

MINUTES

NORTH CAROLINA CRIMINAL JUSTICE EDUCATION AND TRAINING STANDARDS COMMISSION EDUCATION AND TRAINING COMMITTEE

February 24, 2021

The Education and Training Committee of the North Carolina Criminal Justice Education and Training Standards Commission met virtually in Room 229 at the Training Center of the Department of Public Safety, Office of Development and Training, Apex, NC. Chair Stephanie Freeman called the meeting to order at 2:00 p.m. Those in attendance were:

- *Stephanie Freeman, Appointment by the Governor- Correctional Officer-OSDT
- *Steve Johnson, Appointment by the General Assembly- Speaker of the House
- *Lee Farnsworth, NC Law Enforcement Officers' Association
- *Tracy McPherson, NC Community College System - Ex-Officio Member
- *Randy Byrd, Appointment by the General Assembly - Speaker of the House
- *Nathan Mizell, NC Law Enforcement Training Officers' Association
- *Bob Schurmeier, Director of the NC State Bureau of Investigation - Ex-Officio Member
- *Jane Gilchrist, General Counsel, NC Department of Public Safety - Ex-Officio Member
- *Glenn McNeill, Jr, NC Department of Public Safety; Colonel, NC State Highway Patrol
- *Jamie Vaske, Representative of the NC Criminal Justice Association
- *Eddie Buffalo, Representative of the NC Association of Chiefs' of Police

Visitors

Eddie Caldwell, NC Law Enforcement Officers Association
Felicia Banks, NC OSDT
Chief Jeffrey Smythe, Burlington Police Department
Chief Robert Hassell, Rocky Mt Police Department
Jeff Robinson, Wake Technical Community College
Dean Ryan Anthony, South Piedmont Community College

Staff

Richard Squires, NC Criminal Justice Standards Division
Michelle Schilling, NC Criminal Justice Standards Division
Trevor Allen, NC Justice Academy
Stacy Holloman, NC Justice Academy
Jessica Bullock Cook, NC Justice Academy
Laurie Austen, NC Justice Academy
Dan Worley, NC Justice Academy
Alex Gazaway, NC Justice Academy
Jon Blum, NC Justice Academy
Merrily Cheek, NC Justice Academy
Vicki Helms, NC Justice Academy

*Committee Members

WELCOME

Chair Stephanie Freeman called the meeting to order and welcomed everyone. The procedures for a virtual meeting were explained, and voting would be taken via roll call.

ROLL CALL

The roll was called, and a quorum was present.

MINUTES

Committee members reviewed the minutes from the November 18, 2020 meeting, and Commissioner Tracy McPherson requested a word change under “BLET Waiver Update.” She requested the word “decrease” be replaced with “increase.” The sentence will say, “A plan was established to increase the number of hours to ninety (90) hours that a student can miss from the program and could still complete the program with either the same class or be a limited enrollee in another class.” Michelle Schilling confirmed that the numbers should be increased according to the approved COVID waiver, which is 14% with supporting documentation.

Commissioner Lee Farnsworth **motioned** to accept and approve the changes to the November 2020 minutes. Commissioner Bob Schurmeier **seconded** the motion. With no further changes, Commissioners Stephanie Freeman, Steve Johnson, Lee Farnsworth (Jamie Vaske abstained), Tracy McPherson, Randy Byrd, Nathan Mizell, Bob Schurmeier, Jane Gilchrist, Joe Cotton, and Eddie Buffalo agreed. The **motion carried**.

COMMISSION ACTION

ADMINISTRATIVE CODE: PROPOSED RULE REVISION – GENERAL INSTRUCTOR CERTIFICATION

Chief Jeffrey Smythe with the Burlington Police Department requested a rule change regarding qualifications for the General Instructor certification.

The request would require a rule change for the following rule:

- 12 NCAC 09B .0302 – General Instructor Certification

The Burlington Police Department is short-staffed with General Instructors to train its officers internally. Chief Smythe requested that the rule be amended to allow a reduction to the four (4) year requirement and allow an individual with a four (4) year degree with some type of higher level of communication skill and basic knowledge. He also requested that the rule be amended to allow military retirees certifications for the following: three (3) years of experience and education, three (3) years of service and a college degree, or three (3) years of service and a period of military service, and to not only have military police experience. Chief Smythe also shared that individuals with military experience are highly trained in various fields that would be effective for being General Instructors.

Commissioner Steve Johnson suggested that an individual’s experience and training should be equivalent to law enforcement training. He reminded the Committee that the issue was discussed in 2003 that asked to allow the following exceptions: four (4) years of experience with no education; three (3) years of experience with AA; and two (2) years of experience with a four (4) year college degree. At the time, the Commission decided to allow individuals with more experience as an exception to the rule. He also emphasized that over seven thousand (7,000)

General Instructors are still available in North Carolina, and some of them will need additional training hours to maintain their certification.

