4.67
<b>POST BASIC TRAINING - CATEGORY II</b>														
<b>POST Academy Class #</b>		CLASS 39	CLASS 39	CLASS 39	CLASS 39	CLASS 39	No Academy	CLASS 41	CLASS 41	CLASS 41	CLASS 41	CLASS 41	No Academy	
Start date of the Academy		<b>July 30</b>						<b>Jan 28</b>						
End date of the Academy					<b>Oct 11</b>							<b>Apr 11</b>		
Number of Cadets starting		2												2
Number of Cadets finishing					<b>pending</b>							<b>4</b>		4
Classroom Hours	Planned		152	152	192	100		152	152	192	48	2		1,142
	Actual	20	184	161	161	82		40	155	160	28	2		993
Student Hours	Planned		456	456	576	360		456	456	576	144	8		3,488
	Actual	40	368	322	322	164		120	465	480	84	8		2,373
Cadet course evaluation rating (1-5)	Planned		4	4	4	4		4	4	4	4	4.0%		3.56
	Actual	4.5	5	4.5	4.5	3.78		5	4.89	4.9	5	4.61		4.67
<b>STATE CERTIFICATION EXAMINATION</b>														
Number of Academies administered State Cert Exam	Previous FY	2	4	1	3	7	4	5	7	3	3	8	7	54
	Current FY	9	6	11	0	5	3	1	4	5	7	11	4	66
Number of individual exams administered	Previous FY	10	64	1	49	73	22	61	85	63	48	91	35	602
	Current FY	82	50	156	7	62	8	27	69	68	73	97	96	795
Number of exams passed	Previous FY	10	64	1	49	73	22	61	85	63	48	90	35	601
	Current FY	82	50	154	7	62	8	26	68	64	73	97	96	787
Number of exams failed	Previous FY	0	0	0	0	0	0	0	0	0	0	1	0	1
	Current FY	0	0	2	0	0	0	0	1	4	0	0	0	7

<i>Indicator</i>		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Workload
<b>PERSONNEL ACTION REPORT (PAR)</b>														
Number of PAR's manually processed	Previous FY	116	249	101	101	38	39	65	141	130	43	143	50	1,216
	Current FY	125	106	47	164	106	77	124	98	207	129	85	28	1,296
Number of Formatta electronic PAR submissions processed	Previous FY													0
	Current FY	135	82	133	66	116	129	157	106	96	142	110	133	1,405
<b>ACADEMIES AUDITED</b>														
Number of academies audited (programs)	Goal	1.16	1.16	1.16	1.16	1.16	1.16	1.16	1.16	1.16	1.16	1.16	1.16	13.92
	Completed	0	0	0	0	0	1	1	2	3	0	3	6	16
<b>COURSES AUDITED</b>														
Number of courses audited	Goal	1	1	1	1	1	1	1	1	1	1	1	1	12
	Completed	0	0	0	0	0	0	3	0	2	2	0	6	13
<b>ITR'S AUDITED</b>														
Number of agencies audited for compliance	Goal	2.75	2.75	2.75	2.75	2.75	2.75	2.75	2.75	2.75	2.75	2.75	2.75	33
	Completed	0	2	6	1	4	2	1	4	0	0	3	2	25
Number of records reviewed	Goal													
	Completed	0	36	259	200	147	522	250	99	0	0	35	1001	2,549
<b>SURVEY OF LAW ENFORCEMENT AGENCIES</b>														
POST academy users - agencies surveyed	Total	0	0	0	0	0	0	0	0	0	0	0	0	0
									11	0			0	11
Course evaluation rating (1-5)	Planned	0	0	0	0	0	0	0	0	0	0	0	0	0
	Actual	0	0	0	0	0	0	0	4	0	0	0	0	4
<b>EXECUTIVE LEVEL TRAINING</b>														
2 per Fiscal Year	Scheduled	1				0	0		0					1
	Completed	1	0	0	0	2	0	0	0	0	0	0	0	3
<b>POST COMMISSION MEETINGS</b>														
Scheduled	Ely					Carson City			Reno				Carson City	
	26-Jul					16-Nov			28-Feb				2-May	1

July 2012 - Consolidated Conducted / Facilitated / Managed Courses  
to reflect Statewide Annual Mandatory Training and Professional Development Training  
\* Annual Training represents Mandatory and Critical Skills Training  
Added updated PAR's

Certificate	Level	Status Date	Status	Cert #	Certified	Expires	Probation
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**Attorney General's Office**

**Grosz, Todd M.**

Intermediate	6-17-2013	Active	6-17-2013
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**Simms, Kristen O.**

Intermediate	4-08-2013	Active	4-08-2013
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Employees this Agency: 2

**Carson City Sheriff's Office**

**Bindley, Brett J.**

Intermediate	6-27-2013	Active	6-27-2013
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**Lee, Kiplan M.**

Intermediate	6-26-2013	Active	6-26-2013
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Employees this Agency: 2

**Churchill County Sheriff's Office**

**Deegan, Autumn G.**

Intermediate	5-13-2013	Active	5-13-2013
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**Johnson, Kevin D.**

Intermediate	4-08-2013	Active	4-08-2013
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**Kufalk, Bradley M.**

Intermediate	4-16-2013	Active	4-16-2013
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**Lofthouse IV, Alonza W.**

Intermediate	4-08-2013	Active	4-08-2013
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**Loop, Paul A.**

Intermediate	4-16-2013	Active	4-16-2013
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**Matheson, Michael C.**

Intermediate	4-17-2013	Active	4-16-2013
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**Rigney, Chad L.**

Intermediate	5-20-2013	Active	5-20-2013
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**Thorn, Christopher R.**

Intermediate	5-13-2013	Active	5-13-2013
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Employees this Agency: 8

Certificate	Level	Status Date	Status	Cert #	Certified	Expires	Probation
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**Clark County School District PD**

<b>Albrecht, David I.</b> Intermediate		6-18-2013	Active		6-18-2013		
<b>Caldwell, Matthew W.</b> Intermediate		6-20-2013	Active		6-20-2013		
<b>Campbell, Michael L.</b> Intermediate		6-24-2013	Active		6-24-2013		
<b>Klemp, Christopher J.</b> Intermediate		6-18-2013	Active		6-18-2013		

Employees this Agency: 4

**Douglas County Sheriff's Office**

<b>Addington, William G.</b> Intermediate		4-16-2013	Active		4-16-2013		
<b>Button, David P.</b> Intermediate		4-30-2013	Active		4-30-2013		
<b>Eissinger, Erik A.</b> Intermediate		6-04-2013	Active		6-04-2013		
<b>Lake, Leonard L.</b> Intermediate		4-16-2013	Active		4-16-2013		
<b>McKone, Jesse W.</b> Intermediate		4-16-2013	Active		4-16-2013		
<b>Miller, Ronald K.</b> Intermediate		5-20-2013	Active		5-20-2013		
<b>Munoz, Mark A.</b> Intermediate		4-30-2013	Active		4-30-2013		
<b>Schinzing, Eric J.</b> Intermediate		6-26-2013	Active		6-26-2013		
<b>Stanley, David A.</b> Intermediate		6-04-2013	Active		6-04-2013		
<b>Torres, Samantha M.</b> Intermediate		5-02-2013	Active		5-02-2013		

Employees this Agency: 10

Certificate	Level	Status Date	Status	Cert #	Certified	Expires	Probation
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**Elko County Sheriff's Office**

**Alexander, Mathew**

Intermediate		4-30-2013	Active		4-30-2013		
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**Robb, Larry J.**

Intermediate		6-17-2013	Active		6-17-2013		
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Employees this Agency: 2

**Gaming Control Board**

**Salas, David J.**

Intermediate		4-30-2013	Active		4-30-2013		
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**Taylor, James S.**

Intermediate		4-23-2013	Active		4-23-2013		
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Employees this Agency: 2

**Henderson Police Department**

**Acevedo-Saldivar, Raul**

Intermediate		5-10-2013	Active		5-10-2013		
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**Collins, Gerard G.**

Intermediate		6-17-2013	Active		6-17-2013		
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**Comeau, Benjamin N.**

Intermediate		6-26-2013	Active		6-26-2013		
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**Corad, Michael J.**

Intermediate		6-04-2013	Active		6-04-2013		
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**Courtney, Barry J.**

Intermediate		5-20-2013	Active		5-20-2013		
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**Flores, Phillip R.**

Intermediate		5-29-2013	Active		5-29-2013		
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**Galbraith, Randal A.**

Intermediate		6-04-2013	Active		6-04-2013		
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**Hansen, Joe G.**

Intermediate		6-04-2013	Active		6-04-2013		
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**Kesterson, Geoffrey D.**

Intermediate		4-08-2013	Active		4-08-2013		
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**Nevada Commission on POST**  
**Certification By Agency**  
Intermediate Certificate by Agency April-June 2013

<b>Certificate</b>	<b>Level</b>	<b>Status Date</b>	<b>Status</b>	<b>Cert #</b>	<b>Certified</b>	<b>Expires</b>	<b>Probation</b>
<b>King, Daniel S.</b> Intermediate		6-04-2013	Active		6-04-2013		
<b>Lakteen, Linda M.</b> Intermediate		4-23-2013	Active		4-23-2013		
<b>Morehead, Harold D.</b> Intermediate		6-04-2013	Active		6-04-2013		
<b>Owens, Richard P.</b> Intermediate		6-17-2013	Active		6-17-2013		
<b>Pollard, Brian J.</b> Intermediate		6-04-2013	Active		6-04-2013		
<b>Raney, Athena L.</b> Intermediate		6-04-2013	Active		6-04-2013		
<b>Robinson, Brian D.</b> Intermediate		4-16-2013	Active		4-16-2013		
<b>Robinson, Riccardo D.</b> Intermediate		6-12-2013	Active		6-12-2013		
<b>Rodriguez, Joshua J.</b> Intermediate		6-24-2013	Active		6-24-2013		
<b>Trotter, Brandonn T.</b> Intermediate		4-08-2013	Active		4-08-2013		
<b>Vargason, Jordan C.</b> Intermediate		6-20-2013	Active		6-20-2013		
<b>Wiener, Jeffrey B.</b> Intermediate		6-06-2013	Active		6-06-2013		

Employees this Agency: 21

**Lander County Sheriff's Office**

<b>Jennings, Charles P.</b> Intermediate		6-26-2013	Active		6-26-2013		
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Employees this Agency: 1

**Las Vegas Metro Police Department**

<b>Buttars, Michael J.</b> Intermediate		5-20-2013	Active		5-20-2013		
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**Nevada Commission on POST**  
**Certification By Agency**  
Intermediate Certificate by Agency April-June 2013

<b>Certificate</b>	<b>Level</b>	<b>Status Date</b>	<b>Status</b>	<b>Cert #</b>	<b>Certified</b>	<b>Expires</b>	<b>Probation</b>
<b>Cavaricci, Anthony F.</b> Intermediate		6-04-2013	Active		6-04-2013		
<b>Cook, Ryan M.</b> Intermediate		4-30-2013	Active		4-30-2013		
<b>Dean, Jeffrey M.</b> Intermediate		6-12-2013	Active		6-12-2013		
<b>Figueroa, David M.</b> Intermediate		4-30-2013	Active		4-30-2013		
<b>Fulwiler, Cody J.</b> Intermediate		4-08-2013	Active		4-08-2013		
<b>Harris, Keith S.</b> Intermediate		4-30-2013	Active		4-30-2013		
<b>Heldt, Patricia L.</b> Intermediate		5-13-2013	Active		5-13-2013		
<b>Hennesy, Dean A.</b> Intermediate		6-04-2013	Active		6-04-2013		
<b>Hernandez-Hernandez, Jose J.</b> Intermediate		4-30-2013	Active		4-30-2013		
<b>Holmes, Blain E.</b> Intermediate		4-30-2013	Active		4-30-2013		
<b>Hughes, Harold A.</b> Intermediate		6-04-2013	Active		6-04-2013		
<b>Hui, Catherine</b> Intermediate		5-13-2013	Active		5-13-2013		
<b>Hutchings Jr., William B.</b> Intermediate		5-20-2013	Active		5-20-2013		
<b>James, Jeremy W.</b> Intermediate		4-30-2013	Active		4-30-2013		
<b>Larsen, Allen L.</b> Intermediate		6-26-2013	Active		6-26-2013		
<b>McClish, Chance C.</b> Intermediate		6-12-2013	Active		6-12-2013		
<b>Roberson, Eric V.</b> Intermediate		5-20-2013	Active		5-20-2013		

Certificate	Level	Status Date	Status	Cert #	Certified	Expires	Probation
<b>Romprey, Shawn M.</b> Intermediate		5-13-2013	Active		5-13-2013		
<b>Thomas, Richard K.</b> Intermediate		5-20-2013	Active		5-20-2013		
<b>Wallace, Michael A.</b> Intermediate		4-08-2013	Active		4-08-2013		
<b>Yatomi, Yasenia Y.</b> Intermediate		4-08-2013	Active		4-08-2013		

Employees this Agency: 22

**Las Vegas Municipal Court Marshals**

<b>Vinoya, Joshua F.</b> Intermediate		4-30-2013	Active		4-30-2013		
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Employees this Agency: 1

**Lovelock Police Department**

<b>Pruitt, Erik V.</b> Intermediate		6-19-2013	Active		6-19-2013		
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Employees this Agency: 1

**Lyon County Sheriff's Office**

<b>Baltes, Peter J.</b> Intermediate		5-29-2013	Active		5-29-2013		
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<b>Clanton, Shawn J.</b> Intermediate		5-13-2013	Active		5-13-2013		
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<b>Clarke, Travis R.</b> Intermediate		4-23-2013	Active		4-23-2013		
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<b>Hickman, Zachary D.</b> Intermediate		6-17-2013	Active		6-17-2013		
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Employees this Agency: 4

**Mesquite Police Department**

<b>Smith, Jeffrey D.</b>							
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Certificate	Level	Status Date	Status	Cert #	Certified	Expires	Probation
Intermediate		6-19-2013	Active		6-19-2013		
<b>Swanson, Bradley A.</b>							
Intermediate		6-26-2013	Active		6-26-2013		

Employees this Agency: 2

**Mineral County Sheriff's Office**

<b>Fortier, Adam D.</b>							
Intermediate		4-08-2013	Active		4-08-2013		
<b>Scarlata II, Saverio A.</b>							
Intermediate		4-30-2013	Active		4-30-2013		

Employees this Agency: 2

**Nevada Department of Corrections**

<b>Bame, Almon S.</b>							
Intermediate		4-01-2013	Active		4-01-2013		

Employees this Agency: 1

**Nevada Department of Public Safety**

<b>Arias-Rios, Juan P.</b>							
Intermediate		4-23-2013	Active		4-23-2013		
<b>Barnes, Larry W.</b>							
Intermediate		4-16-2013	Active		4-16-2013		
<b>Blankenship, Kevin J.</b>							
Intermediate		4-16-2013	Active		4-16-2013		
<b>Bledsoe, Ruby M.</b>							
Intermediate		4-16-2013	Active		4-16-2013		
<b>Buell, Dean J.</b>							
Intermediate		6-10-2013	Active		6-10-2013		
<b>Burt, Kayla N.</b>							
Intermediate		6-19-2013	Active		6-19-2013		
<b>Calloway, Caid W.</b>							
Intermediate		6-04-2013	Active		6-04-2013		
<b>Castillo, Edward J.</b>							

**Nevada Commission on POST**  
**Certification By Agency**  
Intermediate Certificate by Agency April-June 2013

<b>Certificate</b>	<b>Level</b>	<b>Status Date</b>	<b>Status</b>	<b>Cert #</b>	<b>Certified</b>	<b>Expires</b>	<b>Probation</b>
Intermediate		4-16-2013	Active		4-16-2013		
<b>Cavanaugh, Brian K.</b>							
Intermediate		4-23-2013	Active		4-23-2013		
<b>Chaney, Daniel S.</b>							
Intermediate		5-20-2013	Active		5-20-2013		
<b>Davis, Alicia M.</b>							
Intermediate		6-04-2013	Active		6-04-2013		
<b>Dawson, William L.</b>							
Intermediate		4-23-2013	Active		4-23-2013		
<b>Edgell, Michael D.</b>							
Intermediate		5-10-2013	Active		5-10-2013		
<b>Evans, Aaron D.</b>							
Intermediate		4-23-2013	Active		4-23-2013		
<b>Gothan, Jason A.</b>							
Intermediate		5-20-2013	Active		5-20-2013		
<b>Harada, Robert K.</b>							
Intermediate		4-16-2013	Active		4-16-2013		
<b>Hartline, Todd J.</b>							
Intermediate		6-04-2013	Active		6-04-2013		
<b>Hastings, Chad N.</b>							
Intermediate		6-04-2013	Active		6-04-2013		
<b>Heard, Bryan J.</b>							
Intermediate		5-20-2013	Active		5-20-2013		
<b>LeBaker, David E.</b>							
Intermediate		5-29-2013	Active		5-29-2013		
<b>Lefler, Wesley J.</b>							
Intermediate		6-19-2013	Active		6-19-2013		
<b>Mattice, Desiree R.</b>							
Intermediate		5-29-2013	Active		5-29-2013		
<b>McNeil, Barbara L.</b>							
Intermediate		4-08-2013	Active		4-08-2013		
<b>Monson, Charles E.</b>							
Intermediate		4-30-2013	Active		4-30-2013		
<b>Morgan Jr, Don N.</b>							

**Nevada Commission on POST**  
**Certification By Agency**  
Intermediate Certificate by Agency April-June 2013

<b>Certificate</b>	<b>Level</b>	<b>Status Date</b>	<b>Status</b>	<b>Cert #</b>	<b>Certified</b>	<b>Expires</b>	<b>Probation</b>
Intermediate		5-10-2013	Active		5-10-2013		
<b>Morgon, Yvonne G.</b>							
Intermediate		6-04-2013	Active		6-04-2013		
<b>Stewart, Jennifer R.</b>							
Intermediate		5-29-2013	Active		5-29-2013		
<b>Thurston, William M.</b>							
Intermediate		5-29-2013	Active		5-29-2013		
<b>Tierney, Brett E.</b>							
Intermediate		5-20-2013	Active		5-20-2013		
<b>VanDyke, Michael D.</b>							
Intermediate		6-06-2013	Active		6-06-2013		
<b>Vela, Laurie S.</b>							
Intermediate		6-04-2013	Active		6-04-2013		
<b>Walters, Samantha C.</b>							
Intermediate		4-23-2013	Active		4-23-2013		
<b>West, William B.</b>							
Intermediate		5-29-2013	Active		5-29-2013		

Employees this Agency: 33

**Nevada Legislative Counsel Police**

<b>Gould, John C.</b>							
Intermediate		5-10-2013	Active		5-10-2013		

Employees this Agency: 1

**North Las Vegas Police Department**

<b>Allen, Dorinda M.</b>							
Intermediate		5-13-2013	Active		5-13-2013		
<b>Arrendale, Shane A.</b>							
Intermediate		6-04-2013	Active		6-04-2013		
<b>Ayres, Bobby L.</b>							
Intermediate		6-06-2013	Active		6-06-2013		
<b>Collins, Donald T.</b>							
Intermediate		4-30-2013	Active		4-30-2013		
<b>Feeley, Jason K.</b>							

**Nevada Commission on POST**  
**Certification By Agency**  
Intermediate Certificate by Agency April-June 2013

<b>Certificate</b>	<b>Level</b>	<b>Status Date</b>	<b>Status</b>	<b>Cert #</b>	<b>Certified</b>	<b>Expires</b>	<b>Probation</b>
Intermediate		6-12-2013	Active		6-12-2013		
<b>Finizie, Edmond A.</b>							
Intermediate		5-10-2013	Active		5-10-2013		
<b>Hoyt, Mark M.</b>							
Intermediate		5-10-2013	Active		5-10-2013		
<b>Lee, Skyler D.</b>							
Intermediate		4-30-2013	Active		4-30-2013		
<b>Lewis, Vincent C.</b>							
Intermediate		5-13-2013	Active		5-13-2013		
<b>Miller Jr., Leonard M.</b>							
Intermediate		5-10-2013	Active		5-10-2013		
<b>Monreal, Nicholas I.</b>							
Intermediate		4-01-2013	Active		4-01-2013		
<b>Ochoa, Alex</b>							
Intermediate		5-10-2013	Active		5-10-2013		
<b>Robinson, Infini S.</b>							
Intermediate		6-04-2013	Active		6-04-2013		
<b>Ryan, Clinton P.</b>							
Intermediate		4-08-2013	Active		4-08-2013		
<b>Salkoff, Scott E.</b>							
Intermediate		5-10-2013	Active		5-10-2013		
<b>Sanders, John J.</b>							
Intermediate		5-10-2013	Active		5-10-2013		
<b>Schouten, David G.</b>							
Intermediate		5-10-2013	Active		5-10-2013		
<b>Smirga, Peter J.</b>							
Intermediate		4-30-2013	Active		4-30-2013		
<b>Spory, Jeffrey S.</b>							
Intermediate		5-10-2013	Active		5-10-2013		
<b>Sprague, Sean T.</b>							
Intermediate		5-10-2013	Active		5-10-2013		
<b>Talley, Selwyn L.</b>							
Intermediate		6-17-2013	Active		6-17-2013		
<b>Tolar, Ty M.</b>							

Certificate	Level	Status Date	Status	Cert #	Certified	Expires	Probation
Intermediate		5-10-2013	Active		5-10-2013		
<b>Wells, David P.</b>							
Intermediate		4-16-2013	Active		4-16-2013		
<b>Wright, Brian T.</b>							
Intermediate		5-10-2013	Active		5-10-2013		

Employees this Agency: 24

**Pershing County Sheriff's Office**

<b>Blondheim, Eric L.</b>							
Intermediate		4-30-2013	Active		4-30-2013		

Employees this Agency: 1

**Reno Municipal Court/Marshals Office**

<b>LeBaker, David E.</b>							
Intermediate		5-29-2013	Active		5-29-2013		
<b>Moser, Jean-Pierre G.</b>							
Intermediate		6-26-2013	Active		6-26-2013		

Employees this Agency: 2

**Reno Police Department**

<b>Abell, Stephen M.</b>							
Intermediate		5-02-2013	Active		5-02-2013		
<b>Avilla, Tim J.</b>							
Intermediate		4-23-2013	Active		4-23-2013		
<b>Blair, Gregory M.</b>							
Intermediate		4-23-2013	Active		4-23-2013		
<b>Blaisdell, Marshall S.</b>							
Intermediate		4-23-2013	Active		4-23-2013		
<b>Blas, Patrick R.</b>							
Intermediate		4-23-2013	Active		4-23-2013		
<b>Blount, Adam B.</b>							
Intermediate		6-10-2013	Active		6-10-2013		
<b>Bowden, Jerry S.</b>							

**Nevada Commission on POST**  
**Certification By Agency**  
Intermediate Certificate by Agency April-June 2013

<b>Certificate</b>	<b>Level</b>	<b>Status Date</b>	<b>Status</b>	<b>Cert #</b>	<b>Certified</b>	<b>Expires</b>	<b>Probation</b>
Intermediate		4-23-2013	Active		4-23-2013		
<b>Bradley, Justin D.</b>							
Intermediate		4-23-2013	Active		4-23-2013		
<b>Coffey, Ira W.</b>							
Intermediate		4-23-2013	Active		4-23-2013		
<b>Daniels, Matt C.</b>							
Intermediate		4-23-2013	Active		4-23-2013		
<b>Denney, Mark W.</b>							
Intermediate		4-23-2013	Active		4-23-2013		
<b>Donnelly, Sean J.</b>							
Intermediate		4-23-2013	Active		4-23-2013		
<b>Dye, Brian S.</b>							
Intermediate		4-16-2013	Active		4-16-2013		
<b>Edelen, Matthew E.</b>							
Intermediate		4-23-2013	Active		4-23-2013		
<b>Elkins, Scott A.</b>							
Intermediate		4-30-2013	Active		4-30-2013		
<b>Flickinger, Aaron P.</b>							
Intermediate		5-02-2013	Active		5-02-2013		
<b>Follett, Gerald P.</b>							
Intermediate		4-23-2013	Active		4-23-2013		
<b>Foremaster, Scott D.</b>							
Intermediate		5-02-2013	Active		5-02-2013		
<b>Garlock, Robert J.</b>							
Intermediate		5-02-2013	Active		5-02-2013		
<b>Garnett, Jenifer J.</b>							
Intermediate		6-06-2013	Active		6-06-2013		
<b>Green, Geoffrey C.</b>							
Intermediate		5-02-2013	Active		5-02-2013		
<b>Guider, Michael R.</b>							
Intermediate		4-01-2013	Active		4-01-2013		
<b>Hague, Eric J.</b>							
Intermediate		5-02-2013	Active		5-02-2013		
<b>Harter, Kelle M.</b>							



**Nevada Commission on POST**  
**Certification By Agency**  
Intermediate Certificate by Agency April-June 2013

<b>Certificate</b>	<b>Level</b>	<b>Status Date</b>	<b>Status</b>	<b>Cert #</b>	<b>Certified</b>	<b>Expires</b>	<b>Probation</b>
Intermediate		5-02-2013	Active		5-02-2013		
<b>Hartshorn, Amanda M.</b>							
Intermediate		5-02-2013	Active		5-02-2013		
<b>Higley, Charles E.</b>							
Intermediate		5-02-2013	Active		5-02-2013		
<b>Hodges, Joseph K.</b>							
Intermediate		5-02-2013	Active		5-02-2013		
<b>Hollingsworth, Alan S.</b>							
Intermediate		5-10-2013	Active		5-10-2013		
<b>Hulse, Erich R.</b>							
Intermediate		5-10-2013	Active		5-10-2013		
<b>Jackins, Adam J.</b>							
Intermediate		5-10-2013	Active		5-10-2013		
<b>Johnson, Trenton D.</b>							
Intermediate		5-10-2013	Active		5-10-2013		
<b>Jones, Derek L.</b>							
Intermediate		5-10-2013	Active		5-10-2013		
<b>Kassebaum, Dimitrius A.</b>							
Intermediate		5-10-2013	Active		5-10-2013		
<b>Katre, S M.</b>							
Intermediate		5-13-2013	Active		5-13-2013		
<b>Kleidosty, Brian J.</b>							
Intermediate		5-10-2013	Active		5-10-2013		
<b>Leyva, Ernesto C.</b>							
Intermediate		6-06-2013	Active		6-06-2013		
<b>Pordon, Jeremie J.</b>							
Intermediate		4-16-2013	Active		4-16-2013		
<b>Silver, John J.</b>							
Intermediate		4-01-2013	Active		4-01-2013		
<b>Smith, Larmon K.</b>							
Intermediate		4-16-2013	Active		4-16-2013		
<b>Stewart, Michael G.</b>							
Intermediate		4-16-2013	Active		4-16-2013		
<b>Titterington, Debra J.</b>							

Certificate	Level	Status Date	Status	Cert #	Certified	Expires	Probation
Intermediate		4-30-2013	Active		4-30-2013		
<b>Topoian, John M.</b>							
Intermediate		5-20-2013	Active		5-20-2013		
<b>Woodward, Jared L.</b>							
Intermediate		4-30-2013	Active		4-30-2013		
<b>Employees this Agency:</b>	<b>43</b>						

**Sparks Police Department**

<b>Bellamy, Clinte L.</b>							
Intermediate		4-30-2013	Active		4-30-2013		
<b>Marsh, Glenn R.</b>							
Intermediate		5-29-2013	Active		5-29-2013		
<b>Employees this Agency:</b>	<b>2</b>						

