

**BLET ADVISORY GROUP
MEETING MINUTES
December 11, 2020
Teleconference Meeting**

Jennifer Fisher called the meeting to order at 10:00 am and thanked everyone for attending the December 11, 2020, BLET Advisory Group meeting. Leann Supko conducted a formal roll call. A quorum was present. Jennifer Fisher recognized guests in attendance and asked that they introduce themselves.

Members Present:

Kelly Blackwelder, Town of Elon Police Department
Joseph Cotton, North Carolina State Highway Patrol
Jon Gregory, Wake Technical Community College
Billy Kelly, Rockingham Police Department
Kenneth Klamar, Sunset Beach Police Department
Randy Shepherd, Guilford County Sheriffs' Office
Sammy Turner, Brunswick County Sheriffs' Office
Aaron Vassey, Cleveland Community College
Steve Warren, Western Piedmont Community College

Members Absent:

Richard Tullis, Asheville Police Department
Rick Barney, Craven Community College

Ex-Officio Members Present:

Jason McIntyre, Criminal Justice Standards Division (representing Michelle Schilling)
Brenda Rivera, North Carolina Department of Justice

Ex-Officio Members Absent:

Chris Scott, Sheriffs' Standards Division
Diane Konopka, Sheriffs' Standards Division
Steven Combs, Criminal Justice Standards Division
Autumn Hanna, Sheriffs' Standards Division
Charminique Williams, Criminal Justice Standards Division

Staff Present:

Jennifer Fisher, North Carolina Justice Academy
Leann Supko, North Carolina Justice Academy
Stacy Holloman, North Carolina Justice Academy
Alex Gazaway, North Carolina Justice Academy
Jon Blum, North Carolina Justice Academy
Dan Worley, North Carolina Justice Academy

Guests Present:

Tracy McPherson, North Carolina Community Colleges

OLD BUSINESS

- Approval of September 11, 2020 meeting minutes
Members were afforded an opportunity to review the minutes from the September 11, 2020 meeting. Sammy Turner made the **motion** to accept the minutes. Billy Kelly **seconded. None opposed.** No further discussion. **Motion carried.**

- BLET Job Task Analysis (JTA) Revision Update
Alex Gazaway provided the Advisory Group with an update on revisions for the BLET curriculum. Mr. Gazaway stated many lesson plans from Module 2 are being sent to the Advisory Group in various forms with changes to the existing curriculum. As they come through, feedback is appreciated. Several members have passed these lesson plans on to their instructors or people who have several years of experience in the field. Mr. Gazaway stated they are relying on their expertise, and this process is much appreciated.
Some lesson plans are almost ready for legal review; some are currently awaiting legal review, and others are finished and awaiting final review. Mr. Gazaway stated the team is doing what many law enforcement entities are doing by monitoring recommendations from various reports and their impact on the BLET curriculum development. Mr. Gazaway asked the BLET Advisory Group to look at those recommendations and how they are currently addressed in BLET. Mr. Gazaway stated everything from Crisis Intervention Training (CIT) to Firearms Training needs to be reviewed to better enhance the BLET curriculum. Several recommendations from the reports include adding de-escalation training and CIT. Mr. Gazaway explained that some recommended training already exists in the Problem Solving and Mental Illness blocks of instructions, though the JTA Revision Team has not yet looked at those lesson plans.
Mr. Gazaway stated they are incorporating many practical exercises in almost every block of instruction to have more hands-on training. Based on the rate they are going, the new BLET program is expected to increase in hours due to practical skills. At this time, Mr. Gazaway does not foresee any increased cost. There are approximately 310 hours for 16 topics with the added hands-on training. Around 24 lesson plans remain for development.
Mr. Gazaway stated they are starting to work on the course management guide and order of delivery. Mr. Gazaway explained that there is a base lesson plan for each module: afterward, everything flows at the School Director's discretion. For example, the Criminal Investigations module is the base lesson plan; after that, the School Director can put out whatever order of training accommodates their school and facilities.
Mr. Gazaway expressed they are revisiting the Job Task Analysis findings, particularly the skills and actual tasks identified. As an example, some of the information on NC AWARE and CJ LEADS has been removed. Officers are required to take additional training outside of BLET to operate those systems. The BLET JTA revision team felt those training hours were best utilized for practical exercises and hands-on training.