Commissioner Stephanie Freeman shared that the May 7, 2003, E&T and the Full Commission meeting minutes reflected that a rule-making hearing was requested and approved to remove the provision allowing the combination of education and experience. She recalled when she was certified as an instructor prior to this revision, a graduate degree and lesser experience were allowed under the previous rule.

Chief Robert Hassell requested that consideration be made to allow General Instructors, whose certification lapse, to return within a limited period of time to retest and complete the qualifications to become eligible for instructing courses.

Richard Squires shared that Chief Yaniero also requested that the Instructor Certification Renewal rule 12 NCA 09B .0312 be revised. The rule allows the Director up to twelve (12) months to extend certification of instruction. He would like the time frame extended beyond the twelve (12) month period. This would allow an experienced instructor whose certification lapsed for two (2) years to return and attend specific training to receive a certification without retaking the General Instructor course. He further requested that an exemption be made to allow the specialized courses to be retaken.

Jessica Cook shared that she has managed the Instructor Training curriculum for North Carolina and has worked diligently to ensure that the program maintained a high standard. She would like for the program to remain effective without any effects to the changes in certification. She also suggested that the proposed language be changed to prevent limiting individuals who actively serve our country. Ms. Cook advised that credit is given for military service with military police or criminal analyst experience and that any type of military service, whether its criminal justice related or not, could also be listed in the rule. She emphasized how important it was for individuals with a criminal justice training background to teach versus an instructor with no experience. She shared that the officers she had spoken to prefer an instructor with experience versus someone who completed BLET within the last year. They agreed that individuals that have experience and knowledge could effectively teach training material better than those that don't.

The Committee understood the difficulty that agencies have with officers' recruitment and training. They agreed that a standard should be established, consideration be made for the proposed requests, and that the maturity rate and experience will differ among individuals.

Commissioner Steve Johnson encouraged the committee to appoint a working group to address any concerns and to further discuss the issues, as well to consider the scope of experiences, the specific areas and to allow certification for military retirees.

The Committee agreed that a working group be established to further discuss the issues and to determine if there are other Chiefs' and Sheriffs who have dealt with instructor availability and certifications issues. They also requested that further discussion be made on certification requirements and regulations to consider an individual's age, experience, education, and the exception for the military retiree.

Commissioner Steve Johnson proposed a **motion** to table the item and to establish a working group to address and evaluate the requests from the stakeholders. In addition, he also requested that all requirements be reviewed, consideration be made to include the different

areas of military experience, that a time period be provided to allow instructors to return, and that consideration be given to Chief Hassell and Chief Smythe's requests.

Commissioner Randy Byrd **seconded** the motion.

Commissioner Stephanie Freeman suggested that the Justice Academy's staff develop a survey to request feedback from the Chiefs' and Sheriffs' Association and the CJ Standards Division to assist with the project.

Chief Smythe thanked everyone for their support and shared that he advocates a one (1) year longevity requirement for experienced instructors.

Commissioner Steve Johnson restated the proposed **motion** to establish a working group to evaluate all stakeholders' desires, review all the current requirements for instructor training, review the issues of instructors returning after a break in service, and review how military service might be better evaluated.

Commissioner Randy Byrd confirmed and **seconded** the motion.

Commissioners Stephanie Freeman, Steve Johnson, Lee Farnsworth, Jamie Vaske, Tracy McPherson, Randy Byrd, Nathan Mizell, Bob Schurmeier, Jane Gilchrist, Joe Cotton, and Eddie Buffalo agreed. **Motion carried.**

Commissioner Stephanie Freeman shared that further discussions would be held with Director Trevor Allen and Interim Director Richard Squires to select the individuals to serve on the working group. Commissioner Tracy McPherson volunteered to be a part of the group.

ADMINISTRATIVE CODE: PROPOSED RULE REVISION – SRO CERTIFICATION AND TRAINING

On behalf of the Criminal Justice Standards Division, Interim Director Richard Squires requested a rule change that clarified the School Resource Officer certification and training requirements and recommended that the website link be updated.

The request would require a rule change for the following rule:

- 12 NCAC 09B .0313 – Certification and Training for School Resource Officers

Richard Squires reported that the SRO rule was last amended on October 1, 2019, and since then, there were questions from the field about the assumption that individuals would meet eligibility by assignment as the SRO's on the school's campus. The requested revisions to the rule would ensure that SRO's could maintain their certifications without being assigned to a school, since COVID had closed the schools. He further proposed that the word "Basic," be changed, that the Criminal Justice forms link for the Department of Justice be updated, and that clarification be made for any refresher training be completed by January 31st of the following year.