**UNLV Police Department**

<b>Murphy, Lynn D.</b>							
Intermediate		6-12-2013	Active		6-12-2013		
<b>Silva, Laura E.</b>							
Intermediate		6-12-2013	Active		6-12-2013		
<b>Employees this Agency:</b>	<b>2</b>						

**Washoe County School Dist PD**

<b>Harper, Connie L.</b>							
Intermediate		6-19-2013	Active		6-19-2013		
<b>Employees this Agency:</b>	<b>1</b>						

**Washoe County Sheriff's Office**

<b>Bailey, Janit S.</b>							
Intermediate		6-27-2013	Active		6-27-2013		
<b>Bassi, Michael</b>							
Intermediate		6-04-2013	Active		6-04-2013		
<b>Bunyard, Coleman C.</b>							
Intermediate		6-26-2013	Active		6-26-2013		

**Nevada Commission on POST**  
**Certification By Agency**  
Intermediate Certificate by Agency April-June 2013

<b>Certificate</b>	<b>Level</b>	<b>Status Date</b>	<b>Status</b>	<b>Cert #</b>	<b>Certified</b>	<b>Expires</b>	<b>Probation</b>
<b>Christensen, Anne M.</b> Intermediate		6-27-2013	Active		6-27-2013		
<b>Cook, Robert A.</b> Intermediate		6-26-2013	Active		6-26-2013		
<b>DiGesti, Joseph J.</b> Intermediate		6-19-2013	Active		6-19-2013		
<b>Dilk, Anthony L.</b> Intermediate		6-19-2013	Active		6-19-2013		
<b>Durbin, Joseph J.</b> Intermediate		6-26-2013	Active		6-26-2013		
<b>Graves, John H.</b> Intermediate		6-27-2013	Active		6-27-2013		
<b>Hoops, Claire F.</b> Intermediate		4-16-2013	Active		4-16-2013		
<b>Jason, Wendy J.</b> Intermediate		6-26-2013	Active		6-26-2013		
<b>LeBlanc, Dominique J.</b> Intermediate		6-19-2013	Active		6-19-2013		
<b>Lear, Joseph M.</b> Intermediate		6-26-2013	Active		6-26-2013		
<b>Mosley, Timothy J.</b> Intermediate		6-19-2013	Active		6-19-2013		
<b>Palmer, Joshua J.</b> Intermediate		6-19-2013	Active		6-19-2013		
<b>Pickard, Heidi E.</b> Intermediate		6-26-2013	Active		6-26-2013		
<b>Porter, Landon R.</b> Intermediate		4-16-2013	Active		4-16-2013		
<b>Schuette, John J.</b> Intermediate		5-13-2013	Active		5-13-2013		
<b>Terelak Jr., Zygmunt C.</b> Intermediate		6-27-2013	Active		6-27-2013		
<b>Thomsen, Eugene M.</b> Intermediate		6-19-2013	Active		6-19-2013		

**Nevada Commission on POST**  
**Certification By Agency**  
Intermediate Certificate by Agency April-June 2013

<b>Certificate</b>	<b>Level</b>	<b>Status Date</b>	<b>Status</b>	<b>Cert #</b>	<b>Certified</b>	<b>Expires</b>	<b>Probation</b>
<b>Urban, West J.</b>							
Intermediate		6-27-2013	Active		6-27-2013		
<b>Van Der Wall, Samuel</b>							
Intermediate		5-29-2013	Active		5-29-2013		
<b>Vandersyde, Kimberely A.</b>							
Intermediate		6-26-2013	Active		6-26-2013		
<b>Whitehorn, John M.</b>							
Intermediate		6-26-2013	Active		6-26-2013		
<b>Zerby, Michael D.</b>							
Intermediate		5-29-2013	Active		5-29-2013		

**Employees this Agency: 25**

**Western Shoshone Dept. of Public Safety**

<b>Robb, Larry J.</b>							
Intermediate		6-17-2013	Active		6-17-2013		

**Employees this Agency: 1**

**Employees on report: 220**

*NOTE: Some employees may be associated with more than one Agency which can inflate the report total.*

Certificate	Level	Status Date	Status	Cert #	Certified	Expires	Probation
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**Attorney General's Office**

**Coats, Pamela S.**

Advanced		4-23-2013	Active		4-23-2013		
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**Grosz, Todd M.**

Advanced		6-27-2013	Active		6-27-2013		
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**Meads, Carrie J.**

Advanced		5-20-2013	Active		5-20-2013		
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Employees this Agency: 3

**Carson City Sheriff's Office**

**Lee, Kiplan M.**

Advanced		6-26-2013	Active		6-26-2013		
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Employees this Agency: 1

**Churchill County Sheriff's Office**

**Bell Jr., Ronald J.**

Advanced		6-19-2013	Active		6-19-2013		
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**Deegan, Autumn G.**

Advanced		5-13-2013	Active		5-13-2013		
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**Johnson, Kevin D.**

Advanced		4-08-2013	Active		4-08-2013		
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**Loop, Paul A.**

Advanced		4-16-2013	Active		4-16-2013		
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**Matheson, Michael C.**

Advanced		4-17-2013	Active		4-16-2013		
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**Rigney, Chad L.**

Advanced		5-20-2013	Active		5-20-2013		
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Employees this Agency: 6

**City of Las Vegas Detention & Enfor**

**Hunt, Jim L.**

Advanced		6-17-2013	Active		6-17-2013		
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Certificate	Level	Status Date	Status	Cert #	Certified	Expires	Probation
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Employees this Agency: 1

**Clark County School District PD**

<b>Albrecht, David I.</b> Advanced		6-18-2013	Active		6-18-2013		
<b>Bolden, Terence A.</b> Advanced		6-18-2013	Active		6-18-2013		
<b>Gamboa, Anthony J.</b> Advanced		6-10-2013	Active		6-10-2013		
<b>Klemp, Christopher J.</b> Advanced		6-18-2013	Active		6-18-2013		

Employees this Agency: 4

**DMV Compliance Enf Division**

<b>Bowles, Brian D.</b> Advanced		5-29-2013	Active		5-29-2013		
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Employees this Agency: 1

**Douglas County Sheriff's Office**

<b>Addington, William G.</b> Advanced		4-16-2013	Active		4-16-2013		
<b>Button, David P.</b> Advanced		6-26-2013	Active		6-26-2013		
<b>Lake, Leonard L.</b> Advanced		4-16-2013	Active		4-16-2013		
<b>Lenz, John C.</b> Advanced		6-26-2013	Active		6-26-2013		
<b>McKone, Jesse W.</b> Advanced		4-16-2013	Active		4-16-2013		
<b>Miller, Ronald K.</b> Advanced		5-20-2013	Active		5-20-2013		
<b>Munoz, Mark A.</b> Advanced		4-30-2013	Active		4-30-2013		

Certificate	Level	Status Date	Status	Cert #	Certified	Expires	Probation
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Employees this Agency: 7

**Elko County Sheriff's Office**

<b>Drake, Mariah L.</b> Advanced		4-30-2013	Active		4-30-2013		
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Employees this Agency: 1

**Gaming Control Board**

<b>Salas, David J.</b> Advanced		4-30-2013	Active		4-30-2013		
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<b>Taylor, James S.</b> Advanced		4-23-2013	Active		4-23-2013		
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Employees this Agency: 2

**Henderson Police Department**

<b>Allison, Rand M.</b> Advanced		6-06-2013	Active		6-06-2013		
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<b>Bailey, Tyler J.</b> Advanced		6-17-2013	Active		6-17-2013		
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<b>Bushell, Eron C.</b> Advanced		6-06-2013	Active		6-06-2013		
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<b>Collier, Christopher L.</b> Advanced		6-26-2013	Active		6-26-2013		
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<b>Collins, Gerard G.</b> Advanced		6-17-2013	Active		6-17-2013		
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<b>Condratovich, Michael J.</b> Advanced		6-26-2013	Active		6-26-2013		
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<b>Corad, Michael J.</b> Advanced		6-04-2013	Active		6-04-2013		
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<b>Courtney, Barry J.</b> Advanced		5-20-2013	Active		5-20-2013		
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<b>Cyr, Christopher J.</b> Advanced		6-26-2013	Active		6-26-2013		
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<b>Flores, Phillip R.</b>							
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**Nevada Commission on POST**  
**Certification By Agency**  
Advanced Certificate by Agency April-June 2013

<b>Certificate</b>	<b>Level</b>	<b>Status Date</b>	<b>Status</b>	<b>Cert #</b>	<b>Certified</b>	<b>Expires</b>	<b>Probation</b>
Advanced		5-29-2013	Active		5-29-2013		
<b>Galbraith, Randal A.</b>							
Advanced		6-04-2013	Active		6-04-2013		
<b>Hansen, Joe G.</b>							
Advanced		6-04-2013	Active		6-04-2013		
<b>Hart, Robert D.</b>							
Advanced		6-17-2013	Active		6-17-2013		
<b>Holden, Valerie J.</b>							
Advanced		6-20-2013	Active		6-20-2013		
<b>Jannotti Jr., Lawrence J.</b>							
Advanced		6-04-2013	Active		6-04-2013		
<b>Karlavage, Martin J.</b>							
Advanced		6-06-2013	Active		6-06-2013		
<b>Lakteen, Linda M.</b>							
Advanced		4-23-2013	Active		4-23-2013		
<b>Landis, Christopher J.</b>							
Advanced		6-17-2013	Active		6-17-2013		
<b>Lawrance, Joseph D.</b>							
Advanced		6-26-2013	Active		6-26-2013		
<b>Longworth, John A.</b>							
Advanced		6-04-2013	Active		6-04-2013		
<b>Matuszak, Roger H.</b>							
Advanced		6-04-2013	Active		6-04-2013		
<b>McDonald, Jack A.</b>							
Advanced		5-29-2013	Active		5-29-2013		
<b>Mitchell, Chad A.</b>							
Advanced		6-04-2013	Active		6-04-2013		
<b>Morehead, Harold D.</b>							
Advanced		6-04-2013	Active		6-04-2013		
<b>Nilson, Joshua T.</b>							
Advanced		4-08-2013	Active		4-08-2013		
<b>Olds, Alan L.</b>							
Advanced		6-24-2013	Active		6-24-2013		
<b>Owens, Richard P.</b>							



**Nevada Commission on POST**  
**Certification By Agency**  
Advanced Certificate by Agency April-June 2013

<b>Certificate</b>	<b>Level</b>	<b>Status Date</b>	<b>Status</b>	<b>Cert #</b>	<b>Certified</b>	<b>Expires</b>	<b>Probation</b>
Advanced		6-17-2013	Active		6-17-2013		
<b>Pollard, Brian J.</b>							
Advanced		6-04-2013	Active		6-04-2013		
<b>Price, Denise</b>							
Advanced		6-04-2013	Active		6-04-2013		
<b>Raney, Athena L.</b>							
Advanced		6-26-2013	Active		6-26-2013		
<b>Robinson, Brian D.</b>							
Advanced		5-10-2013	Active		5-10-2013		
<b>Robinson, Riccardo D.</b>							
Advanced		6-12-2013	Active		6-12-2013		
<b>Rodriguez, Joshua J.</b>							
Advanced		6-24-2013	Active		6-24-2013		
<b>Schaeffer, Randy S.</b>							
Advanced		6-04-2013	Active		6-04-2013		
<b>Seevers, Lance D.</b>							
Advanced		6-06-2013	Active		6-06-2013		
<b>Smith, Marc J.</b>							
Advanced		4-16-2013	Active		4-16-2013		
<b>Tonry, Katrina M.</b>							
Advanced		6-17-2013	Active		6-17-2013		
<b>Vargason, Jordan C.</b>							
Advanced		6-20-2013	Active		6-20-2013		
<b>Worley, Christopher J.</b>							
Advanced		6-12-2013	Active		6-12-2013		

Employees this Agency: 39

**Las Vegas Metro Police Department**

<b>Bauman, Andrew R.</b>							
Advanced		6-26-2013	Active		6-26-2013		
<b>Buttars, Michael J.</b>							
Advanced		5-20-2013	Active		5-20-2013		
<b>Cavaricci, Anthony F.</b>							
Advanced		6-04-2013	Active		6-04-2013		

**Nevada Commission on POST**  
**Certification By Agency**  
Advanced Certificate by Agency April-June 2013

<b>Certificate</b>	<b>Level</b>	<b>Status Date</b>	<b>Status</b>	<b>Cert #</b>	<b>Certified</b>	<b>Expires</b>	<b>Probation</b>
<b>Cook, Ryan M.</b>	Advanced	4-30-2013	Active		4-30-2013		
<b>Dean, Jeffrey M.</b>	Advanced	6-12-2013	Active		6-12-2013		
<b>Figuroa, David M.</b>	Advanced	4-30-2013	Active		4-30-2013		
<b>Fulwiler, Cody J.</b>	Advanced	4-08-2013	Active		4-08-2013		
<b>Harris, Keith S.</b>	Advanced	4-30-2013	Active		4-30-2013		
<b>Hennesy, Dean A.</b>	Advanced	6-04-2013	Active		6-04-2013		
<b>Hernandez-Hernandez, Jose J.</b>	Advanced	4-30-2013	Active		4-30-2013		
<b>Holmes, Blain E.</b>	Advanced	4-30-2013	Active		4-30-2013		
<b>Hughes, Harold A.</b>	Advanced	6-04-2013	Active		6-04-2013		
<b>Hui, Catherine</b>	Advanced	5-13-2013	Active		5-13-2013		
<b>Hutchings Jr., William B.</b>	Advanced	5-20-2013	Active		5-20-2013		
<b>James, Jeremy W.</b>	Advanced	4-30-2013	Active		4-30-2013		
<b>Larsen, Allen L.</b>	Advanced	6-26-2013	Active		6-26-2013		
<b>McClish, Chance C.</b>	Advanced	6-12-2013	Active		6-12-2013		
<b>Quinn, Peter J.</b>	Advanced	6-04-2013	Active		6-04-2013		
<b>Roberson, Eric V.</b>	Advanced	5-20-2013	Active		5-20-2013		
<b>Romprey, Shawn M.</b>	Advanced	5-13-2013	Active		5-13-2013		

Certificate	Level	Status Date	Status	Cert #	Certified	Expires	Probation
<b>Thomas, Richard K.</b> Advanced		5-20-2013	Active		5-20-2013		
<b>Wallace, Michael A.</b> Advanced		4-08-2013	Active		4-08-2013		
<b>Yatomi, Yasenia Y.</b> Advanced		4-08-2013	Active		4-08-2013		

Employees this Agency: 23

**Lyon County Sheriff's Office**

<b>Baltes, Peter J.</b> Advanced		5-29-2013	Active		5-29-2013		
<b>Clanton, Shawn J.</b> Advanced		5-29-2013	Active		5-29-2013		
<b>Clarke, Travis R.</b> Advanced		5-13-2013	Active		5-13-2013		
<b>Lopez, Alfonso</b> Advanced		5-13-2013	Active		5-13-2013		

Employees this Agency: 4

**Mineral County Sheriff's Office**

<b>Scarlata II, Saverio A.</b> Advanced		4-30-2013	Active		4-30-2013		
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Employees this Agency: 1

**Nevada Department of Corrections**

<b>Brannon, Ira J.</b> Advanced		6-12-2013	Active		6-12-2013		
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Employees this Agency: 1

**Nevada Department of Public Safety**

<b>Arias-Rios, Juan P.</b> Advanced		4-23-2013	Active		4-23-2013		
<b>Barnes, Larry W.</b>							

**Nevada Commission on POST**  
**Certification By Agency**  
Advanced Certificate by Agency April-June 2013

<b>Certificate</b>	<b>Level</b>	<b>Status Date</b>	<b>Status</b>	<b>Cert #</b>	<b>Certified</b>	<b>Expires</b>	<b>Probation</b>
Advanced		4-16-2013	Active		4-16-2013		
<b>Blankenship, Kevin J.</b>							
Advanced		4-16-2013	Active		4-16-2013		
<b>Bledsoe, Ruby M.</b>							
Advanced		4-16-2013	Active		4-16-2013		
<b>Calloway, Caid W.</b>							
Advanced		6-12-2013	Active		6-12-2013		
<b>Cavanaugh, Brian K.</b>							
Advanced		4-23-2013	Active		4-23-2013		
<b>Chaney, Daniel S.</b>							
Advanced		5-20-2013	Active		5-20-2013		
<b>Davis, Alicia M.</b>							
Advanced		6-04-2013	Active		6-04-2013		
<b>Dawson, William L.</b>							
Advanced		4-23-2013	Active		4-23-2013		
<b>Edgell, Michael D.</b>							
Advanced		5-10-2013	Active		5-10-2013		
<b>Harada, Robert K.</b>							
Advanced		4-16-2013	Active		4-16-2013		
<b>Hastings, Chad N.</b>							
Advanced		6-04-2013	Active		6-04-2013		
<b>Heard, Bryan J.</b>							
Advanced		5-20-2013	Active		5-20-2013		
<b>McCann, Coley D.</b>							
Advanced		5-29-2013	Active		5-29-2013		
<b>McNeil, Barbara L.</b>							
Advanced		4-08-2013	Active		4-08-2013		
<b>Monson, Charles E.</b>							
Advanced		4-30-2013	Active		4-30-2013		
<b>Morgan Jr, Don N.</b>							
Advanced		5-10-2013	Active		5-10-2013		
<b>Morgon, Yvonne G.</b>							
Advanced		6-04-2013	Active		6-04-2013		
<b>Thurston, William M.</b>							

**Nevada Commission on POST  
Certification By Agency**  
Advanced Certificate by Agency April-June 2013

<b>Certificate</b>	<b>Level</b>	<b>Status Date</b>	<b>Status</b>	<b>Cert #</b>	<b>Certified</b>	<b>Expires</b>	<b>Probation</b>
Advanced		6-04-2013	Active		6-04-2013		
<b>VanDyke, Michael D.</b>							
Advanced		6-06-2013	Active		6-06-2013		
<b>Vela, Laurie S.</b>							
Advanced		6-04-2013	Active		6-04-2013		
<b>West, William B.</b>							
Advanced		5-29-2013	Active		5-29-2013		

Employees this Agency: 22

**Nevada Legislative Counsel Police**

<b>Gould, John C.</b>							
Advanced		5-10-2013	Active		5-10-2013		

Employees this Agency: 1

**North Las Vegas Police Department**

<b>Allen, Dorinda M.</b>							
Advanced		5-13-2013	Active		5-13-2013		
<b>Ayres, Bobby L.</b>							
Advanced		6-06-2013	Active		6-06-2013		
<b>Collins, Donald T.</b>							
Advanced		5-02-2013	Active		5-02-2013		
<b>Feeley, Jason K.</b>							
Advanced		6-12-2013	Active		6-12-2013		
<b>Finizie, Edmond A.</b>							
Advanced		5-10-2013	Active		5-10-2013		
<b>Howe, Brian R.</b>							
Advanced		4-30-2013	Active		4-30-2013		
<b>Laswell, Randy G.</b>							
Advanced		5-10-2013	Active		5-10-2013		
<b>Lee, Skyler D.</b>							
Advanced		4-30-2013	Active		4-30-2013		
<b>Lewis, Vincent C.</b>							
Advanced		5-13-2013	Active		5-13-2013		
<b>Monreal, Nicholas I.</b>							

**Nevada Commission on POST  
Certification By Agency**  
Advanced Certificate by Agency April-June 2013

Certificate	Level	Status Date	Status	Cert #	Certified	Expires	Probation
Advanced		4-01-2013	Active		4-01-2013		
<b>Robinson, Infini S.</b>							
Advanced		6-04-2013	Active		6-04-2013		
<b>Ryan, Clinton P.</b>							
Advanced		5-10-2013	Active		5-10-2013		
<b>Sanders, John J.</b>							
Advanced		5-10-2013	Active		5-10-2013		
<b>Spory, Jeffrey S.</b>							
Advanced		5-10-2013	Active		5-10-2013		
<b>Sprague, Sean T.</b>							
Advanced		5-10-2013	Active		5-10-2013		
<b>Wells, David P.</b>							
Advanced		4-16-2013	Active		4-16-2013		
<b>Wright, Brian T.</b>							
Advanced		5-10-2013	Active		5-10-2013		

Employees this Agency: 17

**Pershing County Sheriff's Office**

<b>Blondheim, Eric L.</b>							
Advanced		4-30-2013	Active		4-30-2013		

Employees this Agency: 1

**Reno Police Department**

<b>Avilla, Tim J.</b>							
Advanced		4-23-2013	Active		4-23-2013		
<b>Blair, Gregory M.</b>							
Advanced		4-23-2013	Active		4-23-2013		
<b>Blas, Patrick R.</b>							
Advanced		4-23-2013	Active		4-23-2013		
<b>Bowden, Jerry S.</b>							
Advanced		4-23-2013	Active		4-23-2013		
<b>Bradley, Justin D.</b>							
Advanced		4-23-2013	Active		4-23-2013		
<b>Bueno Jr., Eugenio</b>							

**Nevada Commission on POST**  
**Certification By Agency**  
Advanced Certificate by Agency April-June 2013

<b>Certificate</b>	<b>Level</b>	<b>Status Date</b>	<b>Status</b>	<b>Cert #</b>	<b>Certified</b>	<b>Expires</b>	<b>Probation</b>
Advanced		4-16-2013	Active	A	4-16-2013		
<b>Coffey, Ira W.</b>							
Advanced		4-23-2013	Active		4-23-2013		
<b>Denney, Mark W.</b>							
Advanced		4-23-2013	Active		4-23-2013		
<b>Donnelly, Sean J.</b>							
Advanced		4-23-2013	Active		4-23-2013		
<b>Dugan, Scott A.</b>							
Advanced		4-16-2013	Active		4-16-2013		
<b>Dye, Brian S.</b>							
Advanced		4-16-2013	Active		4-16-2013		
<b>Edelen, Matthew E.</b>							
Advanced		4-23-2013	Active		4-23-2013		
<b>Elkins, Scott A.</b>							
Advanced		4-30-2013	Active		4-30-2013		
<b>Flickinger, Aaron P.</b>							
Advanced		5-02-2013	Active		5-02-2013		
<b>Follett, Gerald P.</b>							
Advanced		4-23-2013	Active		4-23-2013		
<b>Foremaster, Scott D.</b>							
Advanced		5-02-2013	Active		5-02-2013		
<b>Garlock, Robert J.</b>							
Advanced		5-02-2013	Active		5-02-2013		
<b>Good, Christopher A.</b>							
Advanced		6-06-2013	Active		6-06-2013		
<b>Guider, Michael R.</b>							
Advanced		4-01-2013	Active		4-01-2013		
<b>Hague, Eric J.</b>							
Advanced		5-02-2013	Active		5-02-2013		
<b>Hallert, Jerel S.</b>							
Advanced		4-16-2013	Active		4-16-2013		
<b>Harter, Kelle M.</b>							
Advanced		5-02-2013	Active		5-02-2013		
<b>Hartshorn, Amanda M.</b>							

**Nevada Commission on POST**  
**Certification By Agency**  
Advanced Certificate by Agency April-June 2013

<b>Certificate</b>	<b>Level</b>	<b>Status Date</b>	<b>Status</b>	<b>Cert #</b>	<b>Certified</b>	<b>Expires</b>	<b>Probation</b>
Advanced		5-02-2013	Active		5-02-2013		
<b>Hendrix, Kevin R.</b>							
Advanced		4-30-2013	Active		4-30-2013		
<b>Higley, Charles E.</b>							
Advanced		5-02-2013	Active		5-02-2013		
<b>Hollingsworth, Alan S.</b>							
Advanced		5-10-2013	Active		5-10-2013		
<b>Jackins, Adam J.</b>							
Advanced		5-10-2013	Active	A	5-10-2013		
<b>Johnson, Trenton D.</b>							
Advanced		5-10-2013	Active		5-10-2013		
<b>Jones, Derek L.</b>							
Advanced		5-10-2013	Active		5-10-2013		
<b>Kassebaum, Dimitrius A.</b>							
Advanced		5-10-2013	Active		5-10-2013		
<b>Katre, S M.</b>							
Advanced		5-13-2013	Active		5-13-2013		
<b>Silver, John J.</b>							
Advanced		4-01-2013	Active		4-01-2013		
<b>Smith, Larmon K.</b>							
Advanced		4-16-2013	Active		4-16-2013		
<b>Titterington, Debra J.</b>							
Advanced		4-30-2013	Active		4-30-2013		

Employees this Agency: 34

**Sparks Police Department**

<b>Bellamy, Clinte L.</b>							
Advanced		4-30-2013	Active		4-30-2013		
<b>Marsh, Glenn R.</b>							
Advanced		5-29-2013	Active		5-29-2013		

Employees this Agency: 2

**UNLV Police Department**

<b>Delvalle, Joshua D.</b>							
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**Nevada Commission on POST**  
**Certification By Agency**  
Advanced Certificate by Agency April-June 2013

<b>Certificate</b>	<b>Level</b>	<b>Status Date</b>	<b>Status</b>	<b>Cert #</b>	<b>Certified</b>	<b>Expires</b>	<b>Probation</b>
Advanced		5-20-2013	Active		5-20-2013		
<b>Murphy, Lynn D.</b>							
Advanced		6-12-2013	Active		6-12-2013		
<b>Silva, Laura E.</b>							
Advanced		6-12-2013	Active		6-12-2013		

Employees this Agency: 3

**Washoe County School Dist PD**

<b>Harper, Connie L.</b>							
Advanced		6-19-2013	Active		6-19-2013		

Employees this Agency: 1

**Washoe County Sheriff's Office**

<b>Allen, Michael J.</b>							
Advanced		6-26-2013	Active		6-26-2013		
<b>Bailey, Janit S.</b>							
Advanced		6-27-2013	Active		6-27-2013		
<b>Bassi, Michael</b>							
Advanced		6-04-2013	Active		6-04-2013		
<b>Cook, Robert A.</b>							
Advanced		6-26-2013	Active		6-26-2013		
<b>DiGesti, Joseph J.</b>							
Advanced		6-19-2013	Active		6-19-2013		
<b>Dilk, Anthony L.</b>							
Advanced		6-19-2013	Active		6-19-2013		
<b>Graves, John H.</b>							
Advanced		6-27-2013	Active		6-27-2013		
<b>LeBlanc, Dominique J.</b>							
Advanced		6-19-2013	Active		6-19-2013		
<b>Lear, Joseph M.</b>							
Advanced		6-26-2013	Active		6-26-2013		
<b>Mosley, Timothy J.</b>							
Advanced		6-19-2013	Active		6-19-2013		
<b>Pickard, Heidi E.</b>							

**Nevada Commission on POST**  
**Certification By Agency**  
Advanced Certificate by Agency April-June 2013

<b>Certificate</b>	<b>Level</b>	<b>Status Date</b>	<b>Status</b>	<b>Cert #</b>	<b>Certified</b>	<b>Expires</b>	<b>Probation</b>
Advanced		6-26-2013	Active		6-26-2013		
<b>Schuette, John J.</b>							
Advanced		6-06-2013	Active		6-06-2013		
<b>Stahl, Peggy A.</b>							
Advanced		4-16-2013	Active	A	4-16-2013		
<b>Terelak Jr., Zygmunt C.</b>							
Advanced		6-27-2013	Active		6-27-2013		
<b>Thomsen, Eugene M.</b>							
Advanced		6-19-2013	Active		6-19-2013		
<b>Thomsen, Laura J.</b>							
Advanced		6-27-2013	Active		6-27-2013		
<b>Vandersyde, Kimberely A.</b>							
Advanced		6-26-2013	Active		6-26-2013		
<b>Whitehorn, John M.</b>							
Advanced		6-26-2013	Active		6-26-2013		
<b>Zerby, Michael D.</b>							
Advanced		5-29-2013	Active		5-29-2013		