Mr. Gazaway expressed that the revision team will continue to reach out to the field for guidance. In addition to content reviews, Mr. Gazaway asked the group to review administrative aspects (i.e., class size and efficiency of completing practical skills). Mr. Gazaway stated the administrative perspectives are needed in developing these lesson plans. Mrs. Fisher opened the floor for a brief discussion. Mrs. Fisher plans to have a teleconference on a separate date specifically for questions on the BLET rewrite.

Mrs. Fisher asked Mr. Gazaway to share a tentative timeframe for piloting the new BLET Curriculum. Mr. Gazaway stated they expect to have everything completed by summer 2021. With necessary Administrative Code changes needing approval through the North Carolina Criminal Justice Education and Training Standards Commission, piloting the new curriculum is expected in January 2022 with Statewide implementation in January 2023.

Tracy McPherson inquired upon whether any discussion was had on naming this project to better distinguish between current BLET Advisory Group work noted as "revisions." Jon Blum stated that the JTA revision team refers to the current BLET curriculum as "Legacy," but they have not yet named the new revision. Currently, the latest revision is referred to as "New BLET," and suggestions are welcomed. Mr. Blum elaborated that it is typical for these types of revisions to be referred to as a generation of content. Mrs. Fisher asked Jon Blum, Dan Worley, or Alex Gazaway to send a follow-up email regarding the revision's naming.

Jennifer Fisher encouraged the BLET Advisory Group to offer feedback and constructive criticism. Mrs. Fisher stated she would like to record what comes from the BLET Advisory Group and asked that information is sent through her. Mr. Gazaway replied that some members have participated by passing on information to their resident experts who directly emailed information. Dan Worley stated each BLET Advisory Group member's input is essential to this project and their true perspectives are valued.

NEW BUSINESS

➤ BLET Advisory Group Membership

Jennifer Fisher thanked and congratulated Rick Barney and Kelly Blackwelder for accepting their reappointment of position to the BLET Advisory Group. Mrs. Fisher expressed her appreciation for their past dedication and future efforts to the BLET Advisory Group.

➤ Overview of Reports on Law Enforcement Professionalism, Policing, and Training

Mrs. Fisher reviewed the reports information specifically discussing only the segments that have a potential impact on the BLET curriculum. There was no discussion of the reports in their entirety. Mrs. Fisher compiled a summary of the following reports:

- NCACP Workforce on Police Professionalism – Recommendations on the Evolution of 21st Century Policing, September 1, 2020
- North Carolina Sheriffs' Association Report on Law Enforcement Professionalism, October 21, 2020
- Task Force for Racial Equity in Criminal Justice

- House Select Committee Recommendations

Mrs. Fisher opened the floor for discussion and asked the BLET Advisory Group for feedback after reviewing each report. Any comment is noted below each topic in bold ink. Discussion is noted following each report.

NCACP Workforce on Police Professionalism - Recommendations on the Evolution of 21st Century Policing, September 1, 2020

- The concept and methods of fair and impartial policing should be mandated in Basic Law Enforcement Training (BLET) and in-service training.
- Policies and training should incorporate the duty to intervene and report misconduct or misuse of force by another officer without fear of retribution to aid in the prevention of police misconduct.
 - ❖ **Mrs. Fisher noted that effective January 2021, duty to intervene and misuse of force by other officers is addressed in the Subject Control Arrest Techniques lesson plan. Mrs. Fisher stated that further development on fear of retribution would need to be reviewed.**
- Preserve life in all use of force incidents.
 - ❖ **Mrs. Fisher stated that this topic is also addressed in the Subject Control Arrest Techniques lesson plan beginning January 2021.**
- Use of force training should be comprehensively reformed to incorporate preservation of life in every aspect of use of force, and to integrate the existing fragmented use of force techniques and tools into a comprehensive approach.
- Training in the preservation of life in crisis situations requires more than classroom instruction. De-escalation and use of force training should emphasize active scenario-based reality training that inculcates the objective of preservation of life and assesses an officer's skills and decision-making. De-escalation, use of force, and Crisis Intervention (CIT) training should be mandated in BLET and in-service training.
 - ❖ **Mrs. Fisher reminded members that in 2015, a massive review/revision was conducted of the Individuals with Mental Illness lesson plan to include all components of CIT that were applicable across the State. Mrs. Fisher clarified that CIT is a 40-hour course. The 40 hours are composed of core classes and electives specific to communities, such as veteran services or homelessness. The course is designed to allow agencies to choose elective topics depending on the area's needs. During that revision process, which was composed of a board of clinicians and law enforcement officers, all components possible (about 80% of the**

40-hour training) were included in the Mental Illness block of instruction. Furthermore, eight hours of practical exercises, including de-escalation and crisis intervention methods, were added. Mrs. Fisher stated this was looked at and addressed in the past and wanted to remind everyone of current BLET lesson plans.

Mr. Warren added that CIT instructors have stated to him that work experience in the field is essential to understanding Crisis Intervention Training. Also, Mr. Warren addressed that some remote areas do not have access to facilities when dealing with subjects who require professional mental health aid. Mrs. Fisher elaborated that under the review process, the clinicians all agreed that CIT is an advanced level skills course and is not applicable to all law enforcement officers, particularly the new basic recruit. Available services and facilities vary across State.

- NCACP supports the current NCJA Job Task Analysis with additional emphasis to create introductory BLET courses for CIT, biased policing, and verbal de-escalation.
- NCACP recommends BLET, in-service and instructor training programs incorporate reality-based role play training that evaluates comprehension and decision making to preserve life.
- De-escalation training is more than a buzz term. It must become a meaningful policing approach with proven effectiveness. In North Carolina, de-escalation training is fractured into several sub-set training course such as Crisis Intervention Team (CIT), Verbal de-escalation/tactics, fair and impartial policing, and constitutional policing.
- Combined, these courses equip officers to make sound legal decisions while incorporating appropriate methods to divert certain events from criminal justice system. By de-escalating situations, law enforcement is able to predictively reduce use of force encounters which could ultimately preserve life.
- NCACP recommends the development a comprehensive de-escalation training for law enforcement.
- Duty to Render Aid - Preservation of life must also include policies, training or applicable certifications for rendering aid. In addition to requesting medical care, officers must receive training to render lifesaving aid until advanced medical care arrives on scene.

❖ Mrs. Fisher stated around 2016, a review board was developed to review the First Responder block of instruction. The First Responder block has basic first aid and CPR with additional topics such as information on Narcan and decontamination of O.C. spray.

- NCACP recommends all North Carolina law enforcement officers obtain training in Basic First Aid & CPR.

END OF REPORT

Mrs. Fisher opened the floor for discussion. No discussion ensued.

North Carolina Sheriffs' Association Report on Law Enforcement Professionalism, October 21, 2020

- The Association supports the development of additional training for law enforcement officers regarding use of force; and
- Requests the Executive Order be amended, and legislation be enacted to require the North Carolina Justice Academy, and not the Center, to be the entity required to create this training. Currently, the North Carolina Justice Academy creates almost all required law enforcement training for North Carolina law enforcement officers. This change would allow that practice to continue.
- In addition, to ensure uniform collection and reporting on use of force, a statewide, uniform definition of "use of force" and a statewide, uniform use of force policy is necessary. Use of force is addressed in the North Carolina Law Enforcement Accreditation (NCLEA) program's draft guide. In Chapter 5 of NCLEA's draft standards there are requirements that accredited agencies have a policy addressing use of force and use of deadly force, in addition to other requirements for use of force documentation and reporting.
- The Association recommends that legislation be enacted requiring the North Carolina Attorney General to develop a uniform definition of use of force and a model policy on use of force, both of which must be approved by the North Carolina Sheriffs' Association and the North Carolina Association of Chiefs of Police before being finalized.
- Law enforcement officers shall not, unless authorized by G.S. § 15A-401(d)(2), use chokeholds, strangleholds, Lateral Vascular Neck Restraints, Carotid Restraints, or any other tactics that restrict oxygen or blood flow to the head or neck.
- In addition, the Association recommends that the following specific policy language regarding the duty to intervene and report be adopted by:
 - All law enforcement agencies in North Carolina; and
 - The North Carolina Law Enforcement Accreditation (NCLEA) Program. Duty to Intervene Report: Officers have a duty to intervene when necessary to prevent or stop another officer from using a level of force that the officer knows is excessive under the existing circumstances.

Officers shall intervene when the officer observes any other officer treating anyone in any manner that is inconsistent with law or agency policy.

Any officer who is required to intervene, also has a duty to report that intervention. Notification shall be made to a supervisor, documented in writing, and submitted through the Chain of Command or an established internal affairs process.

Failure to report as required may result in disciplinary action up to and including dismissal, and possible criminal charges.