**Employees this Agency: 19**

**Employees on report: 194**

*NOTE: Some employees may be associated with more than one Agency which can inflate the report total.*

Certificate	Level	Status Date	Status	Cert #	Certified	Expires	Probation
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**Carson City Sheriff's Office**

<b>Primka, James W.</b>							
Supervisory		6-27-2013	Active		6-27-2013		
<b>Richards, William J.</b>							
Supervisory		4-24-2013	Active		4-24-2013		

Employees this Agency: 2

**Churchill County Sheriff's Office**

<b>Matheson, Michael C.</b>							
Supervisory		6-26-2013	Active		6-26-2013		

Employees this Agency: 1

**Clark Co Dept of Juv Justice Services**

<b>Steiner, Dean H.</b>							
Supervisory		4-23-2013	Active		4-23-2013		

Employees this Agency: 1

**Clark County School District PD**

<b>Johnson, Loren D.</b>							
Supervisory		4-23-2013	Active		4-23-2013		

Employees this Agency: 1

**Henderson Police Department**

<b>Atkin, Chad A.</b>							
Supervisory		6-12-2013	Active		6-12-2013		
<b>Burns, David C.</b>							
Supervisory		6-12-2013	Active		6-12-2013		
<b>Chadwick, Hollie A.</b>							
Supervisory		6-06-2013	Active		6-06-2013		
<b>Denison, Walt E.</b>							
Supervisory		4-08-2013	Active		4-08-2013		
<b>Farley, Jeffrey D.</b>							
Supervisory		6-12-2013	Active		6-12-2013		

**Nevada Commission on POST**  
**Certification By Agency**  
Supervisory Certificate by Agency April-June 2013

<b>Certificate</b>	<b>Level</b>	<b>Status Date</b>	<b>Status</b>	<b>Cert #</b>	<b>Certified</b>	<b>Expires</b>	<b>Probation</b>
<b>Hart, Robert D.</b> Supervisory		6-12-2013	Active		6-12-2013		
<b>Henn, Itzhak</b> Supervisory		6-12-2013	Active		6-12-2013		
<b>Lotito, John W.</b> Supervisory		6-26-2013	Active		6-26-2013		
<b>Mattingly, Lisa A.</b> Supervisory		6-12-2013	Active		6-12-2013		
<b>Moore, Kirk L.</b> Supervisory		6-12-2013	Active		6-12-2013		
<b>Reimann, Patrick A.</b> Supervisory		6-12-2013	Active		6-12-2013		
<b>Rysewyk, Randy D.</b> Supervisory		4-16-2013	Active		4-16-2013		
<b>Simoneau, Sean P.</b> Supervisory		6-12-2013	Active		6-12-2013		
<b>Spath, Thomas S.</b> Supervisory		6-12-2013	Active		6-12-2013		
<b>Yurek III, Thaddeus J.</b> Supervisory		6-12-2013	Active		6-12-2013		

Employees this Agency: 15

**Las Vegas Metro Police Department**

<b>Cintron, Hector</b> Supervisory		6-18-2013	Active		6-18-2013		
<b>Donegan, Carmen A.</b> Supervisory		4-30-2013	Active		4-30-2013		
<b>Fagel, Harry R.</b> Supervisory		4-30-2013	Active		4-30-2013		
<b>Hines, John P.</b> Supervisory		4-30-2013	Active		4-30-2013		
<b>Sobrio, Joseph A.</b> Supervisory		4-30-2013	Active		4-30-2013		

Certificate	Level	Status Date	Status	Cert #	Certified	Expires	Probation
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Employees this Agency: 5

**Nevada Department of Public Safety**

<b>Barnes, Trenton D.</b> Supervisory		4-01-2013	Active		4-01-2013		
<b>Bledsoe, Ruby M.</b> Supervisory		4-16-2013	Active		4-16-2013		
<b>Carrao-Gacek, Shelley M.</b> Supervisory		4-16-2013	Active		4-16-2013		
<b>Edgell, Michael D.</b> Supervisory		5-10-2013	Active		5-10-2013		
<b>Hartline, Todd J.</b> Supervisory		6-04-2013	Active		6-04-2013		
<b>Hastings, Chad N.</b> Supervisory		6-04-2013	Active		6-04-2013		
<b>Johnson, Daniel D.</b> Supervisory		6-12-2013	Active		6-12-2013		
<b>McDaniel, Deon M.</b> Supervisory		4-09-2013	Active		4-09-2013		

Employees this Agency: 8

**UNLV Police Department**

<b>Murphy, Lynn D.</b> Supervisory		5-20-2013	Active		5-20-2013		
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Employees this Agency: 1

**Washoe County Sheriff's Office**

<b>Leonard, Wendy N.</b> Supervisory		6-19-2013	Active		6-19-2013		
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Employees this Agency: 1

Employees on report: 35

*NOTE: Some employees may be associated with more than one Agency which can inflate the report total.*

Certificate	Level	Status Date	Status	Cert #	Certified	Expires	Probation
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**Douglas County Sheriff's Office**

<b>Booth, James B.</b>							
Management		5-02-2013	Active		5-02-2013		
<b>Rooney, Gregory D.</b>							
Management		5-02-2013	Active		5-02-2013		

Employees this Agency: 2

**Henderson Police Department**

<b>Tyndall Jr, Edward A.</b>							
Management		4-23-2013	Active		4-23-2013		

Employees this Agency: 1

**Nevada Department of Public Safety**

<b>Hastings, Chad N.</b>							
Management		6-20-2013	Active		6-20-2013		

Employees this Agency: 1

Employees on report: 4

*NOTE: Some employees may be associated with more than one Agency which can inflate the report total.*

**Nevada Commission on POST  
Courses by Course Title**

Courses Certified/Approved - 4th Quarter Apr - June 2013

Course	Title	Hours	Status	Approved Period	Provider
P0400019	ACTIVE SHOOTER	5.00	Active		Douglas County Sheriff's Office
P1470036	Advanced Interview Techniques	8.00	Active		Nevada Department of Public Safety
P0650002	Autism Spectrum Disorders	5.00	Active		Henderson Police Department
P0000473	Basic Seamanship Course	8.00	Active		Nevada Commission on POST
P0850004	Basic SWAT Operator's Certification Course	40.00	Active		Lyon County Sheriff's Office
P0000475	Canine Policy and Procedures		Active		Nevada Commission on POST
P2080016	Commercial Motor Vehicle Criminal Interdiction	24.00	Active		Regional Public Safety Training Center
P2080014	Crisis Intervention Team	40.00	Active		Regional Public Safety Training Center
P0400020	DCSO MISSING PERSONS POLICY AND PROCEDURE	2.00	Active		Douglas County Sheriff's Office
P2220014	Diversity in Grief	5.50	Active		Division of Child Family Services
P2220017	Domestic Minor Sex Trafficking and the Vulnerabili	6.00	Active		Division of Child Family Services
P1470038	Evidence Based Practice in Community Corrections	4.00	Active		Nevada Department of Public Safety
P2080015	Gang Culture	8.00	Active		Regional Public Safety Training Center
P1470039	Getting Into Practice-How to Use EBP on the Job	4.00	Active		Nevada Department of Public Safety
P2220013	Inverstig Tech Facilitated Crimes against Children	6.00	Active		Division of Child Family Services
P1470035	Law Enforcment Interview Techniques	8.00	Active		Nevada Department of Public Safety
P2910001	NAFTO Basic FTO School	24.00	Active		National Association Of Field Training O
P0020035	NCIC Recertification Training	4.00	Active		Reno Police Department
P0020034	NCIC Security Awareness Training	1.00	Active		Reno Police Department
P0020036	Off Duty/Plain Clothes Response to Active Violence	4.00	Active		Reno Police Department
P2170002	Oral Boards for Promotion and or Assignment Change	8.00	Active		JLG Training Associates, Inc
P2440001	PoliceOne.Com Academy		Active		PoliceOne.com/Caliber Press
P0020033	Promotion and Interview Training	8.00	Active		Reno Police Department
P0400021	SCBA TRAINING	4.00	Active		Douglas County Sheriff's Office
P0020032	Selling the Ticket: Communication Training	2.00	Active		Reno Police Department
P2220015	Shaken Baby Co-Sleeping	5.50	Active		Division of Child Family Services
P1470034	Smith & Wesson M&P .40 Transition Course	4.00	Active		Nevada Department of Public Safety
P2900001	Statutory Rape Law in Nevada	4.00	Active		Nevada Public Health Foundation
P1470041	Surviving Compassion Fatigue	4.00	Active		Nevada Department of Public Safety
P0400022	Tactical Life Saver	8.00	Active		Douglas County Sheriff's Office
P1470037	Tactical Survival	8.00	Active		Nevada Department of Public Safety
P2920002	The Advanced Course On The Reid Technique of I&I	6.00	Active		John E. Reid and Associates, Inc
P2920001	The Reid Technique of Interviewing and Interrogati	18.00	Active		John E. Reid and Associates, Inc
P1470040	When Push Comes to Shove	4.00	Active		Nevada Department of Public Safety
P2080013	Winning the Battle	8.00	Active		Regional Public Safety Training Center
P2220016	Working with LGBTQ Youth & Child Welfare	6.00	Active		Division of Child Family Services

**Courses in this report: 36**



STATE OF NEVADA  
OFFICE OF THE ATTORNEY GENERAL  
100 North Carson Street  
Carson City, Nevada 89701-4717

CATHERINE CORTEZ MASTO  
*Attorney General*

KEITH G. MUNRO  
*Assistant Attorney General*

GREGORY M. SMITH  
*Chief of Staff*

**DATE:** June 19, 2013  
**TO:** All Deputy Attorneys General  
**FROM:** George Taylor, Senior Deputy Attorney General *gt*  
**SUBJECT:** 2013 Legislative changes to NRS 241 Open Meeting Law: AB 65, AB 445, and SB74. NOTE: AB 65 is EFFECTIVE JULY 1, 2013.

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For those of you advising a public body that is subject to the Open Meeting Law (OML), including any licensing board or advisory public body, *it is vital* that you familiarize yourself with these new changes and amendments. *AB 65 changes to the OML become effective on July 1, 2013*, AB 445 changes will become effective on January 1, 2014, and SB 74 changes are effective October 1, 2013.

Three bills were enacted with provisions amending the OML – AB65, AB 445, and SB 74. Below are links to AB 65, AB 445, and SB 74:

<https://nelis.leg.state.nv.us/77th2013/App#/77th2013/Bill/Text/AB65/BD> AB65 EN

<https://nelis.leg.state.nv.us/77th2013/App#/77th2013/Bill/Text/AB445/BD> AB445 EN

<https://nelis.leg.state.nv.us/77th2013/App#/77th2013/Bill/Text/SB74/BD> SB74 EN

**SUMMARY OF LEGISLATIVE CHANGES IN AB 65**

1. Exceptions and Exemptions to OML are legislatively defined.
2. The process for appointing a designee to a public body is defined.
3. The process to “cure” an OML violation with corrective action is defined.



4. **“Deliberate” is defined.**
5. **Supporting material “contact” person must be included on every agenda.**
6. **Certain public bodies must upload supporting materials to its webpage.**
7. **No requirement to electronically send supporting material to requester unless delivery by electronic mail is feasible and the requester has agreed to receive it electronically.**
8. **“Present” is defined.**

### **DETAILS OF LEGISLATIVE CHANGES IN AB 65**

1. **Exceptions and Exemptions to the OML are legislatively defined.**

AB 65 initially contained codification of each individual statutory exception and exemption in one place in the OML. Instead, the Legislature chose to enact a generalized statute, which provides that a specific exemption or exception elsewhere in the NRS prevail over the general provisions of the OML.

2. **The process for appointing a designee to a public body is defined.**

There are many statutory authorities that generally allow a “designee” to serve on a public body, but the details of the various authorities in statute were confusing and had been applied in a haphazard fashion. This amendment supplies some uniformity to the process as well as the designee’s authority to act, once seated, on a public body. AB 65, Section 3, provides some uniformity of process for certain public bodies.

Designation may only occur if the public body’s creating authority specifically allows for designation. If there is no express authority authorizing a designee then one cannot be appointed. However, if the legal authority creating the public body expressly authorizes a designee then the process of designation of a person may occur either in a written document or “on the record” at a meeting of the public body.

Once a person is designated, that person, 1) shall be deemed to be a member of the body for the purpose of determining a quorum at the meeting, and 2) may exercise the same powers as the regular members of the body at that meeting.

There is nothing in the statute, which forbids designation of a person for multiple meetings as long as the process is followed and the term of the designation is explicitly set forth so there can be no confusion about the designee’s term.

3. **“Cure” an inadvertent OML violation with corrective action; process is authorized.**

The Attorney General’s OML Manual contains a section devoted to “cure.” (See OML Manual, Part 11, What Happens if a Violation Occurs?) Previously, when inadvertent

violations of the OML occurred or were alleged, the Manual *encouraged* public bodies to take corrective action as soon as possible, although the process of corrective action had not been codified in statute until this session.

The 2013 (77th session) Legislature amends the OML with new statutory authority that allows corrective action by the public body when inadvertent violations of the OML occur or are alleged. Voluntary corrective action may be taken during the meeting that the violation occurred.

Corrective action of an inadvertent violation may be taken at a future meeting if the following steps are taken:

1. Notice of corrective action must be included as an agenda item for a subsequent meeting at which the public body intends to take corrective action; and
2. The public body must take corrective action within 30 days of the alleged violation.

If the public body takes corrective action within 30 days after posting notice of its intent to take corrective action on its agenda, the Attorney General may not commence prosecution of the alleged violation – if it appears that forbearance is in the best interests of the public.

AB 65 also contains important additional amendments:

If the public body takes corrective action within 30-days of the alleged violation, the statutory limitations period (NRS 241.037), applicable to the time for bringing suit (by the Attorney General or a private party), is tolled for 30 days.

Any corrective action taken by the public body to correct an alleged violation is effective only prospectively.

#### **4. “Deliberate” is defined.**

Deliberate, an important component of every public meeting has now been defined in statute. NRS 241.015(2). The definition adopted by this session of the Legislature may be familiar because it is similar to the definition used in the past in the OML Manual<sup>1</sup> and taken from Nevada Supreme Court case law<sup>2</sup>. The new legislative definition is set out below in full:

“Deliberate” means collectively to examine, weigh and reflect upon the reasons for or against the action. The term includes, without limitation, the collective discussion or exchange of facts preliminary to the ultimate decision.”

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<sup>1</sup> Attorney General's Open Meeting Law Manual, §5.01 (11th Ed. 2012)

<sup>2</sup> *Dewey v. Redevelopment Agency of the City of Reno*, 119 Nev. 87, 97, 64 P.3d 1070, 1077 (2003).

Deliberation is half of the definition of "meeting."<sup>3</sup> The importance of this definition cannot be overstated. This new definition alters the scope and breadth of the former definition. Where the former definition included both "*collective discussion*" and "*collective acquisition*" of facts preliminary to the ultimate decision, the newly adopted definition omits the words "*collective acquisition*" of facts. Otherwise, the new definition resembles the former one.

- 5. The name and contact information for a designated person who keeps supporting material for the public body and a list of locations where the supporting material is available to the public must be included on every agenda.**

This is a new amendment to NRS 241.020(2), which is intended to assist the public seeking to obtain agenda supporting material. This information must appear on each agenda and it must tell the person where to obtain supporting material. This requirement is effective July 1, 2013.

- 6. Certain public bodies must upload supporting materials to its webpage.**

NRS 241.020(7) applies only to the governing bodies of a city or county whose population is greater than 45,000, but does not apply to state agencies or local government advisory bodies. It requires those governing bodies to upload supporting materials to its website no later than the time the material is provided to members of the public body. Material provided to the governing body during its meeting must be uploaded to its website within 24 hours of adjournment of said meeting.

The right of the public to request a copy of the material pursuant to NRS 241.020(5) is not eliminated by the requirement that certain governing bodies upload supporting material to its website.

Technical problems with the upload do not constitute a violation of the OML.

- 7. No requirement to electronically send supporting material to requester unless delivery by electronic mail is feasible and the requester has agreed to receive it.**

NRS 241.020(8) is a related, but a separate amendment to the new requirement that certain governing bodies upload supporting material to its website. Existing law (NRS 241.020(6)(b)), states that a public body that makes the notice, agenda, or supporting material available by electronic mail (see NRS 241.020(8)), shall ask the requester if he or she will accept receipt by electronic mail. However, even if the answer is no, there is no corresponding statutory duty to electronically mail materials to

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<sup>3</sup> NRS 241.015(2)(a)(1): "The gathering of members of a public body at which a quorum is present to *deliberate* toward a decision or to take action on any matter over which the public body has supervision, control, jurisdiction or advisory power."

the requester, although many public bodies do transmit supporting materials by email. The requester may always acquire the material over the counter from the designated person (see paragraph 5 above).

A governing body of a city or county with a population greater than 45000 shall inquire of persons who request copies of the "notice, information, or supporting material," if the requester will accept, by electronic mail, a link to the posting of those documents on the governing body's website. Again, the statute *does not mandate* that materials be mailed if the requester refuses to accept receipt by link.

Electronic delivery of notice, agenda, and supporting material is only supplemental to the right of the public to request materials over the counter under NRS 241.020(5).

Supporting material must continue to be provided over the counter upon request, but in neither case is there a statutory requirement that supporting material be mailed or emailed to the requester, even if the requester refuses to accept the electronic link. NRS 241.020(6)(b) grants some latitude to the public body with the phrase, "if feasible." The feasibility of emailing large files depends in part on the capability of the electronic system on which the public body relies.

For many public bodies, other than governing bodies with a population greater than 45,000, there may not be a webpage on which supporting material will be uploaded.

NRS 241.020(6) only requires that supporting material be "made available," which our office has opined means "over the counter." There is no statutory requirement in AB 65 or in previous amendments to the OML, which require a public body to email or mail supporting material to a requester.

**8. "Present" is defined.**

NRS 241.010 has been amended to define "present." Essentially, this definition codifies the definition this office has used for a long time. A member of a public body may be present through video conference or teleconference, but not through social media such as a chat room or email participation. The public must be able to view and/or hear the public body and be able to participate in the public meeting.

**LEGISLATIVE CHANGES IN AB 445**

**1. The Department of Administration must create a location on the State's website for the posting of notices by public bodies subject to the OML.**

Beginning January 1, 2014, NRS 241.020(3)(b) requires all public bodies to post public notice of a public meeting on the State's official website, to be created between now and January 1, 2014. The Department of Administration must establish, maintain,

and have a fully operational location on the State's official website for the posting of OML public body notices. Local government public bodies are initially exempt from the requirement, but must comply beginning July 1, 2014.

#### **LEGISLATIVE CHANGES IN SB 74**

- 1. Minutes or audio recordings of public meeting must be provided upon request to members of the public, at no charge, beginning October 1, 2013.**

Minutes are public records. (NRS 241.035). NRS 241.035(2) has been amended to require all public bodies to make available minutes or audio recordings upon request to a member of the public at no charge. Court reporters, who report meetings or transcribe recordings of meetings, are exempt from the requirement to provide a copy of transcription at no charge; court reporters are also prevented from charging a fee to a public body for any services related to transcription of a meeting.

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Civil Liability	<b>Category I</b>	NAC 289.140
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## Civil Liability

**Purpose:** To provide a basic understanding of civil liabilities of the peace officer.

**Instructional Goal:** The goal of this unit of instruction is to make the officer aware of the authority that is conferred upon peace officers, but also the special responsibilities and potential civil liabilities of the peace officer.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Define "liability"
2. Define "vicarious liability"
3. Define "negligence"
4. Define "gross negligence"
5. Define "intentional action"
6. Identify the protection listed under the Civil Rights Act of 1964
7. Define "indemnify"
8. List the four exceptions that invalidate indemnification (NRS 41.0349)
9. List the number of days the officer has to request an official attorney after being served notice of a summons or complaint (NRS 41.0339)
10. List the burden of proof between civil and criminal law as it relates to nature, party bringing law suit, wrongful act, remedy sought
11. Identify the basis of liability for:
  - Excessive use of force
  - Illegal search and seizure

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Constitutional Law	<b>Category I</b>	NAC 289.140
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## Constitutional Law

**Purpose:** The purpose of this instruction is to provide the student with an understanding and working knowledge of the United States Constitution and its relationship to the Constitution of the State, and the purpose and principles of the Bill of Rights.

**Instructional Goal:** The goal of this instruction is to equip the student with the knowledge and understanding of the United States Constitution and the Bill of Rights and their relationship to the Constitution of the State, and applying them to the constitutional rights of persons suspected or accused of a crime.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the purpose of the United States Constitution
2. Identify the purpose of the Nevada Constitution
3. Identify the components of the following sections of the Bill of Rights:
  - First Amendment
  - Second Amendment
  - Fourth Amendment
  - Fifth Amendment
  - Sixth Amendment
  - Eighth Amendment
4. Identify the components of the Fourteenth Amendment and its relationship to the Bill of Rights including:
  - Citizenship
  - Privileges and immunities of citizens
  - Due process of law
  - Equal protection of the law
5. Identify the purpose of the Miranda Warning
6. Identify the elements of the Miranda Warning
7. Identify the two conditions that must exist for the Miranda Warning to apply (two-prong test)

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Crimes against Persons	<b>Category I</b>	NAC 289.140
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## Crimes against Persons

**Purpose:** To provide a basic understanding of the criminal code as it pertains to crimes against persons.

**Instructional Goal:** The goal of this instruction is to prepare the student with a working knowledge of crimes against persons, ensuring the student is able to determine what type of crime has been committed and correctly document the elements of the crime into a report.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify murder (NRS 200.010)
2. Identify the degrees of murder (NRS 200.030)
3. Identify malice: express or implied (NRS 200.020)
4. Identify aggravating circumstances for 1<sup>st</sup> degree murder (NRS 200.033)
5. Identify voluntary manslaughter (NRS 200.050)
6. Identify involuntary manslaughter (NRS 200.070)
7. Identify the statute of limitations for murder or manslaughter (NRS 171.080, 171.085)
8. Identify justifiable homicide (NRS 200.120)
9. Identify excusable homicide (NRS 200.180)
10. Identify killing in self-defense (NRS 200.200)
11. Identify the elements of attempt murder (NRS 200.030, 193.330)
12. Identify the elements of mayhem (NRS 200.280)
13. Identify the elements and degrees of kidnapping (NRS 200.310)
14. Identify the elements of sexual assault (NRS 200.366)
15. Identify statutory sexual seduction (NRS 200.364, 5)
16. Identify the statute of limitations for sexual assault (NRS 171.083, 171.085, 171.095)
17. Identify robbery (NRS 200.380)
18. Identify false imprisonment (NRS 200.460)



## PEACE OFFICERS' STANDARDS AND TRAINING

19. Identify assault (NRS 200.471)
20. Identify battery (NRS 200.481)
21. Identify the elements of battery domestic violence
22. Identify child abuse
23. Identify child neglect
24. Identify child endangerment (NRS 200.508)
25. Identify abuse, neglect, and isolation of an elderly or vulnerable person (NRS 200.5092)
26. Identify the mandatory reporting laws. (NRS 432B.220, 200.5093)
27. Identify the elements of harassment (NRS 200.571)
28. Identify the elements of stalking
29. Identify the elements of aggravated stalking (NRS 200.575)
30. Identify the elements of possession of child pornography and use of a minor in production of pornography (NRS 200.710, 220.730)

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Crimes against Property	<b>Category I</b>	NAC 289.140
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## Crimes against Property

**Purpose:** To provide a basic understanding of the criminal code as it pertains to crimes against property.

**Instructional Goal:** The goal of this instruction is to prepare the student with a working knowledge of crimes against property, ensuring the student is able to determine what type of crime has been committed and correctly document the elements of the crime into a report.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the elements of arson (NRS Chapter 205)
2. Identify elements of trespass (NRS 207.200)
3. Identify the elements of burglary (NRS 205.060)
4. Identify the elements of home invasion (NRS 205.067)
5. Identify the elements of possession of burglary tools (NRS 205.080)
6. Define "theft" (NRS Chapter 205)
7. Define "obtaining money or property under false pretenses" (NRS Chapter 205)
8. Identify the concept of aggregation for determining amount involved in a particular theft (NRS Chapter 205)
9. Identify elements of grand larceny (NRS 205.220)
10. Identify the elements of grand larceny of a motor vehicle (NRS 205.228)
11. Identify the elements of a stolen motor vehicle (NRS 205.273)
12. Identify the elements of grand larceny of a firearm (NRS 205.226)
13. Identify the elements of possession of a stolen firearm (NRS 205.275)
14. Identify elements of petit larceny (NRS 205.240)
15. Identify elements of larceny from the person (NRS 205.270)
16. Identify elements of unlawful taking of a motor vehicle (NRS 205.2715)
17. Identify elements of tampering with a motor vehicle (NRS 205.274)
18. Identify the crimes involving possession or receiving of stolen property, general (NRS 205.275)

## PEACE OFFICERS' STANDARDS AND TRAINING

19. Identify the penalties based on amount of theft (NRS 205.0835)
20. Define "embezzlement" (NRS 205.300)
21. Define "extortion" (NRS 205.320)
22. Define "defrauding an innkeeper" (NRS 205.445)
23. Identify elements of trespass (NRS 207.200)
24. Identify the elements of forgery (NRS Chapter 205)
25. Identify elements of issuing a check without sufficient funds (NRS Chapter 205)
26. Identify the elements of possessing or receiving forged instruments or bills (NRS Chapter 205)
27. Identify the elements of obtaining money, property, rent or labor by false pretenses (NRS Chapter 205)
28. Identify the elements of obtaining signature by false pretense (NRS Chapter 205)
29. Identify the elements of defrauding a proprietor of hotel, inn, restaurant, motel or similar establishment (NRS Chapter 205)
30. Identify the elements of personating another (NRS Chapter 205)
31. Identify the elements of preparation, transfer or use of false identification regarding a person under 21 years of age (NRS Chapter 205)
32. Identify the elements of posting or displaying social security number of another person (NRS 205.4605)
33. Define "artificial person" (NRS 205.4611)
34. Define "document" (NRS 205.4613)
35. Define "older person" (NRS 205.4615)
36. Define "personal identifying information" (NRS 205.4617)
37. Define "vulnerable person" (NRS 205.4629)
38. Identify the elements of obtaining and using personal identification of another to harm or impersonate a person (NRS 205.463)
39. Identify the elements of obtaining, using, possessing or selling personal identifying information for unlawful purpose by a public officer or public employee (NRS 205.464)
40. Identify the elements of possession or sale of a document or personal identifying information to establish false status or identity (NRS 205.465)
41. Identify the elements of obtaining or possessing credit card or debit card, or identifying description of credit card, credit account or debit card without consent of cardholder (NRS 205.690)
42. Identify the elements of sale or purchase of credit card or debit card, or identifying description of credit card, debit card or credit account (NRS 205.710)
43. Identify the elements of forgery of credit card or debit card; presumption from possession (NRS 205.740)
44. Identify the elements of unauthorized signing of credit card, debit card or related document with intent to defraud (NRS 205.750)
45. Identify the elements of fraudulent use of credit card or debit card, or identifying description of credit account or debit card; presumption of knowledge of revocation of credit card or debit card (NRS 205.760)

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Juvenile Law	<b>Category I</b>	NAC 289.140
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## Juvenile Law

**Purpose:** To provide a basic understanding of Juvenile Law and procedures within the State of Nevada.

**Instructional Goal:** The goal of this instruction is to prepare the student with a working knowledge of juvenile law, ensuring the student is able to determine not only what laws have been violated, but also the correct procedure in dealing with juveniles.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Define the following terms:
  - “Juvenile”—NRS 62A.030
  - “Detention”—NRS 62A.190
  - “Parent”—NRS 62A.230
  - “Guardian”—NRS 62A.140
  - “Juvenile Court”—NRS 62A.180
2. Identify the court of jurisdiction in juvenile matters (NRS 62B 300)
3. Define “delinquent child” (NRS 62A.070)
4. Define “neglected child”
5. Define “child in need of supervision” (NRS 62A.040)
6. Identify the options a peace officer has in dealing with juveniles involved in traffic violations and ordinance violations (NRS 62C.070)
7. Identify the elements of the Miranda plus warning
8. Identify when parents must be notified
9. List the provisions in NRS 129.080-129.140 pertaining to emancipation of juveniles
10. Identify the circumstances when fingerprinting and photographing a juvenile is required (NRS 62H.010)
11. Identify differences between the criminal justice and juvenile justice systems

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Laws Governing Coroners	<b>Category I</b> NAC 289.140
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## Laws Governing Coroners

**Purpose:** To provide a basic understanding of coroner law and its relationship to an officer's duties and responsibilities.