- North Carolina currently requires a basic training course for entry level law enforcement officers that is a minimum of 640 hours. Many are longer. This training is delivered in a variety of formats depending on the subject matter, but includes class lecture, as well as scenario-based training, practical exercises, and group discussion. BLET is currently offered at 65 sites across the State, including community colleges and at some of the larger law enforcement agencies that offer in-house programs for their recruits.
- It is important to note that BLET is the minimum amount of training required to become a law enforcement officer. Because these are minimum standards, any school or agency delivering the course may add more hours or topics to the curricula if they choose. In addition to BLET, some agencies require additional training hours for new officers in the form of a formal field training program or more informal probationary periods of employment.
- In the current BLET curriculum, students must take a minimum of thirty-six (36) written exams covering each of the thirty-six (36) topics of instruction in BLET and a State exam to receive certification as a law enforcement officer. They must pass each of those exams with a minimum score of seventy (70). If a student fails to meet the minimum score of seventy (70) on a topic of instruction, they are allowed one re-test. They may retest in no more than four topic areas. If a student fails a fifth topic area or is unable to make a minimum score of seventy (70) in all topic areas, they are dismissed from the BLET program and will not be certified as a law enforcement officer. In addition to passing the written examinations for each subject area, students are also required to show proficiency in practical skill exercises and law enforcement techniques throughout the topics of study. If students cannot demonstrate satisfactory proficiency, instructors will not allow them to continue in BLET.
- BLET students must pass a written State examination with a minimum score of 70. This state test is comprehensive and covers all thirty-six (36) topics of study in a six (6) unit examination. Students must meet the minimum score on each of the six (6) units. If their minimum score is below seventy (70) on one or two of the units, a student will be given an opportunity for a retest within sixty (60) days of the original examination. If the student scores below the minimum score on more than two units, they will not be allowed a retest and will not receive certification as a law enforcement officer.
- While testing is a crucial component of measuring competency, it is important to remember that many aspects of a law enforcement officer's job prove difficult to measure in a classroom. For example, it is difficult to measure a trainee's reaction to a person suffering a mental health crisis, a crowd of people protesting an emotional issue and exercising their first amendment rights, or an individual who is drug impaired and brandishing a weapon. Those situations can be simulated, but

in a real-life scenario, events are not scripted and are unpredictable. Events are driven by emotion and facts that cannot be recreated in a classroom setting. While there are methods which can be and are being taught in the classroom to help officers know how to respond in those moments, no number of hours in the classroom could ever fully prepare them for the actual event.

- In an effort to evaluate and improve current BLET curricula, in July 2019, a job task analysis was conducted regarding the current BLET curriculum. The job task analysis was designed to identify tasks expected of an entry-level law enforcement officer in North Carolina. To begin the job task analysis, a survey was conducted of law enforcement officers across the State.
- Consequently, the North Carolina Justice Academy, including instructors and subject matter experts, began to review and revise all 36 lesson plans which make up the current BLET curriculum in light of the results of the job task analysis. As a result of the subsequent review and revision, Commissioners from both Commissions, along with the BLET Advisory Group, the School Directors Advisory Group, and the Job Task Analysis working group have been provided draft lesson plans for review.
- Implementation of the new BLET curriculum is slated to begin in January 2022 with pilot testing. Statewide implementation is tentatively set for January 2023. The new BLET will consist of approximately 700 hours and will continue to train in those fundamental areas of study necessary for the education of a new law enforcement officer.
- Because great strides are currently underway to update and improve upon North Carolina's existing BLET, a unique opportunity exists to recommend changes while modifications to the curriculum are on-going.

❖ Mrs. Fisher noted that we will only be making critical revisions, such as statutory changes or fixing incorrect information, until the new BLET curriculum is completed.

- Therefore, the Association recommends that:
 - 1) The Commissions study:
 - a. The feasibility of requiring centralized delivery of BLET as an in-residence program at the North Carolina Justice Academy's Salemburg and Edneyville campuses and moving away from the current decentralized delivery system.
 - b. Recommending whether agencies or certified schools who could fund and manage their own in-residence BLET program should be part of a new centralized delivery.
 - c. The funding needed for physical needs and additional personnel requirements at the North Carolina Justice Academy to deliver an in-residence, centralized

BLET for all law enforcement officers in the State.

- 2) The Commissions study the current BLET delivery model and identify ways to:
 - a. Improve the lack of consistency of delivery of the material by instructors.
 - b. Improve the quality of instruction across the State.
 - c. Increase enrollment standards so that each class has a sufficient number of students to ensure the quality of instruction.
 - The Association recognizes the benefit of consistent and uniform delivery of BLET. Therefore, the new delivery of BLET should be provided during an in-residence program. The North Carolina State Highway Patrol currently runs their academy as an in-residence program. This allows greater control over curriculum delivery, consistency in delivery, and more scenario-based training which the Association believes is crucial to improving law enforcement training and professionalism.
 - The lessons provided by an in-residence BLET program will not only come from the written curriculum, but from daily experiences. Cadets will learn to communicate with individuals who are from different parts of North Carolina or the country, who may be of a different ethnicity, a different race, or a different socio-economic background. Cadets will live with people who do not look like them, talk like them, or may not have grown up in an environment similar to theirs. They will be working together in formation, learning to depend on each other as backup during traffic stops, execution of search warrants, and generally learning to rely on each other for professional support and assistance. This will help teach cadets how to collaborate with, communicate with and accept individuals from different walks of life and to become officers who can model that behavior in their agencies. An in-residence BLET will produce not only a better tactically trained officer, but an officer who is better equipped to communicate with and understand all communities in North Carolina, not just their own.
 - Furthermore, an in-residence BLET program will allow the North Carolina Justice Academy to maintain greater control over the quality and consistent delivery of instruction. BLET instructors at the N.C. Justice
 - Additionally, the Association recommends that during the current review and revision of BLET, the North Carolina Justice Academy incorporate:
 - Forty (40) hour crisis intervention training (CIT) into the BLET curriculum,
 - Civil unrest training into the BLET curriculum,
- ❖ **Mrs. Fisher reminded the group that civil unrest training was addressed in the Crowd Management block of instruction via subject matter experts from Charlotte-Mecklenburg Police Department's assisting with the 2019 revision cycle.**

- More scenario-based training throughout all topic areas of the BLET curriculum to give cadets more real-world, practical experience and concept application.

END OF REPORT

Mrs. Fisher opened the floor for discussion on all the above recommendations. Steve Warren stated it seems the Sheriffs' Association wants to put the Community College system out of the business of doing BLET training. Mr. Warren elaborated that over 600 recruits are currently on the waitlist in South Carolina's Justice Academy to complete training.

Mrs. McPherson stated the Community College is an industrious group, and industry heads determine the standards and culture. Community Colleges are ready to support the employer's wants. Mrs. McPherson has experienced discussions over the years on centralized vs. decentralized BLET and how it is accomplished. Mrs. McPherson stated a challenge for the school directors and colleges is that the Sheriffs and Police Chiefs often do not agree with one another on centralization and decentralization. There are pros and cons to each. There would be more levels of consistency through centralized training when defining consistency as a relative number of instructors who do the same thing. Adversely, limited instructors and facilities equate to a limited number of offerings. Over time, law enforcement employers need to discuss the balance on the perception of specific criteria' needs. The results of such a discussion will impact community college programs, but those programs are there to serve employers. The community college's goals are to continue to support the employer's needs.

Aaron Vassey expressed that the idea that in-residence training produces a better officer is offensive to the thousands of officers who have already completed BLET. Mr. Vassey stated the CIT curriculum was instituted after the Charlotte riots/incidents with 40 hours of CIT added/revised. Mr. Vassey asked if the Sheriffs' Association is familiar with what content on Crisis Intervention Training is currently in the BLET curriculum? Mr. Vassey stated that he has no recollection of any representative from the Sheriffs' Commission ever attending a BLET Advisory Group meeting and offering input. Mr. Vassey recommended a Sheriffs' Commission representative come to BLET Advisory Group meetings to provide feedback. Mr. Vassey articulated that not all agencies' demands/issues are generalized. Needs for CIT vary amongst agencies. Mr. Vassey concluded by stating that he feels as though all of the BLET Advisory Group's work is being undermined by certain information in the reports.

Kelly Blackwelder stated that she agrees that in-resident BLET is not appealing from a department head perspective. It can deter many candidates with the desire, ability, and aptitude to become a law enforcement officer who may not be willing to leave their family for an extended period. Some candidates do not find the in-residential environment appealing. Mrs. Blackwelder elaborated that there is already a drop in interest in the profession, and she believes that logistically, in-resident training will further hinder the hiring pool. Additionally, Mrs. Blackwelder stated she had hired many folks with stellar education who completed BLET in community college settings. Furthermore, community colleges offer night courses for folks who work full-time dayshift jobs. Mrs. Blackwelder finds it troubling to think further elimination of BLET candidates would occur via in-resident BLET implementation.