**Instructional Goal:** The goal of this unit of instruction is for the student to understand the legal requirements for death investigation contained in Chapter 259 Nevada Revised Statutes and the relationship to their duties.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the jurisdictional authority over unattended, unnatural and unexpected deaths
2. Identify the duties of the public administrator as it relates to deaths
3. Define "manner of death"
4. Define "cause of death"
5. Define "SIDS"
6. Define "SUIDS"
7. Identify when autopsies for both criminal and civil proceeding are required
8. Identify when autopsies for cause and manner of death are required
9. Define "postmortem"
10. Identify who is responsible for death determinations, subsequent investigation of unidentified remains
11. Identify who makes notification of the next of kin
12. Define who is responsible for the preservation of property
13. Identify types of identification examinations of a dead body

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Laws relating to Arrest	<b>Category I</b>	NAC 289.140
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## Laws relating to Arrest

**Purpose:** Provide an understanding of the law related to arrest.

**Instructional Goal:** The goal of this instruction is to have an understanding and working knowledge of the Nevada Revised Statutes related to the powers of arrest.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the statutes that govern the power of the peace officer to arrest
2. Identify the elements of execution of a warrant (NRS 171.122)
3. Identify the elements of arrest (NRS 171.124)
4. Define the term "arrest" (NRS 171.104)
5. Identify when an arrest may be made based on a misdemeanor warrant
6. Identify the parameters of a "stop and frisk," both in location and scope (NRS 171.123)
7. Define "probable cause determination"
8. Identify when a private person may arrest
9. Identify the scope and authority of an Indian tribal officer
10. Define the time limitations for a magistrate's probable cause determination and initial appearance hearing

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Laws Relating to Drugs, including, without limitation, current trends in drugs	<b>Category I</b>	NAC 289.140
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## Laws Relating to Drugs, including, without limitation, current trends in Drugs

**Purpose:** To provide a basic knowledge in the detection of controlled substance violations and trends in drug use.

**Instructional Goal:** The goal of this instruction is to develop a working knowledge of controlled substance laws and the application and enforcement of them.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the crime elements required to arrest a suspect for violation(s) which pertain to the sale of Controlled Substances (NRS 453.337 and 453.338)
2. Identify the crime elements required to arrest a person for violation(s) of transporting, selling, and/or furnishing of controlled substances (NRS 453.321)
3. Identify the elements required to arrest a person for being under the influence of a controlled substance (NRS 453.411)
4. Identify the criteria needed for the seizure and forfeiture of property when a person is arrested for a violation of NRS 453.337 or 453.338
5. Identify the elements of trafficking in a Controlled Substance Schedule 1 (NRS 453.338)
6. Identify the elements of trafficking in a Controlled Substance Schedule 2 (NRS 453.339)
7. Identify the elements of Unlawful Use or Possession of Narcotics Paraphernalia (NRS 453.554, 453.556 and 453.566)
8. Identify the elements of Unlawful Possession of a Controlled Substance not for Purpose of Sale (NRS 453.336)

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Miscellaneous Crimes	<b>Category I</b>	NAC 289.140
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## Miscellaneous Crimes

**Purpose:** To provide a basic understanding of the laws related to miscellaneous crimes.

**Instructional Goal:** The goal of this instruction is to prepare the student with a working knowledge of the elements and application of the Nevada Revised Statutes as they apply to miscellaneous criminal laws.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify when a person has the right to bail (NRS 178.484)
2. Identify factors to be considered for release without bail (NRS 178.4853)
3. Identify bail amount standards (NRS 178.498)
4. Identify the elements of crimes against sexual acts in public (NRS 201.190)
5. Identify penetration (NRS 200.364)
6. Identify the penalties for enticing a minor to engage in crimes against nature (NRS 201.195)
7. Identify the elements of lewdness with a child under 14 years of age (NRS 201.230)
8. Identify the elements of making obscene phone calls (NRS 201.255)
9. Identify the elements of a violation of purchase or consumption of alcoholic beverage by minor (NRS 202.020)
10. Identify the persons allowed on the premises where alcoholic beverages are sold (NRS 202.030)
11. Identify the elements for minor trying to obtain intoxicating liquor (NRS 202.040)
12. Identify who may allow a minor to purchase intoxicating liquor (NRS 202.055)
13. Identify the elements of "unlawful to keep a vicious dog" (NRS 202.500)
14. Identify the elements of "discharging a firearm in public" (NRS 202.280)
15. Identify the elements of "disturbing the peace" (NRS 203.010)
16. Define "armed association" (NRS 203.080)
17. Define "habitual criminal" (NRS 207.010)
18. Define "convicted person" (NRS 179C.010)



## PEACE OFFICERS' STANDARDS AND TRAINING

19. Identify the requirement for a convicted person to register with a law enforcement agency (NRS 179C.100)
20. Define "sex offender" (NRS 179D.095)
21. Identify the requirements for sex offenders to register with a law enforcement agency (NRS 179D.441)
22. Identify the elements of unlawful contact with child (NRS 207.260)
23. Identify the elements of loitering about school or public place where children congregate (NRS 207.270)
24. Identify the elements and penalties for false reporting of crimes. (NRS 207.280)
25. Identify the elements and penalties for possession of dangerous weapon at school or college. (NRS 202.265)
26. Identify when a minor may use/possess a firearm per NRS 202.300
27. Identify the elements and penalty for sale of firearm to minor (NRS 202.310)
28. Identify the elements of possession and penalties for manufacture or disposition of short barreled rifle or shotgun (NRS 202.275)
29. Identify the statutory exceptions for possession, manufacture or disposition of short barreled rifle of shotgun (NRS 202.275)

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Probable Cause	<b>Category I</b>	NAC 289.140
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## Probable Cause

**Purpose:** To provide working knowledge of probable cause, its definition, and relationship to the Constitution.

**Instructional Goal:** The goal of this unit of instruction is to develop an understanding of probable cause, how and when to apply it, and the ability to articulate it when called upon.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Define “reasonable suspicion”
2. Define “probable cause”
3. Identify the differences between reasonable suspicion and probable cause (Terry v. Ohio)
4. Identify the standards of probable cause to search (NRS 171.1232)
5. Identify the standards of probable cause to arrest (NRS 171.124)
6. Identify the standards for investigative detention (NRS 171.1231)

PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Rights of Victims	<b>Category I</b>	NAC 289.140
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Rights of Victims

**Purpose:** Peace officers must be aware of the victim's right and the resources available.

**Instructional Goal:** This instruction is to inform the student what the victim is entitled to when a crime has been committed, the criteria which must be met for filing a claim, and the procedure for making a claim.

**Student Performance Objectives:** Upon completion of this instruction, a student will be able to pass a written exam at or above 70% on the following:

1. Identify what the 1982 Presidential Task Force established regarding victims of crimes
2. Define "unlawful acts" (NRS 217.070)
3. Define "personal injury" (NRS 217.050)
4. Identify whether survivors (family members) of homicide victims are entitled to crime compensation in Nevada
5. Identify where the fund for crime compensation in Nevada is maintained
6. Identify the maximum limit a crime compensation award may be
7. Identify the criteria to receive compensation under the victim's assistance laws
8. Define NRS 217.290
9. Define "crime" (NRS 217.035)
10. Define "criminal acts" (NRS 217.035)
11. Define "victim" (NRS 217.070/1)

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Search and Seizure	<b>Category I</b>	NAC 289.140
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## Search and Seizure

**Purpose:** Provide a basic understanding of the Constitutional requirements related to searching and seizing people and/or property.

**Instructional Goal:** The goal of this unit of instruction is to ensure that a peace officer follows applicable procedures, constitutional requirements and case laws in the searching for and the seizing of evidence during a criminal investigation.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the permissible scope of a search to include the following:
  - Consent search
  - Exigent circumstances search
  - Incidental to arrest search
  - Plain view search
  - Open fields search
  - Mobile vehicle search
  - Inventory of a person's property
  - Searching abandoned property.
2. Identify the elements required to establish "reasonable suspicion"
3. Define the "exclusionary rule"
4. Identify the requirements and scope of both a lawful "stop" and lawful "frisk"
5. Identify examples of situations and circumstances that are exceptions to a search warrant requirement
6. Identify the circumstances in which peace officers may detain occupants of the premise without an arrest warrant
7. Identify the process for securing, executing and returning (including time requirements) for a search warrant
8. Define the process for obtaining an anticipatory search warrant

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Traffic Laws	<b>Category I</b> NAC 289.140
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## Traffic Laws

**Purpose:** To provide a basic understanding of the detection, application and enforcement of traffic law violations.

**Instructional Goal:** The goal of this instruction is to focus on the laws related to the movement and control of traffic, including the elements of violations.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the authority of the peace officer to issue a citation
2. Identify the elements of eluding a police officer
3. Identify the elements of reckless driving
4. Identify the elements of minimum speed regulations and their exceptions
5. Identify terms and definition for regulating a driver's license (suspension, restricted, residence requirements, cancelled)
6. Identify the NRS chapter regulating driver's license statutes
7. Identify when operators of a motor vehicle are permitted to operate motorcycles side by side
8. Identify the elements when a driver must stop at a scene of an accident
9. Identify the elements of financial responsibility for liability
10. Identify the time requirement a Nevada resident has to notify the DMV of a change of residence
11. Identify when a left turn is permitted across two solid center lines
12. Identify which chapter where NRS "vehicle registration" statutes can be found
13. Identify the criminal classification for failure to report, or filing a false accident report, knowing or believing the information is false
14. Identify the elements of filing a false accident report
15. Identify the maximum speed limit for a school bus when transporting students to and from any activity that is part of a school program
16. Identify where U-turns are permitted
17. Identify the chapter of the NRS where you would find a violation regarding motorcycle equipment

## PEACE OFFICERS' STANDARDS AND TRAINING

18. List the motorcycle helmet law in Nevada
19. Identify motorcycle lane-splitting regulation in Nevada
20. Identify the distance required to stop prior to a railroad crossing for a school bus carrying children
21. Identify the time a non-resident owner of a vehicle has to register his vehicle in Nevada after he becomes a resident of Nevada
22. Identify the elements required for the crime of DUI-liquor of driving under the influence
23. Identify the chapter of the NRS where you would find a speeding violation
24. Identify the elements of the child restraint law
25. Identify the requirements of the Financial Responsibility law
26. Identify the requirements for the use of turn signals
27. Identify the requirements for stopping at intersections marked "STOP" (controlled by a stop sign)
28. Identify elements of failure to yield from private driveway

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Use of Force	<b>Category I</b>	NAC 289.140
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## Use of Force

**Purpose:** To become thoroughly proficient in the knowledge of “Use of Force” and the application of the legal and appropriate levels of force.

**Instructional Goal:** The goal of this unit of instruction is to make the student proficient in the knowledge and application of the legal, ethical and moral considerations of when authorized force is used, up to and including deadly force.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the elements necessary for an officer to use force
2. Define “force” as it applies to Nevada peace officers
3. Define “reasonable force” as it applies to Nevada peace officers
4. Define “deadly force” as it applies to Nevada peace officers
5. Define “constructive force” as it applies to Nevada peace officers
6. Define “intervening force” as it applies to Nevada peace officers
7. Define “excessive force” as it applies to Nevada peace officers
8. Identify an officer’s authority during a legal arrest including a peace officer’s authority to use restraint during a detention or arrest
9. Identify the circumstances set forth in the Nevada Revised Statutes under which a peace officer has the authority to resort to the use of force
10. Define how the case “Tennessee v. Garner” applies to the use of deadly force
11. Define how the case “Graham v. Conner” applies to the objective reasonableness
12. Define “imminent danger” as it applies to Nevada peace officers
13. Define “reasonable belief” as it applies to Nevada peace officers
14. Define “serious physical harm” as it applies to Nevada peace officers
15. Define “vicarious liability” as it applies to Nevada peace officers
16. Define “negligence” as it applies to Nevada peace officers
17. Identify the point at which the use of force must be discontinued
18. Identify the process of de-escalation

## PEACE OFFICERS' STANDARDS AND TRAINING

19. Identify the action that is to be taken in relation to the offender's health and welfare after force has been used
20. Identify the consequences of the illegal use of force pursuant to United States Code. (civil rights act)
21. Identify the consequences of the illegal use of force pursuant to the Nevada Revised Statutes
22. Identify the consequences of the illegal use of force pursuant to Title 18 of the United States Code



# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Abuse of Elderly Persons	<b>Category I</b>	NAC 289.140
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## Abuse of Elderly Persons

**Purpose:** To provide the peace officer with the information needed to understand his role and responsibilities in responding to elder abuse cases.

**Instructional Goal:** The goal of this instruction is to equip the student with a practical means for effectively responding to, and investigating of, victims of elder abuse, neglect, isolation and exploitation.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify what constitutes elder abuse in the state of Nevada
2. Identify the four different categories of elder abuse as defined by NRS 200.5092
3. Identify the role the abuser takes in elder abuse cases
4. Identify the role the victim takes in elder abuse cases and why
5. Identify the signs and symptoms of elder abuse
6. Define the role law enforcement takes once a report of elder abuse has been filed
7. Identify the various financial crimes against elderly persons
8. Identify who is immune for civil or criminal liability for making such reports of abuse, neglect and exploitation of the elderly per NRS 200.5096
9. Identify who the mandated reporters are, along with time frames
10. Identify the various offenses involving caregivers
11. Identify the guidelines and techniques for interviewing victims, suspects and witnesses
12. Identify what evidence to collect and the proper protocol for collecting evidence in elder abuse cases
13. Identify various resources to assist the victim and how to make appropriate referrals

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Accident Investigations	<b>Category I</b>	NAC 289.140
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## Accident Investigations

**Purpose:** To provide a basic understanding of investigating a traffic collision.

**Instructional Goal:** To provide students with the basic understanding of how to efficiently manage a traffic collision scene, ensuring their safety and the safety of others. The student will also determine the events and factors associated with the collision and recognize the importance of evidence available at the scene.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. List five reasons traffic accidents are investigated
2. List the elements of a traffic accident
3. Define the three classifications of “accident severity”
4. Identify the differences/similarities between an accident investigation and an accident report
5. Identify the benefits of planning and conducting an investigation
6. Identify the thirteen steps in accident investigation
7. Identify the three main causes of traffic accidents
8. Define “exterior damage” and “interior damage”
9. Identify the significance of lamps in conducting an investigation
10. Identify the difference between light/heavy debris
11. Identify the significance of vehicle fluids at an accident scene
12. Identify roadway marks
13. Identify what hydroplaning is and how it occurs
14. Identify different types of roadway defects
15. Define the differences between short-lived evidence, temporary marks and permanent evidence
16. Identify why accident diagrams and field sketches are important
17. Define when it is necessary to complete an accident diagram vs. field sketch
18. Identify the information that should be included with the field sketch
19. Identify the series of events involved in a typical traffic accident
20. Define the NHP form 5

## PEACE OFFICERS' STANDARDS AND TRAINING

21. Identify techniques used in interviewing drivers/witnesses
22. Identify, measure and record highway marks and conditions
23. Identify when an officer may take enforcement action in a traffic accident investigation
24. Define "Point Intersection Control" (PIC)
25. Identify the major purpose of PIC
26. Identify where PIC is commonly performed
27. List the responsibilities of the officer performing PIC
28. List the equipment used when performing PIC
29. List the steps involved when entering an intersection
30. Identify the maximum time a travel lane in any one direction should be allowed to flow

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Basic Patrol Procedures	<b>Category I</b> NAC 284.140
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## Basic Patrol Procedures

**Purpose:** To provide a basic understanding of uniform patrol functions.

**Instructional Goal:** The goal of this instruction is to ensure that the officers are effective in patrol operation, know the functions of patrol, know a variety of methods for conducting patrol and how to properly prepare for patrol, understand how to respond to calls under a variety of circumstances, conduct field interviews, and deal with various emergency situations.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able pass a written exam at or above 70% on the following:

1. Define the term “selective enforcement”
2. Identify the purpose of inspecting your assigned vehicle as part of your patrol process
3. Identify the advantages of motorized patrol
4. Identify the advantages of foot patrol
5. Identify the two basic forms of patrol techniques
6. Identify the advantages of varying your patrol patterns
7. Identify the purpose of field interviews
8. Identify the elements of temporary detention (NRS 171.123)
9. Identify the elements of arrest (NRS 171.1231)
10. Identify best practices that should be observed to avoid announcing your response and/or arrival

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Child Abuse and Sexual Abuse of a Child	<b>Category I</b>	NAC 289.140
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## Child Abuse and Sexual Abuse of a Child

**Purpose:** To provide the information needed to identify child abuse and to understand the officer's responsibility in responding to this crime.

**Instructional Goal:** The goal of this instruction is to familiarize the student with the Nevada revised statutes, investigation and interviewing process, and the role child of protective services in child abuse and child sexual abuse.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Define "child" (NRS 432B.010)
2. Define "abused child" (NRS 200.508.4a)
3. Define "neglected child" (NRS 200.508)
4. Identify the elements of Child Abuse
5. Identify the elements of Child Neglect
6. Identify the elements of contributing to the delinquency of a minor
7. Define duties of agencies which provide child welfare services (NRS 432B.030)
8. Define "sexual abuse" (NRS 432.100)
9. Identify the term "sexual penetration" (NRS 200.364)
10. Identify the time period when an investigation of child abuse or neglect must be initiated
11. Identify when an abused child must be removed from a home
12. Identify the responsibility of the officer upon placing a child into protective custody
13. Identify the proper considerations for interviewing a child victim

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Domestic Violence and Stalking	<b>Category I</b> NAC 289.140
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## Domestic Violence and Stalking

**Purpose:** To provide the information needed for understanding of domestic violence and stalking investigations.

**Instructional Goal:** To develop an understanding of domestic violence and stalking crimes, the appropriate action to take, and the techniques for assisting victims.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the Nevada domestic violence laws
2. Identify the domestic violence circumstances that require officers to enforce these laws
3. Identify the information that officers need to determine the nature of their response to a domestic violence call
4. Identify the steps necessary for a safe approach to a domestic violence call
5. Identify the criteria for which officer may gain entry to a residence on domestic violence calls in exigent circumstances
6. Identify the steps necessary to safely secure the scene at a domestic violence call
7. Identify categories of evidence that can be obtained at a domestic/stalking violence call
8. Identify investigative steps taken to document and collect evidence at a domestic violence call
9. Identify factors that must be considered when determining primary physical aggressor at a domestic violence call
10. Identify investigative steps taken to document and collect evidence for stalking crimes
11. Identify the elements of stalking
12. Identify the elements of aggravated stalking
13. Identify the grounds for issuance of an anti-stalking order and enforcement of such orders
14. Identify the punishment for stalking crimes

## PEACE OFFICERS' STANDARDS AND TRAINING

15. Identify potential areas of liability and the primary reasons why lawsuits have been filed against officers and their agencies in domestic violence calls

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Investigation of Crime Scenes/ Collection and Preservation of Evidence/ And Fingerprinting	<b>Category I</b>	NAC 289.140
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## Investigation of Crime Scenes/ Collection and Preservation of Evidence/Fingerprinting

**Purpose:** To provide a basic understanding of crime scene investigation.

**Instructional Goal:** The goal of this instruction is to equip the student with the correct practice, procedures and legal guidelines in the investigation of a crime scene, and the collection, handling and preservation of evidence.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and practical exam at or above 70% on the following:

1. Define "crime scene"
2. Define "evidence"
3. Identify the actions a peace officer may employ to preserve and protect evidence at a crime scene
4. Identify the criteria used to determine whether evidence is admissible in court
5. Identify the primary purpose of conducting an initial survey of a crime scene
6. Identify the primary purpose of conducting a crime scene search
7. Identify the primary purpose of conducting crime scene photographs
8. Identify the primary purpose of conducting a crime scene diagram
9. Identify the purpose of field notes
10. Identify what should be included in field notes
11. Identify survey/ search methods used for identifying the location of evidence at a crime scene
12. Identify and demonstrate the correct precautions to be taken prior to the collection and removal of evidence
13. Define "chain of evidence"
14. Identify the correct packaging and transmittal of evidence
15. Identify the purpose of collecting control/known samples
16. Identify the three forms of fingerprint impressions that may be found at a crime scene



## PEACE OFFICERS' STANDARDS AND TRAINING

17. Identify the various forms of impression evidence and the procedure for collecting the evidence
18. Identify and demonstrate the basic steps for developing latent fingerprints
19. Identify the correct methods for handling the following types of evidence:
  - Biological fluids and stains
  - Firearms
  - Ammunition
  - Hairs and Fibers
  - Tool marks and tools
20. Identify what is stored in the Western Identification Network Automated Fingerprint System
21. Define the term "latent print"
22. Identify the proper technique for rolling an inked print of the thumb
23. Identify methods of photographing latent fingerprints
24. Identify items of evidence that may be dusted for latent fingerprints at a crime scene
25. Identify items of evidence are to be sent to a crime laboratory for processing

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Principles of Investigation	<b>Category I</b>	NAC 289.140
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## Principles of Investigation

**Purpose:** To provide basic understanding of the investigative process.

**Instructional Goal:** The goal of this instruction is to equip the student with a general understanding of the range of criminal investigation principles.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the steps of a preliminary investigation
2. Identify the type of records available to law enforcement
3. Define "modus operandi"
4. Identify the use of "modus operandi"
5. Identify the types of information that should be gathered on suspects
6. Identify factors that establish informant reliability
7. Identify various methods of locating witnesses

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> The DWI Detection & Standardized Field Sobriety Testing course approved by the National Highway Traffic Safety Administration	<b>Category I</b>	NAC 289.140
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## The DWI Detection & Standardized Field Sobriety Testing

**Purpose:** To provide the knowledge and skills necessary to conduct a DWI investigation.

**Instructional Goal:** The goal of this instruction is to develop a level of proficiency in the student to effectively detect, test, arrest and assist in the conviction of persons driving while impaired by alcohol or controlled substances.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and/or practical exam at or above 70% on the following:

1. List all the validated observable clues in the Horizontal Gaze Nystagmus (HGN) test
2. Define the "illegal per se" law
3. Identify what a good structured field sobriety test is designed to do
4. Identify the principal decision during Detection Phase Two
5. Identify the number of clues in the One-Leg Stand (OLS) test
6. Define the word "nystagmus"
7. Identify how a person can be convicted of DWI if the BAC is below .08
8. Identify how many steps in each direction a subject is supposed to take when performing the Walk-and-Turn test
9. Identify how long a person is to keep his/her foot raised during the One-Leg Stand test
10. Identify the two stages of the One-Leg Stand
11. Identify how many clues there are for the Walk-and-Turn (WAT) test
12. Identify the principal decision during Detection Phase One
13. List the three phases of DWI detection
14. Identify the elements of the Implied Consent Law
15. Identify the minimum time period the eye must be held out at maximum deviation
16. List the validated clues of the Walk-and-Turn (WAT) test
17. List the three standardized field sobriety tests

## PEACE OFFICERS' STANDARDS AND TRAINING

18. Identify, given a fact pattern, the number of clues revealed during the Horizontal Gaze Nystagmus (HGN) test
19. Identify the principal decision during Detection Phase Three
20. List the validated clues for the One-Leg Stand (OLS) test
21. Identify the importance of excluding medical conditions that may simulate similar symptoms
22. Demonstrate how to properly administer the Horizontal Gaze Nystagmus field sobriety test inclusive of the following:
  - Remove subject's eye glasses
  - Stimulus held in proper position
  - Check for equal tracking
  - Check for pupil size
  - Smooth movement from center of nose to maximum deviation in two seconds and back across subject's face to maximum deviation in the right eye, then back to center (two complete passes)
  - Eye held at maximum deviation for a maximum of four seconds
  - Eye moved slowly (approximately 4 seconds) from center to 45-degree angle. Check left eye, then right eye (two complete passes)
  - Check for Vertical Gaze Nystagmus (two complete passes)
23. Demonstrate how to properly administer the Walk-and-Turn test inclusive of the following:
  - Give instructions from a safe position
  - Tell subject to place feet on a line in heel-to-toe manner (left foot behind right foot) with arms at sides and give demonstration
  - Tell subject not to begin test until instructed to do so and ask if subject understands
  - Tell subject to take nine heel-to-toe steps on the line and demonstrate.
  - Explain and demonstrate turning procedures
  - Tell subject to return on the line taking nine heel-to-toe steps
  - Tell subject to count steps out loud
  - Tell subject to look at their feet while walking
  - Tell subject not to raise arms from his/her sides
  - Tell the subject not to stop once he/she begins the tests
  - Ask subject if all instructions are understood
24. Demonstrate how to properly administer the One-Leg Stand test inclusive of the following:
  - Give instructions from a safe position
  - Tell subject to stand straight, place feet together, hold arms at his/her side
  - Tell subject not to begin the test until instructed to do so and ask if the subject understands
  - Tell subject to raise one leg, either leg, approximately 6" from the ground, keeping the raised foot pointed out, and give demonstration
  - Tell subject to keep both legs straight and to look at the elevated foot

## PEACE OFFICERS' STANDARDS AND TRAINING

- Tell subject to count in the following manner: “One-thousand-and-one, one-thousand- and-two, one-thousand-and-three,” until told to stop; then give demonstration
- Check the actual time the subject holds leg up (timed for 30 seconds)

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Unknown and high-risk vehicle stops	<b>Category I</b>	NAC 289.140
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## Unknown and High-Risk Vehicle Stops

**Purpose:** To develop the knowledge and skills needed to conduct effective, safe and legal unknown risk and high risk vehicle stops.

**Special notation:** Each academy may instruct procedures for this area differently. The purpose is to provide the student with instruction that will provide for their safety and the safety of those involved in and around the traffic stop.

**Instructional Goal:** The goal of this unit of instruction is to develop in the student the ability to perform safe, effective vehicle stops and to control or arrest the occupants of the vehicle.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and practical examination at or above 70% on the following:

1. Identify and demonstrate the proper techniques for initiating and conducting high-risk vehicle stops to include:
  - Appropriate location for the stop
  - Communication with dispatch
  - Tactical placement of patrol unit
  - Tactical placement of cover unit(s)
  - Exiting the patrol unit
  - Tactical approach to the suspect vehicle
  - Role of the covering officers
  - Safety and tactical considerations when approaching and clearing the suspect vehicle.
  - Areas that should be searched both interior and exterior
  - Taking a suspect into custody
2. Identify and demonstrate the safety considerations and procedures when initiating and conducting an unknown risk vehicle stop to include:
  - Selecting stop location
  - Communication with dispatch

## PEACE OFFICERS' STANDARDS AND TRAINING

- Attention of the driver
  - Tactical placement of vehicle
  - Exiting the patrol vehicle
  - Approaching the suspect vehicle
  - Correct positioning of officer in making contact with the suspect/ driver
  - Appropriate procedures for checking driver's license
  - Appropriate actions for cover officers
  - Issuance of a traffic citation
  - Leaving the scene
3. Identify and demonstrate the safety considerations and procedures for initiating and conducting the following traffic stops:
- Vans
  - Campers
  - Motor homes
  - Motorcycles
  - Buses
  - Semi-trucks

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Health, Fitness and Wellness	<b>Category I</b> NAC 289.140
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## Health, Fitness and Wellness

**Purpose:** To provide a basic understanding and the importance of fitness and wellness and how it relates to job performance.