Mrs. Fisher thanked the Advisory Group for their feedback. Mrs. Fisher stated that reviewing the reports as a group is beneficial. Members can use the knowledge and information to have these discussions across the State to better educate the stakeholders on how the current BLET curriculum came to be. Mrs. Fisher stated the BLET curriculum can always be better but believes there are breaks in communication with the stakeholders understanding the evolution of the current BLET curriculum. Mrs. Fisher stated she needs everyone's help moving forward and encouraged members to have these discussions to help other stakeholders better understand where the BLET curriculum needs improvement.

Task Force For Racial Equity in Criminal Justice – Draft Version

- The Task Force recommends that all North Carolina law enforcement agencies enact a policy articulating a duty to intervene and report in any case where a law enforcement officer may be a witness to what they know to be an excessive use of force or other abuse of a suspect or arrestee.
- The Task Force recommends that all North Carolina law enforcement agencies enact a Use of Force policy that, at a minimum, prohibits neck holds. Law enforcement agencies should consider using the sample policy language below.
- Sample Policy Language "NECK HOLDS PROHIBITED. Law enforcement officers shall not use chokeholds, strangleholds, Lateral Vascular Neck Restraints, Carotid Restraints, chest compressions, or any other tactics that restrict oxygen or blood flow to the head or neck unless necessary to protect the life of the officer."

END OF REPORT

Mrs. Fisher opened the floor for discussion. No discussion ensued.

House Select Committee Recommendations – Draft

- The Committee recommends that the General Assembly enact legislation to improve the quality and consistency of Basic Law Enforcement Training (BLET) offered throughout the State by requiring the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission to include forty (40) hour Crisis Intervention Training (CIT), civil unrest training, and more scenario-based training experiences across topic areas, into the mandatory BLET curriculum.
- The Committee recommends that the General Assembly enact legislation requiring the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission to include de-escalation tactics, crisis intervention, ethics, mental health for law enforcement, juvenile minority sensitivity, community interaction, implicit bias/racial equity, use of force, and duty to intervene and report, as mandatory in-service training topics.

- The Committee recommends that the General Assembly enact legislation to enable the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission to respond to immediate or emerging needs in law enforcement training by modifying the administrative code process currently required.
- The Committee recommends that the General Assembly enact legislation prohibiting law enforcement from restraining an individual in a manner intended to restrict the person's ability to breathe such as compressing the windpipe or the carotid arteries on each side of the neck, or sitting, kneeling, or standing on the chest or back in a manner that compresses the diaphragm.
- The Committee recommends that the General Assembly enact legislation requiring all publicly funded law enforcement agencies to establish and promote the following policies requiring employees to:
 - Report any misconduct the employee witnesses or becomes aware of.
 - Intervene to prevent the continuation of any misconduct the employee witnesses, when possible.
- Requiring law enforcement training in situational awareness.
- Requiring training for law enforcement on providing all evidence to district attorneys.
- Reviewing interview and interrogation procedures.

END OF REPORT

Mrs. Fisher opened the floor for discussion. No discussion ensued.

OTHER BUSINESS

Division Reports

North Carolina Criminal Justice Training and Standards Division Report

- Jason McIntyre presented the Criminal Justice Training and Standards Division Report on behalf of Michelle Schilling. Mr. McIntyre advised the group that over 500 instructors had not completed the 2020 one-hour update as of today, December 11, 2020. If it is not completed by December 31, certifications will be pulled. Mr. McIntyre asked the group to contact any instructors that they are currently using that have not completed the 2020 General Instructor update. Mr. McIntyre elaborated that a list of individuals who did not meet the one-hour update will be compiled after December 31, 2020.

North Carolina Sheriff's Training and Standards Commission Division Report

- No report at this time.

North Carolina Department of Justice Division Report

No report at this time.

Fallen Officer

Aaron Vassey emoted an officer on duty was shot and succumbed to his injuries in the Gaston County area. At the time of the Advisory Group meeting, the officer's identity had not been released. Mr. Vassey asked for prayers for the officer and his family. Jennifer Fisher directed a moment of silence for the fallen officer later revealed to be Tyler Herndon of Mount Holly Police Department.

Adjournment

Mrs. Fisher expressed her appreciation to the Advisory Group for their input and hard work. Mrs. Fisher opened the floor for discussion for the Advisory Group members. No discussion ensued. Mrs. Fisher opened the floor for discussion, questions, or comments from guests in attendance. No discussion ensued. Randy Shepherd made a **motion** to adjourn the meeting. Kelly Blackwelder **seconded**. None opposed. **Motion carried**. Meeting adjourned at 11:09 am.

Respectfully submitted,
Leann Supko
Program Assistant
North Carolina Justice Academy

Date
January 19, 2021