**Instructional Goal:** This instruction will assist the students in understanding the importance of making a commitment to a complete healthy life style, which will include fitness and wellness.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and/or practical exam at or above 70% on the following:

1. Identify the basic principles of conditioning
2. Identify the components of an exercise session
3. Identify fitness related activities that an officer can perform off duty to maintain fitness
4. Identify methods of evaluating personal fitness levels of physical fitness
5. Demonstrate the ability to meet or exceed the state physical fitness standards
6. Identify lifestyle habits that are the leading causes of death
7. Identify short term and long term effects of alcohol
8. Identify substances that can have a negative effect on health and wellness
9. Identify major risk factors for coronary heart disease
10. Identify positive effects of physical exercise and proper nutrition
11. Identify the essential nutrients for a balanced diet
12. Identify the guidelines of a proper diet
13. Identify characteristics and importance of goal setting
14. Identify three principles of proper body composition



# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Interpersonal Communications	<b>Category I</b>	NAC 289.140
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## Interpersonal Communications

**Purpose:** To provide an understanding of how effective communication is essential to the effectiveness of a peace officer's duties.

**Instructional Goal:** The goal of this instruction is to provide the skills and knowledge necessary to communicate effectively.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and/or practical exam at or above 70% on the following:

1. Define active "listening"
2. Demonstrate active listening skills, which include the need to listen to questions from the public in a patient, courteous manner
3. Identify the importance of self-evaluation when dealing with difficult people
4. List four de-escalation techniques
5. Identify the role of motivation as a determinant of human behavior
6. Identify the behavior and conduct that are steps to dealing with people
7. Identify the proper procedures to comfort an emotionally upset person
8. Identify the proper procedure to deliver an emergency/death message
9. Identify the need to follow departmental rules and regulations regarding giving out information in response to requests from the public
10. Identify the elements of a negative workplace
11. Identify various methods to deal with a negative workplace
12. Identify examples of types of difficult people
13. Identify the general guidelines for dealing with co-workers
14. Identify how gender issues contribute to perceptions of other's behavior
15. Identify the appropriate methods in dealing with generational issues and behavior

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Operation of Emergency Vehicles	<b>Category I</b> NAC 289.140
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## Operation of Emergency Vehicles

**Purpose:** To develop a level of proficiency in the operation of emergency vehicles.

**Instructional Goal:** Operating an emergency vehicle in a safe and legal manner is of the utmost importance to a peace officer, the agency and the community in which they serve.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and/or practical exam at or above 70% on the following:

1. Identify the legal impact of Bisco v. Arlington County
2. Identify the impact of Canton v. Harris
3. Identify the legal impact of Brower v. Inyo
4. Identify the legal impact of Sacramento v. Lewis
5. Identify the elements of NRS 484B.700
6. Identify the elements of NRS 484B.550
7. Identify the two (2) elements that influence how you drive
8. Identify the single most important mechanical part of the vehicle
9. Identify what a “wear bar” is and at what point they show up on a tire
10. Identify how much air goes into a properly inflated tire
11. Identify the most common tire problem and the most common cause of high-speed tire failure
12. Define the term “rolling friction”
13. Define the term “brake fade”
14. Identify the two (2) causes of accidents as discussed in class
15. Identify where serious control problems come from
16. Identify the three (3) attitudes that result in poor driving habits
17. Define the term “offensive driving”
18. Identify when an object becomes “stable,” “unstable,” or “neutral”
19. Identify the three axis of motion
20. Define “centripetal force”
21. Define “centrifugal force”
22. Define the term “over steer”
23. Define the term “under steer”
24. Define “slip angle”

## PEACE OFFICERS' STANDARDS AND TRAINING

25. Identify the two “cornering” principles discussed
26. Identify the “cornering” principle preferred for safety
27. Define “theoretical apex”
28. Define “course apex”
29. Identify how much braking should be done while traveling in a straight line
30. Identify when a vehicle does its most efficient braking
31. Identify how much of the total braking capabilities of the vehicle can be induced through steering input
32. Define “slack pursuit”
33. Identify the physiological effects on a driver during a pursuit
34. Identify what the driver can do to reduce the physiological effects
35. Identify what percent of your driving ability you should never exceed
36. Identify the proper pursuit position
37. Identify the guidelines for proper pursuit management\*
38. Identify the guidelines for terminating a pursuit\*
39. Identify when hydroplaning occurs
40. Identify the technique for managing “road hazards”
41. Identify how to manage “chatter” bumps
42. Identify what driving factors change during wet pavement, snow, and ice conditions
43. Identify the rule for intersections
44. Identify the proper recovery technique for a blow out or high speed tire failure
45. Demonstrate proper driving techniques inclusive of:
  - Proper steering technique
  - Proper use of brakes
  - Proper use of accelerator
  - Proper cornering techniques
  - Driving the road course
49. Demonstrate the ability to properly complete the skills exercises inclusive of:
  - Successfully complete the backing exercise
  - Successfully complete the perception and reaction exercise
  - Successfully complete the braking exercise including threshold and trail braking
50. Demonstrate the ability to properly manage a pursuit inclusive of:
  - Proper pursuit position
  - Proper pursuit assessment
  - Proper pursuit management

\* **Indicates additional more restrictive information may be covered in agency's policies or procedures.**

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Provision of Emergency First Aid & Cardiopulmonary Resuscitation (CPR)	<b>Category I</b> NAC 289.140
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## Provision of Emergency First Aid/ Cardiopulmonary Resuscitation (CPR)

**Purpose:** To provide basic skills and knowledge to provide first aid and CPR in an emergency situation.

**Instructional Goal:** To provide an understanding of the responsibility to act in good faith and to provide emergency medical services (EMS) to the best of their abilities and within the scope of their training until a higher level of care arrives at their location.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and/or practical exam at or above 70% on the following:

1. Identify the primary responsibilities of peace officers as EMS first responders at a medical emergency
2. Identify the links of the chain of transmission of infectious pathogens
3. Identify precautions peace officers should take to ensure their own personal safety when responding to a medical emergency
4. Identify conditions under which a peace officer is protected from liability when providing emergency services
5. Demonstrate appropriate actions to take during an initial assessment for assessing a victim's:
  - Responsiveness
  - Airway
  - Breathing
  - Circulation
6. Identify assessment criteria for establishing priorities when assessing multiple victims at a single scene
7. Identify conditions under which an injured victim should be moved from one location to another
8. Demonstrate proper procedures for moving a victim using a shoulder drag technique

## PEACE OFFICERS' STANDARDS AND TRAINING

9. Identify circumstances under which a victim's airway should be opened by using:
  - Head-tilt/chin-lift maneuver
  - Jaw-thrust maneuver
10. Identify the difference between a severe and a complete airway obstruction
11. Demonstrate procedures for clearing an obstruction from the airway of a conscious and unconscious:
  - Adult
  - Child
  - Infant
  - Pregnant or obese individual
12. Demonstrate rescue breathing techniques when using a pocket face mask or mouth-to-mouth maneuver
13. Demonstrate Cardiopulmonary Resuscitation (CPR) for adults, children, and infants
14. Identify the four primary bleeding control techniques
15. Demonstrate the technique for controlling bleeding from an open wound
16. Identify indicators of shock
17. Demonstrate first aid measures to treat shock
18. Identify indicators of a possible head injury
19. Identify the appropriate first aid measures for treating open and closed injuries to the:
  - Chest
  - Abdomen
20. Identify appropriate first aid measures for treating injuries to the bones, muscles or joints
21. Identify appropriate first aid measures for treating:
  - Thermal burns
  - Chemical burns
  - Electrical burns
22. Identify appropriate first aid measures for treating:
  - Cardiac emergency
  - Respiratory emergency
  - Seizure
  - Stroke
23. Define indicators of:
  - Insulin shock (hypoglycemia)
  - Diabetic coma (hyperglycemia)
24. Define first aid measures for treating:
  - Insulin shock (hypoglycemia)
  - Diabetic coma (hyperglycemia)
25. Identify appropriate first aid measures for a victim experiencing signs of poisons that have been ingested, absorbed or injected
26. Identify between the indicators and first aid measures for treating:
  - Hypothermia and frostbite
  - Heat cramps, heat exhaustion and heat stroke

## PEACE OFFICERS' STANDARDS AND TRAINING

27. Identify appropriate first aid measures for stings and bites
28. Demonstrate the following first aid techniques for controlling bleeding of a limb while using protective equipment:
  - Direct pressure
  - Elevation
  - Pressure bandage
  - Pressure points
  - Tourniquet
29. Demonstrate how to bandage different injuries while using PPE (personal protective equipment) to minimize the dangers associated with infectious diseases and wash hands and disinfect equipment after providing treatment:
  - Use the cleanest material that is available
  - Expose the injury site
  - Cover the injury site
  - Bandage snugly but without impairing circulation
  - Leave victim's fingers and toes exposed
  - Immobilize site as necessary

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Searching of Buildings	<b>Category I</b>	NAC 289.140
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## Searching of Buildings

**Purpose:** To provide a basic understanding and skills required to conduct a thorough and safe search of a building.

**Instructional Goal:** The goal of this instruction is for the peace officer to develop and demonstrate proficiency conducting a building search.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and/or practical exam at or above 70% on the following:

1. Demonstrate the tactical responsibilities of the primary officer
2. Demonstrate the responsibilities of the cover officer(s)
3. Identify the criteria for selecting the correct route to a crime in progress
4. List the procedures to follow as the officer nears the scene
5. Demonstrate the procedures to follow upon arrival at the scene
6. Identify the reason for one officer to be in charge
7. Demonstrate the safety considerations and tactics for securing the scene
8. Identify and demonstrate tactical communications when at the scene
9. Demonstrate safely searching a building
10. Identify why teamwork is important when executing a search
11. Identify the difference between concealment and cover
12. Demonstrate the proper use of cover and concealment during a search
13. Demonstrate proper light control
14. Demonstrate the proper procedures for controlling a suspect found during a building search

PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Tactics for the Arrest & Control of suspects including, without limitation, Methods of Arrest & the use of Less than Lethal Weapons	<b>Category I</b>	NAC 289.140
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Tactics for the Arrest & Control of suspects including, without limitation, Methods of Arrest & the use of Less than Lethal Weapons

**Purpose:** The purpose of this instruction is to provide the student with as much knowledge and skills for their safety and the safety of others.

**Instructional Goal:** The instructional goal is to develop the knowledge, skills and abilities necessary to perform physical tactics to restrain and control subjects.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and/or practical exam at or above 70% on the following:

1. Define the definition of "arrest" according to NRS 171.104
2. Identify the elements necessary to arrest a person according to NRS 171
3. Identify and describe the vulnerable areas of the human body
4. Identify and demonstrate the proper use of control and cover when making contact with a subject
5. Identify and demonstrate the principles of weaponless defense as they pertain to awareness, balance and control
6. Identify the procedure for the application of various non-lethal (less than lethal) weapons
7. Demonstrate the procedure for the application of various non-lethal (less than lethal) weapons
8. Demonstrate the techniques used on a passive resistive subject
9. Demonstrate how many methods an officer can utilize to prevent his weapon from being removed from his holster
10. Demonstrate the proper technique to force a weapon from a suspect's hands during a disarming technique
11. Demonstrate which direction an officer would ideally turn if a suspect were holding a handgun at his back



## PEACE OFFICERS' STANDARDS AND TRAINING

12. Demonstrate the next movement an officer would make after disarming a suspect and retaining his weapon
13. Demonstrate the primary target of choice for attack on a suspect when attempting a handgun retention technique
14. Demonstrate the proper position for an officer during a field contact
15. Identify the danger zone for an officer during a suspect contact
16. Identify the most powerful upper body personal weapon on the human body
17. Demonstrate the weight distribution-fighting stance
18. Demonstrate the correct technique of placing a person into a vertical arm bar
19. Demonstrate proper handcuffing techniques
20. Demonstrate the correct procedure to conduct a Terry frisk
21. Demonstrate the correct procedure to conduct a kneeling handcuffing technique
22. Demonstrate the correct procedure for conducting a prone felony search
23. Demonstrate the correct procedures to defend against front chokehold
24. Demonstrate the correct procedures to defend against rear chokehold
25. Demonstrate the correct procedures to defend against bear hug
26. Demonstrate the correct procedures to defend against ground fighting
27. Demonstrate the correct procedures to defend against knife attack
28. Demonstrate the correct procedures to defend against forward strike
29. Demonstrate the correct procedures to defend against elbow strike
30. Demonstrate the correct procedures to defend against palm lift
31. Demonstrate the correct procedures to defend against forearm push
32. Demonstrate the correct procedures to defend against distract-and-turn

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Training Concerning Active Assailants	<b>Category I</b>	NAC 289.140
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## Training Concerning Active Assailants

**Instructional Goal:** To provide a basic understanding of responding to active assailants.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and/or practical exam at or above 70% on the following:

1. Identify how past active assailant incidents led to current law enforcement policies regarding active assailant response
2. Define "active assailant"
3. Identify characteristics of an active assailant
4. Identify how active assailant deployment differs from the deployment needed at a hostage/barricade situation
5. Identify the primary objective of response to active assailant
6. Identify who can initiate an active assailant deployment
7. Identify intelligence sources when initiating active assailant deployment
8. Identify the importance of Incident Command System
9. Identify the role and function EMS plays in response to active assailant
10. Identify tactical considerations for off-duty/plainclothes officers during active assailant incidents
11. Identify tactical considerations when executing active assailant deployment
12. Identify the situation during an active assailant encounter when a SWAT/Tactical Team response is initiated.
13. Identify response team positions and the responsibility of each position
14. Identify when to cease active assailant deployment and switch to building clearing by responding officers or SWAT
15. Demonstrate the ability of three-, four- and five-officer movement and clearing techniques

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Training in the use of Firearms	<b>Category I</b>	NAC 289.140
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## Training in the use of Firearms

Purpose: To provide knowledge and skills in firearm use.

**Instructional Goal:** To give an officer a thorough knowledge of the safety workings, capabilities, and limitations of the firearm, and proficiency in the use of the firearm.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and/or practical exam at or above 70% on the following:

1. Identify the basic components of a firearm and their functions
2. Identify and demonstrate the steps of loading and unloading a firearm
3. Demonstrate the proper steps for drawing and holstering a handgun
4. Identify and demonstrate the proper method and purpose of trigger control
5. Identify and demonstrate the proper shooting position
6. Identify and demonstrate the fundamentals of shooting
7. Identify and demonstrate the three characteristics of proper sight alignment
8. Identify the most effective sight alignment
9. Identify and demonstrate proper range safety rules
10. Identify the legal consequences of improperly storing a firearm at home
11. Identify and demonstrate the correct procedure for cleaning and maintaining your weapon
12. Identify the types of firearm malfunctions and demonstrate the correct clearing methods

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Writing of Reports	<b>Category I</b>	NAC 289.140
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## Writing of Reports

**Purpose:** To provide the skills necessary for writing accurate, clear and concise reports

**Instructional Goal:** To provide the officer with a clear understanding of the importance of police reports.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and/or practical exam at or above 70% on the following:

1. Identify the entities that may receive a copy of your report
2. Identify the primary purpose of the police report
3. List the consequences for failure to write a report, falsifying a report, or writing an inaccurate report
4. Demonstrate the ability to write accurate, clear, concise reports
5. Demonstrate the ability to take field notes that include the information needed to complete a crime or incident report
6. Identify the 6 elements of an officer's report

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Care of Persons in Custody	<b>Category I</b> NAC 289.140
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## Care of Persons in Custody

**Purpose:** To provide knowledge and understanding of officers' responsibilities in the handling of person(s) who are in law enforcement custody.

**Instructional Goal:** To provide the officer the basic principles of the correct handling of persons while they are in law enforcement custody, ensuring the safety of the officer and the person in custody.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the rights of a person in custody
2. Identify the proper procedures for transporting persons in custody
3. Identify the exceptions to telephone time frames (NRS 171.153)
4. Identify common characteristics of excited delirium
5. Identify common characteristics of positional asphyxia
6. Define "cite and release" (NRS 171.177)

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Community Policing	<b>Category I</b>	NAC 289.140
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## Community Policing

**Purpose:** To provide an understanding of community policing.

**Instructional Goal:** To provide the skills necessary to build effective community policing.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Define “traditional/incident-driven policing,” “community-oriented policing (COP),” “problem-oriented policing (POP),” “CompStat,” and “Intelligence Led Policing (ILP)”
2. Identify the four steps of the S.A.R.A. problem-solving model
3. Identify the differences between the traditional aspects of policing and community-oriented policing
4. List the six most important groups with which to partner

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Counter-Terrorism and Weapons of Mass Destruction	<b>Category I</b>	NAC 289.140
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## Counter-Terrorism and Weapons of Mass Destruction

**Purpose:** The purpose of this instruction is to provide the student with an understanding of the origin of modern terrorist groups, their threat to Homeland Security and the various weapons of mass destruction they may use in carrying out their threats.

**Instructional Goal:** To provide a basic awareness of chemical, biological, radiological, nuclear, and explosive hazards, how to use the Emergency Response Guidebook (ERG), and how to reduce injuries or property loss.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Define “terrorisms” as found in Crimes and Criminal Procedure, Title 18—United States Code (U.S.C.)
2. Define “WMD” as found in Crimes and Criminal Procedure, Title 18—United States Code (U.S.C.)
3. Define “domestic terrorism” as found in Title 18—United States Code (U.S.C.)
4. List four actions indicating potential terrorist activity
5. Identify critical infrastructures and key resources (CIKR) sectors per the National Infrastructure Protection Plan (NIPP) and why terrorists would target them
6. Define “hazardous material” as defined by Department of Transportation (DOT)
7. Define the RAIN acronym
8. Identify the benefit of time, distance, and shielding
9. List the seven basic clues to a HAZMAT incident
10. Identify the five-color coded sections of the Emergency Response Guidebook (ERG)
11. Identify the six indicators of a possible chemical weapons attack
12. Identify the three indicators of a biological incident
13. Define “external radiation exposure”
14. Define “external radiation contamination”
15. Define “internal radiation contamination”

## PEACE OFFICERS' STANDARDS AND TRAINING

16. Identify the five indicators of a possible radiological incident
17. List the four basic components of an IED
18. Identify the indicators of a criminal/terrorist act involving explosives
19. Identify the clues for a suicide IED
20. Define "secondary explosive devices"



# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Courtroom Demeanor, including without limitation, the giving of Testimony	<b>Category I</b> NAC 289.140
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Courtroom Demeanor, including without limitation, the giving of Testimony

**Purpose:** To provide the basic knowledge and skills necessary to present professional courtroom testimony.

**Instructional Objective:** To ensure that officers have the necessary skills to prepare and present courtroom testimony.

**Student Performance Objective:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the primary purpose of testimony
2. Identify the importance of reviewing notes and reports prior to court
3. Identify the necessity of objective, complete and truthful answering of testimony
4. Identify the professional appearance, attitude and conduct when testifying
5. Identify the different procedures and hearings that an officer may testify in
6. Identify cross-examination tactics and effective responses
7. Identify the need to maintain professional prosecutor/peace officer relations
8. Identify the importance of a pre-trial conference with the prosecutor

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Crisis Intervention	<b>Category I</b>	NAC 289.140
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## Crisis Intervention

**Purpose:** To provide the basic skills necessary to effectively deal with crisis situations.

**Instructional Goal:** The goal of this instruction is to introduce the student to the broad range of activities termed as “crisis intervention,” provide a variety of such situations, inform the students of some of the dangers in crisis situations, understand effective crisis intervention techniques, and to prevent and deter future situations.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the primary and most basic human need
2. List types of precipitating events which lead to a crisis situation
3. Identify at least two symptoms of a person suffering from type of a crisis
4. Identify three types of coping mechanisms
5. Identify the difference between anxiety and depression
6. List the four responses for law enforcement in relating to a person in a crisis situation
7. Identify law enforcement safety when dealing with a crisis situation
8. Identify responses for law enforcement to avoid in relating to a person in a crisis situation
9. Identify three non-law enforcement referral sources that will assist the person(s) in crisis
10. Identify the services provided by calling 211 (Nevada211.org)

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Ethics in Law Enforcement	<b>Category I</b> NAC 289.140
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## Ethics in Law Enforcement

**Purpose:** The purpose of this unit of instruction is to provide an understanding and adherence to the degree of ethical and moral behavior that is expected of peace officers in both their personal and professional life.

**Instructional Goal:** To provide an understanding of the high standard of ethical and moral standards required of a law enforcement officer.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Define the term "ethics"
2. Define "professionalism"
3. Define "morals"
4. Define "integrity"
5. Identify why the highest ethical and moral standards are necessary for law enforcement officers both on and off duty
6. Identify the standards of the Law Enforcement Code of Ethics
7. Identify the 11 articles of the Canon of Police Ethics
8. Identify examples of gratuities and bribes
9. Identify how immoral or unethical conduct by an officer adversely affects the officer in the performance of their official duties

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Handling of Persons with Mental Illness	<b>Category I</b>	NAC 289.140
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## Handling of Persons with Mental Illness

**Purpose:** To provide basic knowledge and skills for dealing with mentally ill persons.

**Instructional Goal:** The goal of this instruction is to provide the officer with knowledge and information that they can draw upon when dealing with the mentally ill

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the elements of the 72-hour hold concerning mental illness (NRS 433A.150)
2. Identify signs of schizophrenia
3. Identify signs of bipolar disorder
4. Identify signs of dementia
5. Identify signs of a mentally challenged individual
6. Identify signs of depression
7. Identify signs of suicide risk
8. List the strategies in managing persons with mental illness
9. Identify appropriate methods of contacting and speaking to the mentally ill
10. Identify the signs and symptoms of excited delirium
11. Identify the protocol for handling people with excited delirium
12. Identify signs of autism
13. Identify strategies for managing a person with autism

PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> History and Principles of Law Enforcement	<b>Category I</b>	NAC 289.140
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### History and Principles of Law Enforcement

**Purpose:** To provide the officer with the history of law enforcement.

**Instructional Goal:** To provide an understanding of the foundation of modern law enforcement.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the origin of local law enforcement authority
2. Identify and summarize the five distinct stages of the development of law enforcement
3. Identify who is considered the “father of modern law enforcement”
4. Identify who introduced modern law enforcement techniques to the U.S.
5. Define “Peel's Principles”

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Management of Stress	<b>Category I</b> NAC 289.140
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## Management of Stress

**Purpose:** To provide a basic understanding of stress in law enforcement, how it affects individuals, and strategies for managing stress.

**Instructional Goal:** To provide the officer understanding of psychological and physiological elements that cause stress and how to manage the negative effects.

**Student Performance Objectives:** Upon completion of this unit of instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Define the "fight or flight" response to the body's preparation when threatened to either stand and fight, or run away
2. Define "stress"
3. Define "stressors" and identify four categories of potential stressors
4. Identify situations that cause stress in law enforcement
5. Identify common symptoms of chronic and acute stress
6. Identify major coping mechanisms and relate them to ethical and fitness issues
7. Identify four methods of stress reduction
8. Identify common negative methods of stress reduction
9. Identify Hans Selye's three stages of stress reactions (general adaptation syndrome)

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> National Crime Information Center Procedures (NCIC)	<b>Category I</b> NAC 289.140
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## National Crime Information Center Procedures

**Purpose:** To provide a basic understanding of the information available to a peace officer from NCIC.

**Instructional Goal:** The goal of this instruction is to provide the student with the available sources of information through NCIC.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the purpose of the National Crime Information Center (NCIC)
2. Identify the information that is accessible from the National Crime Information Center
3. Identify the Nevada Criminal Justice Information System (NCJIS)
4. Identify the information necessary for valid entry into NCIC and NCJIS
5. Identify the CLETS, DMVI, the International Justice, and Public Safety Network powered by NLETS
6. Identify the 10-minute hit confirmation policy
7. Identify the liabilities of misusing the information from NCIC/NCJIS

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Survival of Peace Officers	<b>Category I</b> NAC 289.140
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## Survival of Peace Officers

**Purpose:** To provide the mental and emotional skills for the officer to survive the stressors of law enforcement.

**Instructional Goal:** The goal of this instruction is to develop in the officer an awareness of the inherent dangers in law enforcement and the appropriate responses to these dangers.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Define "avoidable police killings"
2. Identify that officer survival is a "state of mind"
3. Identify why the most important officer survival instructor is you
4. Identify why it is necessary to eliminate embarrassment, peer pressure, and pride from our consideration of officer survival issues
5. Identify and magnify our own "will to survive" in dangerous enforcement confrontations
6. Identify why the issue of "hands" is such an important consideration in officer survival preparation
7. Define "lag time"
8. Identify two separate ways an officer can limit the bad effects of lag time
9. Identify why it is OK for Individual Survival Tactics to be different for each officer
10. Identify the proposition that "in a crisis you will do instinctively what you have done most in training, whether it is right or wrong"
11. Identify the real value of studying police killing statistics
12. Identify the weapon most often used in police killings
13. Identify the distance between peace officer and killer in most police killings and how it should affect your training
14. Identify if you are safer (statistically) if you are with a partner



## PEACE OFFICERS' STANDARDS AND TRAINING

15. Identify why your ballistic vest (body armor) does not protect you 100% from gunshot wounds
16. Identify what "presenting your body armor to the threat" means (shooter)
17. Identify two or more current specific hazards to peace officers (groups)
18. Define the difference between "cover" and "concealment"
19. Define "contact shooting" and explain when it may be necessary
20. Define "triangulation" and its importance
21. Identify in general terms the three (3) common elements almost always present in a police killing according to the study in "Killed in the Line of Duty"
22. Identify the "10 deadly errors" known to law enforcement

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Systems of Criminal Justice	<b>Category I</b>	NAC 289.140
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## Systems of Criminal Justice

**Purpose:** To provide a basic understanding of the criminal justice system.

**Instructional Goal:** This segment of training provides the student with an introduction to the Nevada criminal justice system and the functions of each necessary part.

**Student Performance Objectives:** Upon completion of this unit of instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the functions and responsibilities of the legislative component of the criminal justice system
2. Identify the functions and responsibilities of the law enforcement component of the criminal justice system
3. Identify the functions and responsibilities of the judicial component of the criminal justice system
4. Identify the functions and responsibilities of the corrections component of the criminal justice system
5. Identify the state court system
6. Identify the federal court system
7. Identify the tribal court system
8. Identify the subject matter jurisdiction (civil and criminal) of each court within the state court system
9. List the circumstances under which a case arising under state law can be heard in the federal court system

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> The Realities of Law Enforcement	<b>Category I</b> NAC 289.140
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## The Realities of Law Enforcement

**Purpose:** To provide the officer with the awareness of the realities of a law enforcement career.

**Instructional Goal:** To provide a contrast between realities and common perceptions.

**Student Performance Objectives:** Upon completion of this unit of instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the realistic expectations that are placed upon a peace officer
2. Identify the differences between reality and media portrayals

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Civil Rights of Offenders	<b>Category III</b>	NAC 289.160
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## Civil Rights of Offenders

**Purpose:** To provide the officer with the information needed to understand his/her roles and responsibilities regarding the civil rights of offenders.

**Instructional Goal:** To provide the officer with the knowledge of the constitutional rights of inmates.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify when an inmate's right to freedom of speech and freedom of religion can be restricted
2. Identify if the U.S. Constitution guarantees basic rights to all citizens, including inmates
3. Identify if inmates have a constitutional right to be reasonably protected against a constant threat of violence
4. Identify the due process entitled to inmates
5. Identify what the Eighth Amendment of the U.S. Constitution provides an inmate
6. Define the term "good faith"
7. Identify when an inmate's phone call is considered privileged communication
8. Identify when mail may be inspected for contraband
9. Identify when an inmate would have an "expectation of privacy" when speaking to other inmates
10. Identify the consequences of an officer violating an inmate's civil rights
11. Identify when an inmate's mail could be censored
12. Identify how an inmate can lose good-time credits and work-time credits
13. Identify the case elements of Wolf v. McDonald and its impact on an inmate's good time and work time
14. Identify the legal requirement to move an inmate who is in fear of his life or is in need of protective custody
15. Identify the legal ramifications of photographing and fingerprinting juveniles

## PEACE OFFICERS' STANDARDS AND TRAINING

16. Identify the procedure for handling inmates who have a specific diet due to a religious preference or medical need
17. Identify when an inmate's visiting rights can be denied
18. Identify the elements of the court decision of *Steinberg v. Taylor* in reference to cell searches of inmates
19. Define the term "civil rights"
20. Identify Title 42 of the U.S. Code, sections 241, 242, and 1983
21. Identify the federal legislation that includes civil rights

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Searches of Offenders & Institutions	<b>Category III</b>	NAC 289.160
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## Searches of Offenders & Institutions

**Purpose:** To provide a basic understanding and working knowledge of inmate and institution searches.

**Instructional Goal:** To provide knowledge, skills, and ability to search inmates and institutions.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and/or practical exam at or above 70% on the following:

1. Identify the items that are commonly used when conducting a cell search for contraband
2. Identify when it is permissible to search an inmate
3. Identify when it is permissible to conduct an unclothed body search of an inmate
4. Identify common methods used for searching a cell
5. Identify the steps for conducting a clothed body search
6. Identify the reasons a clothed body search of an inmate may be conducted at any time
7. Identify the areas of the body that must be given close consideration during the clothed body search
8. Identify the areas of most wearing apparel that should be given close consideration during a clothed body search
9. Define the term "contraband"
10. Identify the parts of the body to be given close consideration when conducting the unclothed body search
11. Identify the purposes for conducting the unclothed body search
12. Identify the reasons for conducting a facility or area search
13. Identify who has the authority to conduct a body cavity search
14. Demonstrate the proper method for opposite-sex searching techniques
15. Demonstrate how to properly conduct a clothed body search
16. Demonstrate how to properly conduct a housing unit search
17. Identify how to properly conduct an unclothed body search

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Laws Related to Correctional Institutions	<b>Category III</b>	NAC 289.160
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## Laws Related to Correctional Institutions

**Purpose:** To provide basic skills and knowledge of the laws related to correctional institutions.

**Instructional Goal:** To provide a working knowledge of correctional institutional law, crime, crime classifications, related case law, and PREA regulations.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Define the term “probable cause” as found in Black's Law Dictionary
2. Define the term “crime” (NRS 193.120)
3. Identify the parties to crimes (NRS 195.010)
4. Identify the types of intent which may be involved in the commission of a crime
5. Identify the classifications of evidence
6. List the classifications of crime (NRS 193.120)
7. Define “felony” (NRS 193.130)
8. Define “gross misdemeanor” (NRS 193.140)
9. Define “misdemeanor” (NRS 193.150)
10. Identify the differences between criminal law and civil law to include nature of crime, party that brings suit, the wrongful act, remedy sought, and burden of proof
11. Identify the powers of a Category III peace officer granted under NRS 289.220
12. Identify the consequences to the officer for engaging in voluntary sexual contact with a person in custody (NRS 212.187)
13. Identify the classification of crime for an individual charged with unlawful communication with a prisoner (NRS 212.140)
14. Identify the elements and penalties for a person furnishing weapons, facsimile of a weapon, intoxicant or controlled substance to state prisoner (NRS 212.160)
15. Identify the elements and penalties for possession of controlled substance by state prisoner per NRS 212.160
16. Identify the punishment for "providing intoxicants to prisoners" per NRS 212.170
17. Identify the elements of Taylor v. Wolf

## PEACE OFFICERS' STANDARDS AND TRAINING

18. Identify by what authority prisoners are sentenced to labor
19. Identify the criteria established by NRS that requires the city/county/state to pay prisoner's medical expenses
20. Identify the criteria established by NRS that requires prisoners to pay their own medical expenses
21. Identify what action may be taken against a prisoner who refuses to work
22. Identify the elements of the *Phillips Agreement* as it pertains to an institution
23. Identify the classification of crime for a charge of inhumanity to prisoners where substantial bodily harm occurs (NRS 212.030 1[a])
24. Identify the classification of crime for a charge of inhumanity to prisoners where no substantial bodily harm occurs (NRS 212.020 1[b])
25. Identify the elements and penalties for battery committed by an inmate (NRS 200.481[2])
26. Identify the elements and penalties of manufacture or possession by prisoner of items adapted, designed or commonly used to escape (NRS 212.093)
27. Identify the elements and penalties for aiding a prisoner to escape (NRS 212.100)
28. Identify the elements and penalties for prohibition on furnishing portable telecommunications device to a prisoner and on possession of such devices in institution or facility of Department of Corrections (NRS 212.165)
29. Identify the elements and penalties for possession or control of dangerous weapon or facsimile by incarcerated person (NRS 212.185)
30. Define "prison rape" per Public Law 108-79 (Prison Rape Elimination Act of 2003)



# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Laws Related to Stalking & Aggravated Stalking	<b>Category III</b>	NAC 289.230
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## Laws Related to Stalking & Aggravated Stalking

**Purpose:** To provide a basic understanding of the laws related to stalking and aggravated stalking.

**Instructional Goal:** To provide a working knowledge of the laws related to stalking and aggravated stalking.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the elements and penalties for stalking and aggravated stalking per NRS 200.575
2. Identify the exemptions for prosecution for stalking per NRS 200.575(6)(3)
3. Identify the duration of temporary and extended order restricting certain behavior (NRS 200.594).

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Use of Force	<b>Category III</b>	NAC 289.160
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## Use of Force

**Purpose:** To become thoroughly proficient in the knowledge of Use of Force and the application of the legal and appropriate levels of force.

**Instructional Goal:** The goal of this instruction is to make the officer proficient in the knowledge and application of the legal, ethical and moral considerations of when authorized force is used, up to and including deadly force.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Define “force” as it applies to Nevada peace officers
2. Define “reasonable force” as it applies to Nevada peace officers
3. Define “deadly force” as it applies to Nevada peace officers
4. Define “excessive force” as it applies to Nevada peace officers
5. Identify the circumstances set forth in the Nevada Revised Statutes under which a peace officer has the authority to resort to the use of force
6. Identify how the case “Tennessee v. Garner” applies to the use of deadly force
7. Identify how the case “Graham v. Conner” applies to the objective reasonableness
8. List the elements that must be present before a peace officer would be justified in the use of less-than-lethal force
9. List the elements that must be present before a peace officer would be justified in the use of deadly force
10. Define “imminent danger” as it applies to Nevada peace officers
11. Define “reasonable belief” as it applies to Nevada peace officers
12. Define “serious physical harm” as it applies to Nevada peace officers
13. Define “death” as it applies to Nevada peace officers
14. Define “vicarious liability” as it applies to Nevada peace officers
15. Define “negligence” as it applies to Nevada peace officers
16. Identify the point at which the use of force must be discontinued
17. Identify the action that is to be taken in relation to the offender’s health and welfare after force has been used

## PEACE OFFICERS' STANDARDS AND TRAINING

18. Identify the consequences of the illegal use of force pursuant to Title 18 of the United States Code (Civil Rights Act)
19. Identify the consequences of the illegal use of force pursuant to the Nevada Revised Statutes
20. Identify who determines the amount of force that will be used

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Gangs & Cults	<b>Category III</b>	NAC 289.160
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## Gangs & Cults

**Purpose:** To provide a basic understanding of inmate gangs and cults.

**Instructional Goal:** To provide a working knowledge of inmate gangs and cults.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify gangs that are prominent in a correctional facility
2. Identify the marking identifications of various gangs
3. List identifiers that can be used to provide identification of gang members
4. Identify reasons a prisoner might want gang affiliation
5. Identify reasons why gangs are formed

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Supervision of Offenders	<b>Category III</b>	NAC 289.160
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## Supervision of Offenders

**Purpose:** To provide a basic understanding of supervision of offenders.

**Instructional Goal:** To provide the knowledge, skills, and abilities to supervise inmates.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the importance of constructive supervision
2. Identify the importance of being fair, firm, and consistent with inmates
3. Identify the protocol that must be followed to maintain professional relationship with an inmate
4. Identify the necessity of corrective discipline inside a correctional setting
5. Identify the importance of consistency in supervising all classification of inmates
6. Identify three key words regarding effective inmate supervision
7. Identify the skills necessary for effective inmate supervision
8. Identify the undesirable traits of inmate supervision
9. Identify skills that are necessary for effective inmate supervision

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Classification & Receiving of Offenders	<b>Category III</b> NAC 289.160
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## Classification & Receiving of Offenders

**Purpose:** To provide a basic understanding of inmate classification and receiving of inmates.

**Instructional Goal:** To provide a working knowledge of inmate classification and receiving.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Define "classification"
2. Identify the reason classification must take place in an institution
3. Identify safety techniques to ensure safety when receiving an inmate

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Transportation of Offenders	<b>Category III</b> NAC 289.160
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## Transportation of Offenders

**Purpose:** To provide a basic understanding of transportation of an offender.

**Instructional Goal:** To provide knowledge, skills, and ability for transportation of offenders.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and/or practical exam at or above 70% on the following:

1. Identify the equipment needed to transport offenders
2. Demonstrate a vehicle safety/security inspection
3. Demonstrate proper loading/unloading of restrained offender
4. Identify documentation needed when transporting an offender
5. Identify Americans with Disabilities Act (ADA) issues applicable to transporting an offender
6. Identify the safety factors that must be taken into consideration when moving inmates
7. Identify the community locations a transportation officer interacts with on a regular basis
8. Identify the importance of searching, before and after a transport
9. Identify the legal responsibility of an officer in regards to public safety and prisoner safety when transporting inmates

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Crisis Intervention	<b>Category III</b>	NAC 289.160
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## Crisis Intervention

**Purpose:** To provide the basic skills necessary to effectively deal with crisis situations.

**Instructional Goal:** The goal of this instruction is to introduce the student to the broad range of activities termed as crisis intervention, provide a variety of such situations, inform the students of some of the dangers in crisis situations, understand effective crisis intervention techniques, and to prevent and deter future crisis situations.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Define the basic concepts of “crisis intervention”
2. List three types of precipitating events which lead to a crisis situation
3. Identify the difference between a person in a crisis state and one suffering from mental illness
4. Identify three types of coping mechanisms
5. Identify two types of crisis
6. Identify the difference between anxiety and depression
7. Identify the three main areas of crisis intervention which concern law enforcement
8. List four responses for law enforcement in relating to a person in a crisis situation
9. Identify law enforcement safety when dealing with a crisis situation
10. Identify three responses for law enforcement to avoid in relating to a person in a crisis situation
11. Identify 3 non-law enforcement referral sources that will assist the person(s) in crisis
12. Define “excited delirium”



# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Records of Offenders in Institutions	<b>Category III</b>	NAC 289.160
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## Records of Offenders in Institutions

**Purpose:** To provide basic knowledge of records of offenders in institutions.

**Instructional Goal:** To provide a working knowledge of inmate records.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the necessary forms for inmate/prisoner intake
2. Identify the documents necessary to transfer an inmate/prisoner within the agency
3. Identify the proper forms necessary to report and document misconduct of a staff member
4. Identify who is responsible for maintaining inmate records
5. Identify what inmate records can be released
6. Identify when information can be released to an officer from a medical file
7. Identify the different types of records maintained on an inmate

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Games Offenders Play	<b>Category III</b>	NAC 289.160
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## Games Offenders Play

**Purpose:** To provide a working knowledge of the con games that offenders play.

**Instructional Goal:** To provide the knowledge, skills, and ability to recognize, protect, and report inmate con games.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify officer characteristics to prevent being lured into an offender con game scheme
2. Identify warning signs that an officer may be the target of an offender con game scheme
3. Identify what an officer should do when they discover they are the victim of an offender con game scheme
4. Define a “set up”
5. Identify the members of a “set up” team
6. Identify the steps of a “set up”

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Writing of Reports for Correctional Institutions	<b>Category III</b>	NAC 289.160
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## Writing of Reports for Correctional Institutions

**Purpose:** To provide the officer with a clear understanding of the importance of correctional institution reports.

**Instructional Goal:** To provide the skills necessary for writing accurate, clear, and concise reports.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and/or practical exam at or above 70% on the following:

1. Identify the seven elements that should be included in a report
2. Identify the purpose of a written report
3. Identify the purpose of quotation marks within a report
4. Demonstrate the ability to write clear, concise, logically organized reports based on observations and field notes
5. Identify the purpose of investigative reports
6. Identify the terminology how to adequately describe persons, property, and events
7. Demonstrate proficiency in writing a complete report
8. Identify why reports should be objective and not subjective
9. Identify the consequences for failure to write a report, falsifying a report, or writing an inaccurate report

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Fire Safety & Use of Emergency Equipment	<b>Category III</b> NAC 289.160
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## Fire Safety & Use of Emergency Equipment

**Purpose:** To provide basic fire knowledge and the use of emergency equipment.

**Instructional Goal:** To provide the skills necessary of fire knowledge and to become efficient in the use of emergency equipment.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. List steps to take if you become trapped in a fire
2. Identify the most common cause of fire related deaths
3. Identify four components of fire
4. Identify five possible sources of heat in a correctional institution
5. Identify three possible sources of fuel in a correctional institution
6. Identify four reasons offenders start fires
7. Identify the importance of fire evacuation plans for correctional facilities
8. Identify the P.A.S.S. acronym as it relates to fire extinguishers

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Fingerprinting	<b>Category III</b>	NAC 289.160
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## Fingerprinting

**Purpose:** To provide a basic understanding of fingerprinting.

**Instructional Goal:** The goal of this instruction is to ensure that officers are aware of fingerprinting and requirements.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and/or practical exam at or above 70% on the following:

1. Define "fingerprint"
2. Identify the three major fingerprint patterns
3. Identify the elements that must be present on a fingerprint in order to be classified
4. Demonstrate the procedure used to fingerprint individuals with missing finger(s)
5. Identify why a fingerprint card containing a smeared fingerprint cannot be classified
6. Discuss the purpose of fingerprinting identification
7. Demonstrate the ability to roll a classifiable set of inked fingerprints
8. Identify the purpose of the simultaneous prints at the bottom of the fingerprint card
9. Identify the reason fingerprints are classified in the NCIC system
10. Identify what friction ridges are and identify where they are located

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Defensive Tactics	<b>Category III</b> NAC 289.160
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## Defensive Tactics

**Purpose:** To provide the knowledge and skills for officer safety and the safety of others.

**Instructional Goal:** to develop the knowledge, skills, and abilities necessary to perform physical tactics to restrain and control subjects who resist verbal command, physically resist, or attempt to attack a peace officer or another person.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and/ or practical exam at or above 70% on the following:

1. Define the definition of “arrest” according to NRS 171.104
2. Identify the elements necessary to arrest a person according to NRS 171
3. Identify the vulnerable areas of the human body
4. Identify and demonstrate the principles of weaponless defense as they pertain to awareness, balance and control
5. Identify and demonstrate the procedure for the application of various less than lethal weapons
6. Identify less than lethal weapons
7. Identify and demonstrate the techniques used on a passive resistive subject
8. Identify and demonstrate how many methods an officer can utilize to prevent his weapon from being removed from his holster
9. Identify and demonstrate the techniques an officer can use to remove a weapon from a suspect’s hands during a disarming technique
10. Identify and demonstrate which direction an officer would ideally turn if a suspect were holding a handgun at his back
11. Identify and demonstrate the next movement an officer would make after disarming a suspect and retaining his weapon
12. Identify and demonstrate the techniques for attack on a suspect when attempting a handgun retention
13. Identify and demonstrate the danger zone for an officer during a suspect contact
14. Identify and demonstrate the weight distribution-fighting stance
15. Identify and demonstrate the correct technique of placing a person into a vertical arm bar

## PEACE OFFICERS' STANDARDS AND TRAINING

16. Identify and demonstrate proper handcuffing techniques
17. Identify and demonstrate the correct procedure to conduct a felony handcuffing technique
18. Identify and demonstrate the correct procedure for conducting a prone felony search
19. Identify and demonstrate the correct procedures to defend against front chokehold
20. Identify and demonstrate the correct procedures to defend against rear chokehold
21. Identify and demonstrate the correct procedures to defend against bear hug
22. Identify and demonstrate the correct procedures to defend against ground fighting
23. Identify and demonstrate the correct procedures to defend against knife attack
24. Identify and demonstrate the correct techniques of forward strike
25. Identify and demonstrate the correct techniques of elbow strike
26. Identify and demonstrate the correct techniques of palm lift
27. Identify and demonstrate the correct techniques of forearm push
28. Identify and demonstrate the correct techniques of distract and turn

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Introduction of Restraints	<b>Category III</b>	NAC 289.160
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## Introduction of Restraints

**Purpose:** To provide basic understanding of restraints and handcuffing techniques.

**Instructional Goal:** To provide the knowledge, skills, and abilities to apply handcuffs to restrain an inmate.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and/or practical exam at or above 70% on the following:

1. Identify different types of restraints
2. Identify and demonstrate correct application and removal of handcuffs in standing position
3. Identify and demonstrate correct application and removal of handcuffs in prone position
4. Identify and demonstrate application and removal of waist restraints
5. Identify and demonstrate application and removal of leg irons
6. Demonstrate application and removal of plastic restraints
7. Identify the proper nomenclature of handcuffs



# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Physical Conditioning	<b>Category III</b>	NAC 289.160
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## Physical Conditioning

**Purpose:** To provide a basic understanding of physical conditioning.

**Instructional Goal:** To provide the knowledge, skills, and abilities to apply physical conditioning to improve overall health and performance.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and/or practical exam at or above 70% on the following:

1. Identify the basic principles of conditioning
2. Identify the components of an exercise session
3. Identify fitness related activities that an officer can perform off duty to ensure fitness
4. Identify methods of evaluating personal fitness levels of physical fitness
5. Demonstrate the ability to meet or exceed the state physical fitness standards
6. Identify the lifestyle habits that are the leading causes of death
7. Identify the short term and long term effects of alcohol
8. Identify substances that can have a negative effect on health and wellness
9. Identify the major risk factors for coronary heart disease
10. Define the positive effects of physical exercise and proper nutrition
11. Identify the essential nutrients for a balanced diet
12. Identify the guidelines of a proper diet
13. Identify the characteristics of and the importance of goal setting
14. Identify three principles of proper body composition

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Training Concerning Active Assailants	<b>Category III</b>	NAC 289.160
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## Training Concerning Active Assailants

**Purpose:** To provide a basic understanding of active assailant.

**Instructional Goal:** To familiarize students with the issues and responsibilities of officers faced with an active assailant situation.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify how past active assailant incidents led to current law enforcement policies regarding active assailant response
2. Define "active assailant"
3. Identify common characteristics of an active assailant
4. Identify how active assailant deployment differs from the deployment needed at a hostage/barricade situation
5. Identify the primary objective of response to active assailant
6. Identify the importance of Incident Command System
7. Identify tactical considerations for off-duty/plainclothes officers during active assailant incidents
8. Identify response team positions and responsibility of each position

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Crime Scene & Evidence	<b>Category III</b>	NAC 289.160
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## Crime Scene & Evidence

**Purpose:** To provide a basic understanding of crime scene and evidence.

**Instructional Goal:** To provide knowledge, skills, and abilities to protect a crime scene.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Define "crime scene"
2. Identify what takes priority at a crime scene
3. Define the term "crime scene contamination"
4. Identify the basic procedures that must be followed in securing a crime scene
5. Identify the basic types of evidence
6. Define the term "chain of custody"

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Investigation of Narcotics & Abuse of Controlled Substances	<b>Category III</b> NAC 289.160
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## Investigation of Narcotics & Abuse of Controlled Substances

**Purpose:** To provide a basic understanding of the investigation of narcotics and controlled substance.

**Instructional Goal:** To provide the knowledge, skills, and abilities to recognize narcotics, abuse of controlled substances, and investigation techniques to further identify unknown substances.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the drugs that are commonly called "depressants"
2. Identify the drugs that are commonly called "stimulants"
3. Identify the visual characteristics and/or differences in the following:
  - Marijuana
  - Hashish
  - Cocaine
  - PCP
  - Barbiturates
  - LSD
  - Methamphetamine
4. Identify the physiological and behavioral effects of the following:
  - Marijuana
  - Cocaine
  - PCP
  - Barbiturates
  - LSD
  - Methamphetamine
5. Define "drug" (NRS 453.081)
6. Define "drug paraphernalia" (NRS 453.554)

PEACE OFFICERS' STANDARDS AND TRAINING

7. Identify the most common methods by which drugs are brought into an institution

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Investigation of Allegations of Stalking & Aggravated Stalking	<b>Category III</b> NAC 289.160
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## Investigation of allegations of Stalking & Aggravated Stalking

**Purpose:** To provide a basic understanding of the investigations related to stalking and aggravated stalking within the corrections facility.

**Instructional Goal:** To provide a working knowledge of the laws and investigations related to stalking and aggravated stalking.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the crime and penalties for stalking and aggravated stalking as it relates to the corrections environment per NRS 200.575

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Personality Disorders & Prevention of Suicide	<b>Category III</b>	NAC 289.160
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## Personality Disorders & Prevention of Suicide

**Purpose:** To provide basic knowledge of personality disorders and prevention of suicide.

**Instructional Goal:** To provide the knowledge, skills, and abilities to recognize personality disorders and prevention of suicide.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify signs and symptoms of possible mental or emotional disorder
2. Identify behaviors which could indicate mental or emotional disturbance
3. Identify techniques which should be used in handling the emotionally disturbed individual
4. Identify the common characteristics of the psychopath
5. Identify the physical symptoms that could appear to be mental disorders or chemical intoxication
6. Identify the well-established fables/myths concerning suicide
7. Identify a general suicide profile
8. Identify the high-risk times for the suicide-prone individual
9. Identify the signs and symptoms of depression
10. Identify how to handle an inmate who is exhibiting signs of suicide

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Ethics for Correctional Officers	<b>Category III</b>	NAC 289.160
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## Ethics for Correctional Officers

**Purpose:** To provide an understanding of ethical and moral behavior that is expected of peace officers in both their personal and professional life.

**Instructional Goal:** To provide the knowledge, skills, and abilities to uphold the high standard of ethical and moral conduct required of a law enforcement officer.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Define the term "ethics"
2. Define the term "professionalism"
3. Define the term "morals"
4. Define the term "integrity"
5. Identify the standards of the Correctional Code of Ethics
6. Identify the eleven Articles of the Canon of Police Ethics
7. Identify why the highest ethical and moral standards are necessary for correctional officers, both on and off duty
8. Identify examples of gratuities and bribes
9. Identify how immoral or unethical conduct by an officer adversely affects the officer in the performance of his/her official duties
10. Identify how officers build or destroy the public attitude toward their department and corrections, in general, by their every action
11. Identify the legal obligation and community expectation for a correctional agency to conduct an investigation into a complaint of police misconduct
12. Identify the rights and responsibilities of those involved in the investigation
13. Identify the investigative process for complaints of misconduct
14. Identify sources of complaints
15. Identify the due process rights for correctional officers that are subject to discipline for misconduct
16. Identify the adverse consequences of immoral or unethical conduct by a correctional officer



# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Cultural Awareness	<b>Category III</b>	NAC 289.160
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## Cultural Awareness

**Purpose:** To provide a basic understanding of cultural awareness.

**Instructional Goal:** To provide the knowledge, skills, and abilities to interact with individuals from cultures other than your own.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Define "culture"
2. Define "race"
3. Define "stereotype"
4. Define "bias"
5. Define "prejudices"
6. Identify the best defense against anger when dealing with cultural and ethnic individuals/groups

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Interpersonal Communications	<b>Category III</b>	NAC 289.160
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## Interpersonal Communications

**Purpose:** To provide understanding how effective communication is essential to the effectiveness of a peace officers job.

**Instructional Goal:** To provide the skills and knowledge necessary to effectively communicate.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the importance of self-evaluation when dealing with difficult people
2. Identify how personal motivation affects human behavior
3. Identify effective ways to comfort an emotionally upset person
4. Define "communication"
5. Identify barriers to effective communication
6. Identify the elements of communication
7. Identify factors that develop a negative public response
8. Identify negative examples of nonverbal communication
9. Identify techniques to de-escalate a verbal confrontation
10. Define "active listening"
11. Identify listening techniques
12. Identify how poor communication can contribute to a negative workplace
13. Identify how gender issues contribute to perceptions of other's behavior
14. Identify techniques to handle generational issues
15. Identify examples of difficult people
16. Identify strategies to deal with difficult people

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Public & Media Relations	<b>Category III</b> NAC 289.160
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## Public & Media Relations

**Purpose:** To provide a basic understanding of public and media relations.

**Instructional Goal:** To provide knowledge and skills to interact with the public and the media.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify two types of media communications
2. Identify the functions of the public information officer (PIO)
3. Identify the types of information officers are permitted to release to the media
4. Define the role of the officer in public relations

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Modern Correctional Philosophy	<b>Category III</b> NAC 289.160
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## Modern Correctional Philosophy

**Purpose:** To provide a basic understanding of the modern correctional philosophy.

**Instructional Goal:** To provide knowledge of the modern correctional philosophy.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the prison philosophies throughout history
2. Identify the role of correctional/detention facilities per America Correctional Association
3. Identify the expected roles of correction/detention officers
4. Identify the concept of direct supervision facilities
5. Identify the concept of indirect supervision facilities
6. Identify alternatives to incarceration
7. Identify the philosophies of the different areas of incarceration

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> First Aid & CPR	<b>Category III</b>	NAC 289.160
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## First Aid & CPR

**Purpose:** To provide basic skills and knowledge to provide first aid and CPR in an emergency situation.

**Instructional Goal:** To provide an understanding of the responsibility to act in good faith and to provide emergency medical services (EMS) to the best of their abilities and within the scope of their training until a higher level of care arrives at their location.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and/or practical exam at or above 70% on the following:

1. Identify the primary responsibilities of peace officers as EMS first responders at a medical emergency
2. Identify the links of the chain of transmission of infectious pathogens
3. Identify precautions peace officers should take to ensure their own personal safety when responding to a medical emergency
4. Identify conditions under which a peace officer is protected from liability when providing emergency services
5. Demonstrate appropriate actions to take during an initial assessment for assessing a victim's:
  - Responsiveness
  - Airway
  - Breathing
  - Circulation
6. Identify assessment criteria for establishing priorities when assessing multiple victims at a single scene
7. Identify conditions under which an injured victim should be moved from one location to another
8. Demonstrate proper procedures for moving a victim using a shoulder drag technique
9. Identify circumstances under which a victim's airway should be opened by using:
  - Head-tilt/chin-lift maneuver

## PEACE OFFICERS' STANDARDS AND TRAINING

- Jaw-thrust maneuver
10. Identify the difference between a severe and a complete airway obstruction
  11. Demonstrate procedures for clearing an obstruction from the airway of a conscious and unconscious:
    - Adult
    - Child
    - Infant
    - Pregnant or obese individual
  12. Demonstrate rescue breathing techniques when using a pocket face mask or mouth-to-mouth maneuver
  13. Demonstrate Cardiopulmonary Resuscitation (CPR) for adults, children, and infants
  14. Identify the four primary bleeding control techniques
  15. Demonstrate the technique for controlling bleeding from an open wound
  16. Identify indicators of shock
  17. Demonstrate first aid measures to treat shock
  18. Identify indicators of a possible head injury
  19. Identify the appropriate first aid measures for treating open and closed injuries to the:
    - Chest
    - Abdomen
  20. Identify appropriate first aid measures for treating injuries to the bones, muscles or joints
  21. Identify appropriate first aid measures for treating:
    - Thermal burns
    - Chemical burns
    - Electrical burns
  22. Identify appropriate first aid measures for treating:
    - Cardiac emergency
    - Respiratory emergency
    - Seizure
    - Stroke
  23. Define indicators of:
    - Insulin shock (hypoglycemia)
    - Diabetic coma (hyperglycemia)
  24. Define first aid measures for treating:
    - Insulin shock (hypoglycemia)
    - Diabetic coma (hyperglycemia)
  25. Identify appropriate first aid measures for a victim experiencing signs of poisons that have been ingested, absorbed or injected
  26. Identify between the indicators and first aid measures for treating:
    - Hypothermia and frostbite
    - Heat cramps, heat exhaustion and heat stroke
  27. Identify appropriate first aid measures for stings and bites

## PEACE OFFICERS' STANDARDS AND TRAINING

28. Demonstrate the following first aid techniques for controlling bleeding of a limb while using protective equipment:
- Direct pressure
  - Elevation
  - Pressure bandage
  - Pressure points
  - Tourniquet
29. Demonstrate how to bandage different injuries while using PPE (personal protective equipment) to minimize the dangers associated with infectious diseases and wash hands and disinfect equipment after providing treatment:
- Use the cleanest material that is available
  - Expose the injury site
  - Cover the injury site
  - Bandage snugly but without impairing circulation
  - Leave victim's fingers and toes exposed
  - Immobilize site as necessary

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Criminal Justice System	<b>Category III</b> NAC 289.160
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## Criminal Justice System

**Purpose:** To provide a basic understanding of the criminal justice system.

**Instructional Goal:** To provide knowledge of the Nevada criminal justice system.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the four components of the criminal justice system
2. Identify the role of law enforcement in the criminal justice system
3. Identify the role of the prosecution/defense in the criminal justice system
4. Identify the role of corrections/detention in the criminal justice system
5. Identify the purpose of the justice court
6. Identify the purpose of the district court
7. Identify the purpose of the municipal court
8. Identify the purpose of the Nevada Supreme Court
9. Identify the time limits from arrest/arraignment to preliminary hearing per NRS 171.178
10. Identify the jury requirements for district court as found in NRS 175.011
11. Identify which crimes are not eligible for probation (NRS 201.195, 201.210, 201.220, 201.230, 205.060)
12. Identify the types of probation and the conditions for each
13. Identify when a person would be eligible for parole
14. Define "defendant" (NRS 169.065)



# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Civil Liability	<b>Categories:</b> Reserve
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## Civil Liability

**Purpose:** Civil rights have been a foundation stone in our democratic form of government that is exemplified by the Bill of Rights. For every right there is also a corresponding responsibility. Peace officers have the same general rights and assume the same responsibilities as any other person. Peace officers have also been granted a unique position and given special authority in our society. This authority includes the power of arrest, search and seizure, and the right to carry a firearm. As a result, they also have special responsibilities.

**Instructional Goal:** The goal of this unit of instruction is to make the officer aware of the authority that is conferred upon peace officers, but also the special responsibilities and potential civil liabilities of the peace officer.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the requirement of the governmental entity to provide an officer being sued with a defense attorney
2. Identify the burden of proof the victim must show in a civil liability case
3. Identify who must pay the punitive award against an officer in a civil liability case
4. Identify who would be the official attorney representing a city employee in a civil liability case
5. Identify the three general categories of tort liability
6. Identify the time required for an employee who has received legal notice to request legal counsel
7. Identify the requirements and conditions outlined in NRS 41.03455 where an employee may employ their own counsel
8. Identify circumstances under which the official attorney is to provide a defense as outlined in NRS 41.0339

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Constitutional Law	<b>Categories:</b> Reserve
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## Constitutional Law

**Purpose:** The purpose of this instruction is to provide the student with an understanding and working knowledge of the United States Constitution and its relationship to the Constitution of the State, and the purpose and principles of the Bill of Rights.

**Instructional Goal:** The goal of this instruction is to equip the student with the knowledge and understanding of the United States Constitution and the Bill of Rights and their relationship to the Constitution of the State, and applying them to the constitutional rights of persons suspected or accused of a crime.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify which amendment in the U.S. Constitution guarantees protection against unreasonable search and seizure
2. Identify which amendment in the U.S. Constitution guarantees the freedom from double jeopardy, self-incrimination, being deprived of life, liberty or property without due process
3. Identify which amendment to the U.S. Constitution guarantees freedom of religion, speech, the press and the people's right to peaceful assembly
4. Identify the key elements of *Miranda v. Arizona*
5. Identify if non-custodial interviews require Miranda warning
6. Define the "Exclusionary Rule"

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Crimes Against Persons	<b>Categories:</b> Reserve
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## Crimes Against Persons

**Purpose:** To adequately perform a peace officer's job, they must have a working knowledge of crimes that are against persons. The peace officer must know the elements of the crime to ensure it is correctly reported.

**Instructional Goal:** The goal of this instruction is to prepare the student with a working knowledge of crimes against persons, ensuring the student is able to determine what type of crime has been committed and correctly document the elements of the crime into a report.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the elements of the crime of robbery
2. Identify the elements of kidnapping
3. Identify the elements of statutory sexual seduction
4. Identify the elements of sexual assault
5. Identify the elements of battery upon a peace officer by a prisoner in custody
6. Identify the elements of involuntary manslaughter

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Crimes Against Property	<b>Categories:</b> Reserve
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## Crimes against Property

**Purpose:** To adequately perform a peace officer's job, they must have a working knowledge of the criminal code as it pertains to crimes that involve property. The peace officer must know the elements of the crime to ensure it is correctly reported.

**Instructional Goal:** The goal of this instruction is to prepare the student with a working knowledge of crimes against property, ensuring the student is able to determine what type of crime has been committed and correctly document the elements of the crime into a report.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the elements of burglary
2. Identify the elements of trespass
3. Identify the elements of grand larceny (NRS 205.220) and its classification
4. Identify petit larceny
5. Identify the elements of grand larceny pertaining to certain animals
6. Identify the elements of larceny from a person not amounting to robbery

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Juvenile Law	<b>Categories:</b> Reserve
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## Juvenile Law

**Purpose:** Persons under the age of 18 commit a significant number of crimes against persons and property. The peace officer will come into contact with these persons, and in many instances this is their first encounter with the justice system, thus it is necessary for the officer to become knowledgeable with the juvenile law and procedures of the state of Nevada.

**Instructional Goal:** The goal of this instruction is to prepare the student with a working knowledge of juvenile law, ensuring the student is able to determine not only what laws have been violated, but also the correct procedure in dealing with juveniles.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the age majority or “adulthood” in the State of Nevada
2. Identify the “age of reason” or “prosecutorial age” for juveniles in Nevada
3. Identify the two crimes that are automatically handled in adult court regardless of a person’s age
4. Identify the age of certification for certain felony offenses (NRS 62B.390)
5. Identify the term used for juveniles when a charge for a criminal offense is filed
6. Identify the right that is guaranteed to adults but denied to juveniles
7. Identify the rights that juveniles are afforded according to Miranda-Plus
8. Identify the age at which juvenile cases, with the exception of sex offenders, are automatically sealed
9. Identify when a juvenile must be fingerprinted (NRS 62.250)
10. Identify which court is deemed to be the juvenile court in Nevada (NRS 62.036)
11. Identify which court has jurisdiction for future criminal proceedings once a juvenile has been certified as an adult

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Laws relating to Arrest	<b>Categories:</b> Reserve
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## Laws relating to Arrest

**Purpose:** A peace officer will be called upon to enforce the laws that he/she is sworn to uphold. In-depth knowledge of the laws is critical for the correct performance of his/her duties.

**Instructional Goal:** The goal of this instruction is to have an understanding and working knowledge of the Nevada Revised Statutes and other applicable statutes. This will include an understanding of the general provisions governing offenses and the elements of the various crimes against persons, property, government and other offenses.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify how the officer can support his/her probable cause in any arrest
2. Define NRS 171.122 arrest based on a warrant
3. Identify how far the location of a stop-and-frisk may extend as outlined in NRS 171.123
4. Identify the scope of a search in a stop-and-frisk situation (NRS 171.1232)

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Laws Relating to Drugs, including without limitation, current trends in drugs	<b>Categories:</b> <b>Reserve</b>
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Laws Relating to Drugs, including without limitation, current trends in drugs

**Purpose:** The enforcement of Controlled Substance Laws is paramount to the safety and security of the public. The officer must be knowledgeable in the detection of controlled substances and the application and enforcement of controlled substance laws.

**Instructional Goal:** The goal of this instruction is to develop a working knowledge of controlled substance laws and the application and enforcement of them.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the easiest way to identify a legally manufactured controlled substance
2. Identify which chapter of the Nevada Revised Statutes covers controlled substances
3. Identify the minimum distance required for additional penalty for the commission of certain violations near schools, school bus stops or public playgrounds
4. Identify the minimum amount of marijuana necessary to charge an individual with trafficking per NRS 453.339
5. Define Schedule I "controlled substance"

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Miscellaneous Crimes	<b>Categories:</b> Reserve
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## Miscellaneous Crimes

**Purpose:** To adequately perform his/her job, a peace officer must have a working knowledge of the entire criminal code as it pertains to crimes. The officer must know the elements of the crime to ensure correct reporting, investigation and prosecution.

**Instructional Goal:** The goal of this instruction is to prepare the student with a working knowledge of the elements and application of the Nevada Revised Statutes as they apply to miscellaneous criminal laws.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the offense of “trespass”
2. Define NRS 202.020 possession of alcoholic beverage in a public place by a person under the age of 21 and the exceptions
3. Identify the minimum age that a person may possess a firearm capable of being concealed upon a person
4. Identify the minimum legal barrel length for a short shotgun with one or more barrels.



# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Probable Cause	<b>Categories:</b> Reserve
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## Probable Cause

**Purpose:** Probable cause is secured in the Constitution of the United States and the constitution of the state of Nevada. It is paramount that the peace officer has a firm understanding and ability to articulate what they use to affect an arrest or search.

**Instructional Goal:** The goal of this unit of instruction is to develop an understanding of probable cause, how and when to apply it, and the ability to articulate it when called upon.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Define the term “probable cause”
2. Identify the differences between “suspicion” and “probable cause”
3. Identify the standard of probable cause to arrest without a warrant and the standard need to arrest with an arrest warrant

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Search and Seizure	<b>Categories:</b> Reserve
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## Search and Seizure

**Purpose:** The searching for and seizing of evidence in an investigation involves principles and laws at the federal and state level. It is critical to ensure the searches for and the seizing of evidence complies with these laws.

**Instructional Goal:** The goal of this unit of instruction is to ensure that a peace officer follows applicable procedures, constitutional requirements and case laws, in the searching for and the seizing of evidence during a criminal investigation, along with understanding the proper techniques in searching.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify if police officers serving a search warrant may detain occupants of the premises without an arrest warrant
2. Identify what must be proven for a consent search to be lawful
3. Identify when handcuffing a person would not constitute an arrest as outlined by the Ninth Circuit Court in the case of U.S. v. Bautista
4. Identify the legal standard for all "Terry stop" encounters
5. Identify the requirements and scope of search based on a probable cause search

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Traffic Laws	<b>Categories:</b> Reserve
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## Traffic Laws

**Purpose:** The enforcement of traffic laws is paramount to ensure the safety of the motoring public. To ensure this safety, the peace officer must be knowledgeable in the detection, application and enforcement of traffic law violations.

**Instructional Goal:** The goal of this instruction is to focus on the laws related to the movement and control of traffic, including the elements of violations.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the elements and crime classification for NRS 482.545 using a false or fictitious name on a registration application
2. Identify the requirements to notice DMV of name or address change (NRS 483.390)
3. Identify the time requires for a Nevada resident to change their address on their drivers license after moving (NRS 482.385)
4. Identify when it is permitted to make a left turn across a double solid center line
5. Identify the requirements of the driver involved in a motor vehicle accident resulting in property damage only (NRS 484.221)
6. Identify the elements of the open container law (NRS 484.448)
7. Identify the elements of the child restraint law
8. Identify the elements of the due care statute (NRS 484.363)

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Use of Force	<b>Categories:</b> Reserve
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## Use of Force

**Purpose:** Due to the severe consequences of the misuse of force, it is necessary for the peace officer to become thoroughly proficient in the knowledge of “Use of Force” and the application of the legal and appropriate levels of force.

**Instructional Goal:** The goal of this unit of instruction is to make the student proficient in the knowledge and application of the legal, ethical and moral considerations of when authorized force is used, up to and including deadly force.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the Supreme Court standard in determining if an officer’s use of force is excessive
2. Identify the case of Tennessee v. Garner as it applies to the use of deadly force
3. Identify if the use of force is justified and given an example
4. Identify NRS 171.1455, and what criteria must be met before an officer can resort to deadly force in attempting to apprehend a person who has committed a felony and is fleeing from justice
5. Identify what must happen once the law enforcement objective (control) is achieved
6. Define “deadly force”
7. Define “reasonable force”

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Abuse of Elderly Persons	<b>Categories:</b> <b>Reserve</b>
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## Abuse of Elderly Persons

**Purpose:** To provide the peace officer with the information needed to understand his role and responsibilities in responding to elder abuse cases.

**Instructional Goal:** The goal of this instruction is to equip the student with a practical means for effectively responding to, and investigating of, victims of elder abuse, neglect, isolation and exploitation.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the elements of NRS 200.5092(1) regarding classification of elder abuse
2. Identify the age that sentencing enhancements for certain crimes against the elderly apply
3. Identify the four different categories of elder abuse as defined by NRS 200.5092:
  - Abuse
  - Isolation
  - Exploitation
  - Neglect
4. Identify who the mandatory reporters are for elder abuse cases
5. Identify the reporting requirements for mandatory reporters
6. Identify the time requirement for law enforcement to commence an investigation of reported elder abuse

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Basic Patrol Procedures	<b>Categories:</b> Reserve
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## Basic Patrol Procedures

**Purpose:** A peace officer spends a majority of the working day in a wide variety of activity referred to as “patrol.” Uniform patrol activity is the backbone of law enforcement in today’s society and the patrol officer represents the law enforcement agency to the community.

**Instructional Goal:** The goal of this instruction is to ensure that the officers are effective in patrol operation, know the functions of patrol, know a variety of methods for conducting patrol and how to properly prepare for patrol, understand how to respond to calls under a variety of circumstances, conduct field interviews, and deal with various emergency situations.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the four purposes of patrol
2. Identify the principle purpose of crime prevention
3. Identify the most important factor in patrol preparation
4. Identify the two types of patrol techniques
5. Identify what good patrol procedures rely on
6. Identify what you should do in preparation for your patrol duty
7. Identify the elements of NRS 171.123 for the temporary detention by a peace officer

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Child Abuse and Child Sexual Abuse of a Child	<b>Categories:</b> <b>Reserve</b>
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## Child Abuse and Child Sexual Abuse of a Child

**Purpose:** Child abuse and Child Sexual Abuse is a problem encountered by peace officers. It is a complex social and investigative issue demanding medical, social, legal and educational services. If action is not taken, in many cases a cycle begins that is repeated into generations.

**Instructional Goal:** The goal of this instruction is to familiarize the student with the Nevada Revised Statutes, investigation and interviewing process, and the role child protective services in child abuse and child sexual abuse.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the time requirement where certain persons must make a report of suspected child abuse or neglect (NRS 432B.220)
2. Identify under what circumstances a person has immunity from civil and criminal liability for reporting suspected child abuse or neglect
3. Identify how to recognize a battered child
4. Identify the time limitation for a law enforcement agency to initiate an investigation of reported child abuse or neglect
5. Identify the age that the Nevada child abuse laws apply
6. Identify who, if during the course of their professional or occupational capacities, knows of or has reason to believe that a child has been abused or neglected, must make a report of abuse or neglect
7. Identify the offense committed by a person required by law to report an instance of suspected child abuse but fails to do so
8. Define "sex abuse" (NRS 432b.100)
9. Identify the parameters for interviewing an abused child
10. Identify when a child may be taken into protective custody
11. Identify the common goal of law enforcement and protective services concerning neglected or abused children

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Domestic Violence and Stalking	<b>Categories:</b> Reserve
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## Domestic Violence and Stalking

**Purpose:** Peace officers are often called into domestic and stalking situations as calls for service. When an incident of domestic violence or stalking occurs, an investigation must take place. There is a victim and a perpetrator, and an arrest may be an appropriate response.

**Instructional Goal:** The goal of this instruction is to develop in the student an understanding of the nature of domestic violence, the problems encountered by victims of domestic violence, the positive impact law enforcement can have on this problem, the appropriate actions to be taken in responding to domestic disturbances, and techniques for assisting victims.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify when an officer responding to a domestic violence situation may enter a residence under exigent circumstances
2. Identify, under NRS 171.137, the time limitation to make an arrest for domestic violence when a battery has occurred
3. Identify the time limitation for a person arrested for a battery committed upon a spouse may not be admitted to bail
4. Identify what NRS 171.1227 requires an officer to do in all cases of domestic violence whether an arrest is made or not
5. Identify the maximum time limit that can be set by the court on a temporary restraining order (NRS 33.080)
6. Identify the time limit for an extended restraining order (NRS 33.080)
7. Identify the elements of stalking and aggravated stalking
8. Identify the most common liability for officers and agencies in a domestic violence situation



# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Investigation of Crime Scenes/ Collection and Preservation of Evidence/ And Fingerprinting	<b>Categories:</b> <b>Reserve</b>
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## Investigation of Crime Scenes/Collection and Preservation of Evidence/ And Fingerprinting

**Purpose:** In order to properly prosecute a suspect of a crime, the peace officer is tasked with properly conducting a crime scene investigation and the correct collection, preservation and handling of evidence and fingerprinting.

**Instructional Goal:** The goal of this instruction is to equip the student with the correct practice, procedures and legal guidelines in the investigation of a crime scene, and the collection, handling and preservation of evidence.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

### Investigation of Crime Scenes:

1. Identify the objective of crime scene investigations
2. Identify the responsibility of the initial responding officer as it relates to the crime scene
3. Define the term "crime scene search"
4. Identify the seven search methods
5. Identify the two types of crime scene sketches

### Collection and Preservation of Evidence:

1. Define "evidence"
2. Identify the purpose of physical evidence
3. Identify the proper procedure for packaging soiled or wet garments as evidence
4. Identify what hair examination can reveal
5. Identify the proper procedure for handling a firearm as evidence
6. Identify the most accurate method of identifying recovered firearms

## PEACE OFFICERS' STANDARDS AND TRAINING

### **Fingerprinting:**

1. Define "fingerprints"
2. Define "latent prints"
3. Identify what fingerprints will not do
4. Identify the advantages of fingerprints for law enforcement
5. Identify the three print types that can be found at a crime scene

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Principles of Investigation	<b>Categories:</b> Reserve
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## Principles of Investigation

**Purpose:** When called upon, a peace officer must conduct an investigation into criminal activities. To adequately provide a complete and accurate investigation, the officer must follow principles that, when followed, will ensure a complete, thorough and legal investigation.

**Instructional Goal:** The goal of this instruction is to equip the student with a general understanding of the range of criminal investigation principles in order to make correct decisions in the investigation of a crime.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Define "crime scene search"
2. Define "grid search"
3. Define "quadrant search"
4. Identify the first goal of a criminal investigation
5. Identify what a rough sketch is and where it is performed
6. Identify what a crime scene log is used for

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Unknown-Risk and High-Risk Vehicle Stops	<b>Categories:</b> Reserve
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## Unknown-Risk and High-Risk Vehicle Stops

**Purpose:** Peace officers make vehicle stops on a daily basis. The manner in which these stops are made can be a positive public relation tool as well as ensure the safety of the motorist and the officer. The hazards of the vehicle stop are severe. The student must understand that there is no routine stop:

- Each academy may instruct procedures for this area differently. The purpose is to provide the cadet with instruction that will provide for his/her safety and the safety of those involved in and around the traffic stop.

**Instructional Goal:** The goal of this unit of instruction is to develop in the student the ability to perform safe, effective vehicle stops and to control or arrest the occupants of the vehicle.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and/or practical exam at or above 70% on the following:

### Unknown-Risk Vehicle Stops

#### **To be evaluated through written examination:**

1. Identify the eight considerations of each traffic stop
2. Identify the first priority when attempting to stop a traffic violator
3. Identify the eight areas of vulnerability
4. Identify the three acceptable patrol unit positions on an unknown-risk vehicle stop
5. Identify the four threat zones of each traffic stop and which threat zone comes into play on every approach
6. Identify the proper officer position during contact with a violator.

#### **To be evaluated through practical testing:**

## PEACE OFFICERS' STANDARDS AND TRAINING

7. Demonstrate the proper patrol unit positioning on an unknown-risk vehicle stop
8. Demonstrate the proper method of approaching a violator vehicle
9. Demonstrate the proper position to conduct an officer violator contact
10. Demonstrate the ability to obtain necessary information to run a driver's license and warrants check
11. Demonstrate the proper technique for arresting a driver

### **High-Risk Vehicle Stops**

#### **To be evaluated through written examination:**

1. Identify the objectives of high-risk vehicle stops
2. Identify which patrol unit is the command unit on a high-risk vehicle stop
3. Identify when it is permitted to make a high-risk stop alone
4. Define the term "cover"
5. Define the term "concealment"
6. Identify the acceptable position of the primary unit at the scene of a high-risk vehicle stop
7. Identify the acceptable vehicle position of the first cover unit at the scene of a high-risk vehicle stop
8. Identify how many suspects should be removed from the suspect vehicle at any given time

#### **To be evaluated through practical testing:**

9. Demonstrate the proper primary patrol unit positioning on a high-risk vehicle stop
10. Demonstrate the primary officer's ability to contain the suspects inside the suspect vehicle with their hands visible
11. Demonstrate the primary officer's ability to remove suspects from the suspect vehicle one at a time while placing them in a position of disadvantage for the cuffing officer
12. Demonstrate the primary officer's ability to make vehicle challenges to the suspect vehicle
13. Demonstrate the primary officer's ability to remain behind cover during a high-risk vehicle stop
14. Demonstrate the proper cover unit vehicle positioning during a high-risk vehicle stop
15. Demonstrate the cover officer's ability to utilize available cover
16. Demonstrate the cover officer's ability to communicate with the primary officer
17. Demonstrate the covers officer's ability to properly take the suspect

## PEACE OFFICERS' STANDARDS AND TRAINING

into custody (including handcuffing)

18. Demonstrate the cover officer's ability to remove the suspect to a safe area and conduct a thorough search of the suspect
19. Demonstrate the cover officer's ability to properly approach the suspect vehicle utilizing available cover and concealment
20. Demonstrate the cover officer's ability to clear the interior of the suspect vehicle utilizing the quick-peek technique
21. Demonstrate the cover officer's ability to clear the vehicle trunk while remaining out of the kill zone.

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Health, Fitness and Wellness	<b>Categories:</b> Reserve
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## Health, Fitness and Wellness

**Purpose:** A peace officer must be depended upon to perform his/her duty in serving and protecting the community they serve. The officer's health, fitness and overall wellness is crucial in providing this service.

**Instructional Goal:** This instruction will assist the students in understanding the importance of making a commitment to a complete healthy lifestyle, which will include fitness and wellness. They will understand the benefits that will allow them to have a healthy, positive, motivating and exciting career, as well as being able to enjoy a quality retirement.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the three (3) basic elements for a healthier lifestyle
2. Identify the basic principles of conditioning
3. Identify the components of an exercise session
4. Identify fitness related activities that an officer can perform off duty to ensure fitness
5. Identify the lifestyle habits that are the leading causes of death
6. Identify the essential nutrients for a balanced diet
7. Identify the characteristics of goal setting

## PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Provision of Emergency First Aid & Cardiopulmonary Resuscitation (CPR)	<b>Categories:</b> <b>Reserve</b>
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### Provision of Emergency First Aid & Cardiopulmonary Resuscitation (CPR)

**Purpose:** The very nature of a peace officer's duty involves responding to emergency situations. These situations may require the performing of emergency first aid or the administration of cardiopulmonary resuscitation to save a persons life.

**Instructional Goal:** Peace officers must recognize they have a responsibility to act in good faith and to provide emergency medical services (EMS) to the best of their abilities and within the scope of their training until a higher level of care arrives at their location.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and/or practical exam at or above 70% on the following:

1. Identify the primary responsibilities of peace officers as EMS first responders at a medical emergency
2. Identify the links of the chain of transmission of infectious pathogens
3. Identify precautions peace officers should take to ensure their own personal safety when responding to a medical emergency
4. Identify conditions under which a peace officer is protected from liability when providing emergency services
5. Demonstrate appropriate actions to take during an initial assessment for assessing a victim's:
  - Responsiveness
  - Airway
  - Breathing
  - Circulation
6. Identify assessment criteria for establishing priorities when assessing multiple victims at a single scene
7. Identify conditions under which an injured victim should be moved from one location to another
8. Demonstrate proper procedures for moving a victim using a shoulder drag technique



## PEACE OFFICERS' STANDARDS AND TRAINING

9. Identify circumstances under which a victim's airway should be opened by using a:
  - Head-tilt/chin-lift maneuver
  - Jaw-thrust maneuver
10. Identify the difference between a severe and a complete airway obstruction
11. Demonstrate procedures for clearing an obstruction from the airway of a conscious and unconscious:
  - Adult
  - Child
  - Infant
  - Pregnant or obese individual
12. Demonstrate rescue breathing techniques when using a pocket face mask or mouth-to-mouth maneuver
13. Demonstrate Cardiopulmonary Resuscitation (CPR) for adults, children, and infants, including:
  - Ventilation duration
  - Pulse location
  - Compression depth
  - Compression rate
  - Compression-to-ventilation ratio (one person CPR)
  - Compression-to-ventilation ratio (two-person (CPR)
14. Identify the four primary bleeding control techniques
15. Demonstrate the general guidelines for controlling bleeding from an open wound
16. Identify indicators of shock
17. Demonstrate first aid measures to treat shock
18. Define indicators of a possible head injury
19. Define the appropriate first aid measures for treating open and closed injuries to the:
  - Chest
  - Abdomen
20. Identify appropriate first aid measures for treating injuries to the bones, muscles or joints
21. Identify appropriate first aid measures for treating:
  - Thermal burns
  - Chemical burns
  - Electrical burns
22. Identify indicators of, and first aid measures for, a victim experiencing:
  - Cardiac emergency
  - Respiratory emergency
  - Seizure
  - Stroke
23. Define indicators and first aid measures for treating:
  - Insulin shock (hypoglycemia)
  - Diabetic coma (hyperglycemia)

## PEACE OFFICERS' STANDARDS AND TRAINING

24. Identify appropriate first aid measures for a victim experiencing signs of poisons that have been ingested, absorbed or injected
25. Define and differentiate between the indicators and first aid measures for treating:
  - Hypothermia and frostbite
  - Heat cramps, heat exhaustion and heat stroke
26. Define appropriate first aid measures for stings and bites
27. Define and demonstrate the initial assessment for:
  - Check for responsiveness
  - Check airway
  - Check for breathing
  - Check pulse
  - Serious bleeding
28. Demonstrate the following first aid techniques for controlling bleeding of a limb while using protective equipment:
  - Direct pressure
  - Elevation
  - Pressure bandage
  - Pressure points
  - Tourniquet
29. Demonstrate the following basic life support techniques:
  - Clearing an obstructed airway on conscious and unconscious victims
  - Adult, child and infant
  - Obese or pregnant
  - Rescue breathing for
  - Adult, child and infant
  - Cardiopulmonary resuscitation
  - Adult, child and infant
30. Demonstrate how to treat a victim for shock and answer the following questions related to shock:
  - When should a victim be treated for shock?
  - What are the possible consequences of failing to treat for shock?
  - Are there circumstances under which the consequences of shock may be more dangerous than the injury that caused it?
31. The student shall demonstrate how to bandage different injuries while using PPE (personal protective equipment) to minimize the dangers associated with infectious diseases and wash hands and disinfect equipment after providing treatment:
  - Use the cleanest material that is available
  - Expose the injury site
  - Cover the injury site
  - Bandage snugly but without impairing circulation
  - Leave victim's fingers and toes exposed
  - Immobilize site as necessary

## PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Tactics for the Arrest & Control of Suspects including, without limitation, Methods of Arrest & the use of Less than Lethal Weapons	<b>Categories:</b> <b>Reserve</b>
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**Purpose:** The purpose of this instruction is to give the student as much knowledge and skills for his/her safety and the safety of others. Defensive tactics may vary in the naming of techniques and various movements. A peace officer must be aware of the hazards of confrontations with subjects while he/she is on duty. For his/her safety, and the safety of others, a peace officer must be capable of avoiding or confronting danger before it occurs, and be physically capable of taking control of a suspect who resists verbal commands, physically resists, or attempts to attack a peace officer.

**Instructional Goal:** The instructional goal is to develop the knowledge, skills, and abilities necessary to perform physical tactics to restrain and control subjects who resist verbal command, physically resist, or attempt to attack a peace officer or another person.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and/or practical exam at or above 70% on the following:

1. Demonstrate correct interview stance
2. Demonstrate correct handcuffing from the rear
3. Demonstrate correct handcuffing from the front
4. Demonstrate correct kneeling position handcuffing
5. Demonstrate correct Terry frisk technique
6. Demonstrate the correct search technique of a person
7. Demonstrate the correct prone handcuffing
8. Demonstrate the correct control hold while applying handcuffs in the prone handcuffing position
9. Demonstrate proper application of the handcuffs in a prone cuffing position
10. Demonstrate proper take down techniques to a control position:
  - Wrist lock
  - Arm bar
11. Demonstrate self-defense techniques
12. Demonstrate escape techniques

## PEACE OFFICERS' STANDARDS AND TRAINING

13. Demonstrate correct holster retention techniques:
  - Forward strike
  - Elbow strike
  - Forearm push
14. Demonstrate effective disarming techniques

### **Less than Lethal Weapons**

**Student Performance Objectives:** Upon completion of this instruction and utilizing the PR-24 side handle baton, the student will be able to:

1. Demonstrate the proper stance
2. Demonstrate the proper grip
3. Demonstrate the correct methods to carry the PR-24
4. Demonstrate the proper positions to include:
  - Basic position
  - Long extended position
5. Demonstrate proper subject control holds to include:
  - Strong side arm-lock
  - Support side arm-lock
6. Demonstrate the correct basic position blocks to include:
  - High block
  - Strong side block
  - Support side block
  - Middle block
  - Low block
7. Demonstrate the correct long extended position blocks to include:
  - Two handed high block
  - Two handed strong side block
  - Two handed support side block
  - Two handed middle block
  - Two handed low block
8. Demonstrate the technique for jabs to include:
  - Front jab
  - Rear jab
  - Long extended jab
9. Demonstrate the proper technique for chops to include:
  - Flat chop
  - Upper chop
  - Power chop
10. Demonstrate the proper technique for spins to include:
  - Forward spin
  - Reverse spin
  - Power spin
11. Demonstrate the proper technique for draws to include:

## PEACE OFFICERS' STANDARDS AND TRAINING

- Cross draw
- Power draw

### **Methods of Arrest**

**Student Performance Objectives:** Upon completion of this instruction and utilizing current Nevada Revised Statutes, applicable case law and other relevant information, the student will be able to:

1. Identify when a peace officer may make an arrest
2. Identify the time requirement an officer may detain a person under suspicious circumstances
3. Identify the purpose of suspect immobilization during handcuffing
4. Identify what an officer should do after a suspect has been immobilized and controlled
5. Identify the general rule as it applies to handcuffing
6. Identify the six major types of searches of a suspect
7. Identify the essential elements to a safe arrest
8. Define the word "plan" as it relates to an arrest
9. Identify the most powerful upper body personal weapon(s) on the human upper body
10. Identify what an officer should check for on the handcuffs once they are applied
11. Identify how to check for tightness on handcuffs that have been applied

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Training Concerning Active Assailants	<b>Categories:</b> <b>Reserve</b>
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## Training Concerning Active Assailants

**Instructional Goal:** To familiarize students with the issues and responsibilities of officers faced with an active assailant situation.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and/or practical exam at or above 70% on the following:

1. Describe two past active assailant incidents and their outcome
2. Identify how past active assailant incidents led to current law enforcement policies regarding active assailant response
3. Define "active assailant"
4. Identify characteristics of an active assailant
5. Identify how active assailant deployment differs from the deployment needed at a hostage/barricade situation
6. Define the primary objective of response to active assailant
7. Identify who can initiate an active assailant deployment
8. Identify intelligence sources when initiating active assailant deployment
9. Identify the importance of Incident Command System
10. Identify the role and function EMS plays in response to active assailant
11. Identify tactical considerations for off-duty/plainclothes officers during active assailant incidents
12. Identify tactical considerations when executing active assailant deployment
13. Identify the importance of initiating SWAT/Tactical Team response
14. Define "element positions" and the responsibility of each position
15. Identify when to cease active assailant deployment and switch to building clearing by responding officers or SWAT
16. Demonstrate the ability to properly complete the skills exercises inclusive of three-, four- and five-officer movement and clearing techniques

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Training in the use of Firearms	<b>Categories:</b> <b>Reserve</b>
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## Training in the use of Firearms

**Purpose:** The peace officer's use of a firearm constitutes a responsibility that comes with an obligation to be proficient in the use of the firearm to ensure the safety of the citizens and the officer.

**Instructional Goal:** A peace officer must understand and practice all procedures for the safe handling of all firearms while on and off duty. They must also have a thorough knowledge of the workings, capabilities and limitations of the firearm, along with proficiency in the use of the firearm.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written and/or practical exam at or above 70% on the following:

1. Identify the primary purpose of the duty handgun
2. Define the legal consequences of improperly storing a firearm at home
3. List the four cardinal rules of firearm safety
4. Define the fundamentals of shooting
5. Identify the proper method of trigger control
6. Identify the primary purpose of trigger control
7. Identify the proper combat position
8. Identify proper sight alignment
9. Demonstrate a minimum level of proficiency in the use of each firearm the officer is authorized to use pursuant to the agency's policy and standards

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Writing of Reports	<b>Categories:</b> Reserve
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## Writing of Reports

**Purpose:** The report that is written documenting the facts and activities of a crime serve as the foundation for a criminal prosecution. It is therefore critical for the peace officer to be competent in the writing of a report.

**Instructional Goal:** A peace officer must clearly document the facts and activities of an investigation. The documentation is critical to the prosecution of a criminal case, and thus the peace officer must have the facts and activities clearly documented, along with a well-organized and developed structure that is free of errors and has correct grammar and other writing mechanics.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the six major elements of a report
2. Identify when quotation marks should be used in a police report
3. Identify why police jargon and acronyms should not be used in a police report
4. Identify the importance of note taking to the police reporting process
5. Define the police officer's role in the reporting process
6. Identify individuals outside of the law enforcement agency that might read and use police reports



# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Community Policing	<b>Categories:</b> Reserve
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## Community Policing

**Purpose:** Peace officers must maintain a good relationship with the public they serve. They must place an emphasis on professionalism and deter an attitude of “us” versus “them.” To accomplish this, the police must openly communicate and work with the public. “The police are the public and the public are the police.” (Sir Robert Peel)

**Instructional Goal:** The goal of this unit of instruction is to provide the student with an understanding of the community policing philosophy and principles and how to implement and use those principles on a daily basis serving the public.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the primary objective of community policing
2. Identify the components of community policing
3. Define “partnership” as it relates to community policing
4. Identify the differences between community policing and traditional policing practices

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Counter-Terrorism and Weapons of Mass Destruction	<b>Categories:</b> <b>Reserve</b>
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## Counter-Terrorism and Weapons of Mass Destruction

**Purpose:** The purpose of this instruction is to provide the student with an understanding of the origin of modern terrorist groups, their threat to Homeland Security and the various weapons of mass destruction they may use in carrying out their threats.

**Instructional Goal:** The goal of this instruction is to ensure that the student is able to understand and identify the origin of modern terrorist groups, to understand and identify the various threats of the modern terrorist and how weapons of mass destruction can and will be used by the terrorist.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the FBI definition of terrorism
2. Identify possible targets for terrorist attacks
3. Identify the most critical element in effectively countering terrorism in the U.S.
4. Identify the agency that has lead investigative responsibility in acts of terrorism against the U.S.
5. Identify the most popular method of attack used by terrorist

## PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Courtroom Demeanor, including without limitation, the giving of Testimony	<b>Categories:</b> <b>Reserve</b>
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Courtroom Demeanor, including without limitation, the giving of Testimony

**Purpose:** This purpose of this instruction is to emphasize the importance of presenting a case to the prosecutor in a clear, concise and complete manner, along with the essential requirements for responsive, responsible and honest testimony in court.

**Instructional Objective:** One of the basic objectives of the law enforcement function is effective testimony in court. Specific consideration of instruction is to be devoted to the fundamental requirements of case preparation such as objectivity, content and methods of reporting, attachments to the report and final review to assure all elements of proof are presented. Officer demeanor and appearance in the courtroom, courtroom procedures and use of notes when testifying, will also be covered.

**Student Performance Objective:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify the primary purpose of testimony
2. Identify the necessity of reviewing notes and reports prior to court to ensure effective testimony
3. Identify the necessity of objective, complete and truthful answering of testimony
4. Identify the proper appearance, attitude and conduct when testifying
5. Identify important items the officer should bring to court when testifying

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Crisis Intervention	<b>Categories:</b> Reserve
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## Crisis Intervention

**Purpose:** Peace officers are being increasingly called upon to perform emergency intervention services for their community. Particularly in response to family disturbance calls, the officer is confronted with high risk of serious violence and injury. Officers should be prepared to analyze and effectively deal with these crisis situations.

**Instructional Goal:** The goal of this instruction is to introduce the student to the broad range of activities termed as “crisis intervention,” provide a variety of such situations, inform the students of some of the dangers in crisis situations, understand effective crisis intervention techniques, and to prevent and deter future situations.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able pass a written exam at or above 70% on the following:

1. Identify the basic concept of crisis theory
2. Identify the primary and most basic human need
3. List three types of precipitating events which lead to a crisis situation
4. Identify the difference between anxiety and depression
5. Identify three types of coping mechanisms
6. Identify two types of crisis
7. Identify the three main areas of crisis intervention which concern law enforcement
8. Identify four responses for law enforcement in relating to a person in a crisis situation
9. Identify three responses for law enforcement to avoid in relating to a person in a crisis situation
10. Identify three non-law enforcement referral sources that will assist the person(s) in crisis

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Ethics in Law Enforcement	<b>Categories:</b> Reserve
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## Ethics in Law Enforcement

**Purpose:** The purpose of this unit of instruction is to formulate an understanding and adherence to the degree of ethical and moral behavior that is expected of peace officers in both their personal and professional life.

**Instructional Goal:** Through the use of case studies, class discussions and scenarios, the student will learn the consequences of unethical and immoral behavior on the part of the peace officer, both on and off-duty. The law enforcement Code of Ethics will be discussed and related to daily law enforcement activity. The student will also gain an understanding of the Peace Officer's Bill of rights and the investigative procedures involved in officer misconduct complaints, ensuring fair and legal treatment of the officer.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Identify law enforcement behaviors that are resented by the public
2. Define the relationship between ethical law enforcement behavior and the public trust
3. Identify the negative results of unethical behavior by law enforcement agencies and officers
4. Identify the five principles of ethical behavior
5. Identify the basic guidelines for police officer conduct as laid out in the Canons of Police Ethics
6. Define "social contract"
7. Identify the basic guidelines for police officer conduct as laid out in the Law Enforcement Code of Ethics

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Handling of Persons with Mental Illness	<b>Categories:</b> <b>Reserve</b>
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## Handling of Persons with Mental Illness

**Purpose:** Situations that require the handling of the mentally ill pose a significant challenge to the peace officer. Such behaviors may stem from old-age senility, substance abuse, psychopathic and suicidal behaviors. Personal judgments and actions of the peace officer when dealing with the mentally ill may have a strong impact upon the individual, the officer and the community they serve.

**Instructional Goal:** The goal of this instruction is to provide the student with a broad behavioral information base which they can draw upon when confronted with the mentally ill subject.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Define "mental illness"
2. Identify the NRS concerning mental illness
3. Identify questions to ask to determine risk of suicide
4. Identify strategies in managing persons with mental illness or in mental crisis
5. Identify the process for involuntary commitment of the mentally ill
6. Identify appropriate methods concerning crisis communication

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> History and Principles of Law Enforcement	<b>Categories:</b> <b>Reserve</b>
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## History and Principles of Law Enforcement

**Purpose:** All professions must have a firm foundation of where they originated. They must have this so they do not repeat mistakes of the past. The primary purpose of this instruction is for the student to develop a basic understanding of the history and principles of law enforcement.

**Instructional Goal:** Students come to a basic course with a limited amount of knowledge of law enforcement history or varied perceptions of the principles of law enforcement. This instruction is to assist the student in understanding the history of law enforcement and developing a realistic perception of law enforcement principles.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Describe where local law enforcement receives its authority to enforce the law
2. Identify who is considered the “father of modern law enforcement”
3. Describe where most of America’s law enforcement concepts came from which country

# PEACE OFFICERS' STANDARDS AND TRAINING



<b>Title:</b> Survival of Peace Officers	<b>Categories:</b> <b>Reserve</b>
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## Survival of Peace Officers

**Purpose:** On a daily basis, a peace officer places his/her life on the line to serve and protect the citizens of the community he serves. The officer must be thoroughly trained in survival to ensure he/she completes his shift and make it home. Thus the purpose of this instruction is designed to develop the mental, emotional and physical skills for the officer to survive and have a productive career.

**Instructional Goal:** The goal of this instruction is to develop in the officer an awareness of the inherent dangers in law enforcement and the appropriate responses to these dangers.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 70% on the following:

1. Define "avoidable police killings"
2. Define that officer survival is a "state of mind"
3. Identify the term develop and magnify his own "will to survive" in dangerous enforcement confrontations
4. Define "lag time"
5. Identify the weapon most often used in police killings
6. Identify the distance between peace officer and killer in most police killings and how it should affect your training
7. Identify why a ballistic vest (body armor) does not protect the officer 100% from gunshot wounds





STATE OF NEVADA  
 COMMISSION ON PEACE OFFICERS' STANDARDS AND TRAINING  
 Records and Certification Section  
 5587 Wa Pai Shone Avenue  
 Carson City, Nevada 89701  
 (775) 687-7678\*Fax (775) 687-4911

**RECEIVED**

JUN 04 2013

**NV P.O.S.T.**

**EXECUTIVE CERTIFICATE APPLICATION**  
 Refer to NAC 289.270 for certificate requirements

Last Name Jackson First Name Thomas Middle Alan  
 POST ID# 18847  
 Residence Address (not agency address)  
 Street [REDACTED] City [REDACTED] State [REDACTED] Zip [REDACTED]  
 Agency Name NV Dept. of Public Safety, NHP Agency ID # 081 Hire Date 02/14/1994

1. Is the applicant currently in a full time Executive position?  Yes  No Date appointed 09/2009
2. **Executive position defined per NAC:** "Executive level position" means a position held by a peace officer in which the peace officer supervises two or more persons who hold management level positions and is in charge of an entire agency or a major division or bureau within an agency.
3. Is this a temporary appointment?  Yes  No Date appointed \_\_\_\_\_
4. Organizational Chart attached  Yes  No
5. Letter attached describing the manner in which the applicant's current assignment meets the criteria for an Executive level position as set forth in regulation.  Yes  No

**Please itemize and include support documents of the training to include dates, college terms/quarters and hours in each area below**

**200 HOURS -EXECUTIVE TRAINING**  
 (Copies of official transcripts required)

Only courses that were passed can be used. College credits are converted at a ratio of 15 hours for each college credit.

Course Topic	Date / College Term	Provider / College (include credits)	Hours
✓ USSS Dignitary Protection Seminar	5/21/2012 - 5/25/2012	United States Secret Service	40
✓ Defending Law Enforcement Litigation	12/01/2011 - 12/02/2011	Public Agency Training Counsel	16
✓ Policies and Procedures	12/02/2010 - 12/03/2010	Public Agency Training Counsel	16
✓ Defending Law Enforcement Litigation	11/30/2009 - 12/02/2009	Public Agency Training Counsel	20
✓ Pre-disciplinary Hearing Officer training	06/03/2009 - 06/04/2009	NV DPS	16
✓ Developing and Documenting Int. Con. Sys.	10/06/2007	State of NV Dept. of Admin.	6
✓ Developing and Implementing Policies and Proc	06/13/2007 - 06/14/2007	NV POST	16
✓ Psychology of Training and Development	01/2005 - 05/2005	Northwestern University	45
<b>NOTE:</b> If the space provided for documenting the training is not sufficient, please attach a supplemental listing of training to this application.			Total
			175

Single Point of Contact	Tanya Bales	<i>Tanya Bales</i>	Training Coordinator	5-29-13
	Name	Signature	Title	Date
Agency Administrator or Designee	Jaime Brown	<i>Jaime Brown</i>	Lieutenant	5/30/13
	Name	Signature	Title	Date

**POST USE ONLY - DO NOT WRITE IN THIS SPACE**

Reviewed By [Signature] Date Reviewed 6-4-2013

Records & Certification [Signature] 6-10-2013  Approved  Denied

Executive Director [Signature] 6-13-13  Approved  Denied

POST Commission Meeting  Approved  Denied

Data Entry \_\_\_\_\_



Brian Sandoval  
Governor



Chris Perry  
Director

Colonel Troy L. Abney  
Chief

## Nevada Highway Patrol

555 Wright Way  
Carson City, Nevada 89711  
Telephone (775 687-5300) • Fax (775 684-4879)

Commission on Peace Officers' Standards and Training (POST)  
Records and Certification Section  
5587 Wa Pai Shone Avenue  
Carson City Nevada, 89701

Date: May 29, 2013

Re: RECOMMENDATION FOR NEVADA POST EXECUTIVE CERTIFICATE  
CAPTAIN THOMAS A. JACKSON, NEVADA HIGHWAY PATROL

Nevada POST:

Please consider this verification and endorsement of Captain Thomas Jackson as meeting the requirements to be awarded the Nevada POST Executive Certificate. Captain Jackson is currently filling an executive position within the Department of Public Safety; Highway Patrol Division assigned to Southern Command where he oversees fourteen urban traffic operations squads consisting of +/- 105 lieutenants, sergeants and troopers.

Furthermore, Captain Jackson is chair of the NHP Weapons and Tactics Committee in which he actively reviews proposals, develops, approves and implements directives and policy for the Highway Patrol and Department of Public Safety. Additionally, he serves as a member of NHP Top Management.

In the event you would like to discuss Captain Jackson's qualifications or require additional or clarifying information, please do not hesitate to call me at (775) 684-4901.

Troy L. Abney, Colonel  
Chief  
Nevada Highway Patrol

cc. Captain Thomas Jackson, Southern Command





Jackson, Thomas A. (18847)

Employment Summary

<b>Nevada Department of Public Safety</b>	- Active	<b>Total Service:</b> 19 Years 116 Days
<b>Hired:</b> 2-14-1994	<b>Last Action</b> 2-14-1994	Hired

<b>Assignment:</b>	<b>Pos/Rank:</b>
<b>Level:</b> Supervisor	<b>Classif.:</b>
<b>Shift:</b>	:

Certification

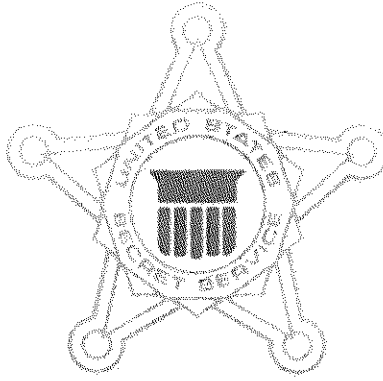
Date	Status	Certified	Expires	Probation	Cert #
Advanced					
4-24-2006	Active	4-24-2006			
Intermediate					
4-24-2006	Active	4-24-2006			
Management					
4-24-2006	Active	4-24-2006			
Instructor					
3-31-2003	Active	3-31-2003			
Basic: Category I					
6-17-1995	Active	6-17-1995			

Employment History

<b>Nevada Department of Public Safety</b>	<b>Service:</b> 19 Years 116 Days
<b>Date:</b> 2-14-1994 <b>Action:</b> Hired	<b>Status:</b> Active

<b>Assignment:</b>	<b>Pos/Rank:</b>
<b>Level:</b> Supervisor	<b>Classif.:</b>
<b>Shift:</b>	:





# UNITED STATES SECRET SERVICE

*this certifies that*

Thomas Jackson

Captain

Navada Highway Patrol

*has attended the United States Secret Service*

Dignitary Protection Seminar 201-12

*Held in Washington D.C., from May 21 - 25, 2012*

*David J. O'Conner*  
ASSISTANT DIRECTOR, Office of Investigations

# Public Agency Training Council

National Criminal Justice

CERTIFICATE OF ATTENDANCE

**Thomas Jackson**

Has completed 16 hours in

**Defending Law Enforcement Litigation**

Las Vegas, NV

12/1/2011 through 12/2/2011

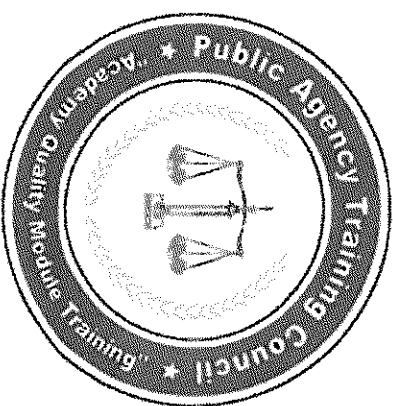
**John Jack Ryan & Lou Reiter**

*Instructor*

South Carolina 047  
Indiana 35-1639066

  
James R. Alsup  
Director

“Dedicated to Setting Training Standards”





# Public Agency Training Council

National Criminal Justice

CERTIFICATE OF ATTENDANCE

**Thom Jackson**

Has completed 16 hours in

**Policies and Procedures**


Las Vegas, NV

12/2/2010 through 12/3/2010

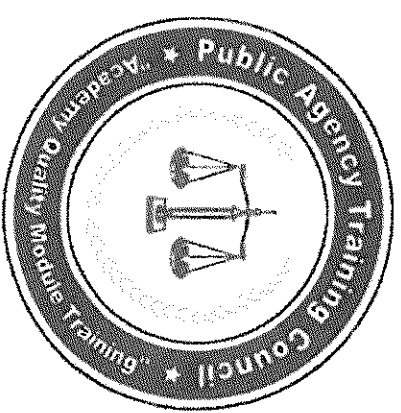
**Lou Dekmar**

*Instructor*

South Carolina 047  
Indiana 35-1639066

  
James R. Ainsup  
Director

“Dedicated to Setting Training Standards”



# Public Agency Training Council

National Criminal Justice

CERTIFICATE OF ATTENDANCE

**Thomas Jackson**

Has completed 20 hours in

**Defending Law Enforcement Litigation**

Las Vegas, NV

11/30/2009 through 12/2/2009

*Instructors*

Karen Blum, Robert Bennett

Lou Reiter, Jack Ryan

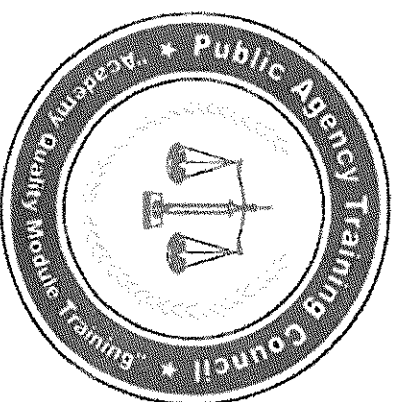
James R. Aisup

Director



South Carolina 047 Indiana 35-1639066

“Dedicated to Setting Training Standards”



**CERTIFICATE OF TRAINING**

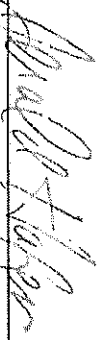
This Is To Certify That:

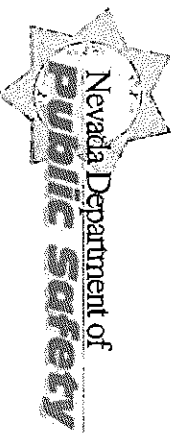
**Thom Jackson**  
**Captain**

Successfully Completed The 16 Hour Course

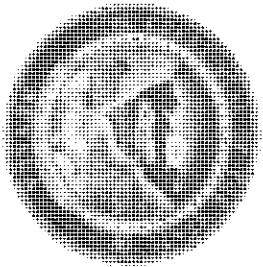
**PRE-DISCIPLINE HEARING OFFICER TRAINING**  
**AND**  
**REJECTION FROM TRIAL PERIOD HEARING**

This 4th day of June, 2009

  
Gerald Hafen, Director  
Department of Public Safety



  
Dennis Osborn, Captain  
DPS-Nevada Highway Patrol



STATE OF NEVADA  
DEPARTMENT OF ADMINISTRATION  
DIVISION OF INTERNAL AUDITS  
FINANCIAL MANAGEMENT

CERTIFICATE OF TRAINING

**Thomas Jackson**

Has successfully completed a 6-hour training on  
Developing and Documenting Internal Controls Systems

A handwritten signature in cursive script, appearing to read "Linda Law".

Linda Law, Interim Manager

Dated: October 25, 2007



Northwestern University Center For Public Safety  
School Of Police Staff and Command

North Las Vegas, Nevada  
Class #206  
January 10 - May 13, 2005

GRADE RECORD

Student: Lt. Thomas A. Jackson  
Agency: Nevada Department of Public Safety  
Social Security #: 570-11-5210  
Project #: 0960-530-A330

<u>Course Title</u>	<u>Course Number</u>	<u>Semester Hours</u>	<u>Grade</u>
M Managerial Accounting	250	3	A
M Organizational Behavior	301	3	A-
M Strategic Planning and Management	367	3	A
ψ Psychology of Training and Development	222	3	A
m Human Resource Management	309	3	A
Current Issues in Management	390-1	3	A
M Psychology of Personnel Methods	306	3	A

**TOTAL GRADE POINT AVERAGE:** 3.96 for 21 semester credit hours

May 30, 2005