The Committee approved the proposed changes and allowed instructors to receive credit for teaching the topic. Commissioner Steve Johnson proposed a **motion** that the Commission authorize the Planning and Standards Committee to conduct a rule-making hearing to amend

the rule, **12 NCAC 09B .0313 – Certification and Training for School Resource Officers** as follows:

- Paragraph "(b)(2)" shall be modified to change "Basic" to "basic" when preceding the course title School Resource Officer Training, and to add the following sentence at the end of the paragraph: "Law enforcement officers who completed the training pursuant to Paragraph (g) of this Rule between October 1, 2018, and December 31, 2020, shall be credited with completion of the Basic School Resource Officer Training course even if they were not assigned as an SRO pursuant to paragraph (a) of this Rule as long as they comply with the annual SRO refresher training pursuant to paragraph (g) of this rule."
- Paragraph "(c)" shall be modified to change the phrase "Paragraph (f)" to "Paragraph (g)"
- Paragraph "d" shall be modified to change the website link to read as follows: "<https://ncdoj.gov/law-enforcement-training/criminal-justice/forms-and-publications/#91-114-wpfd-law-enforcement>"
- Paragraph "(e)" shall be modified to change "Basic" to "basic" when preceding the course title School Resource Officer Training, and to add the following sentence at the end of the paragraph: "Any refresher training deficiency must be made up on or before January 31 of the following calendar year."
- Add a new Paragraph "f" to read as follows: "Instructors who teach a basic SRO course in a traditional classroom format will receive credit toward the completion of the basic SRO course requirement as required by this rule, provided that they pass all required tests and have their instruction documented by the Department Head or In-Service Training Coordinator once completed."
- The original Paragraph "(f)" shall be modified to reflect Paragraph "(g)" and to change "Basic" to "basic" when preceding the course title School Resource Officer Training

Commissioner Nathan Mizell **seconded** the motion. Commissioners Stephanie Freeman, Steve Johnson, Lee Farnsworth, Jamie Vaske, Tracy McPherson, Randy Byrd, Nathan Mizell, Bob Schurmeier, Jane Gilchrist, Glenn McNeill Jr., and Eddie Buffalo agreed. The **motion carried**.

ADMINISTRATIVE CODE: PROPOSED RULE REVISION – SPECIALIZED INSTRUCTOR COURSE TRAINEE ATTENDANCE

Commissioner Steve Johnson requested a change in the Trainee Attendance rule 12 NCAC 09B .0404, to allow the Director of the Criminal Justice Standards Division the authority to waive the attendance in any Specialized Instructor Course when documentation was provided during a student's illness, accident, emergency or course cancellation. The wavier would permit a student to complete the course requirements in multiple course offerings.

The request would require a rule change for the following rule:

- 12 NCAC 09B .0404 – Trainee Attendance

The Training and Standards Division excused students in the past for unpreventable circumstances that kept them from completing BLEET. They were allowed to return at a later time

to complete a subsequent course and given credit for the part that was previously taken. Currently, there are rule provisions for these situations, and Commissioner Steve Johnson proposed that the rule be revised to include language that would allow the exceptions for documented cases. He shared that due to COVID, there were students who tested positive that had to be quarantined and that they shouldn't be penalized to restart a course from the beginning. Students with illnesses or emergency situations should be able to begin a course where they left off, attend a future course delivery within a reasonable measure of time and that would be at a later delivery.

Michelle Schilling advised that a waiver currently exists for the BLET trainee attendance rule for COVID situations and waivers for the probationary instructor certification eight (8) hour and specialized instructor twelve (12) hour rule requirement.

Commissioner Steve Johnson also suggested that language cover the prequal for the specialized courses. The language would state, "in a course delivered within the next 12 months."

The Committee approved the recommendations as presented. Commissioner Steve Johnson proposed a **motion** that the Commission authorize the Planning and Standards Committee to conduct a rule-making hearing to amend the rule, ***12 NCAC 09B .0404 – Trainee Attendance*** as follows:

- Paragraph "(g)" shall be modified to add the following language to the end of the current paragraph: "The Director, Criminal Justice Standards Division may grant a waiver for completion of course requirements, in a course delivery scheduled within 12 months, for just cause based upon the circumstances that created the need for the absence. For purposes of this Rule, "just cause" includes an accident, illness, emergency, or course cancellation that precluded the student from completing the entire course in one continuous course delivery."

Commissioner Lee Farnsworth **seconded** the motion. Commissioners Stephanie Freeman, Steve Johnson, Lee Farnsworth, Jamie Vaske, Tracy McPherson, Randy Byrd, Nathan Mizell, Bob Schurmeier, Jane Gilchrist, Glenn McNeill Jr., and Eddie Buffalo agreed. The **motion carried**.

The Committee took a five (5) minute break at 2:55 p.m., and the meeting convened at 3:06 p.m.

COMMITTEE ACTION

PROPOSED 2022 LAW ENFORCEMENT IN-SERVICE TRAINING OBJECTIVES

On behalf of the Joint In-Service Training Committee, Merrily Cheek, North Carolina Justice Academy, presented the approved recommended training objectives for the 2022 Law Enforcement In-Service Training Topics. The Joint and Sheriffs' In-Service Training Committee met on January 28, 2021, and finalized the recommended training objectives for approval.

PROPOSED LAW ENFORCEMENT 2022 IN-SERVICE TRAINING OBJECTIVES:

REQUIRED TOPICS:

2022 Legal Update (4 hours/credits)

1. *In your own words, discuss relevant federal and state case law concerning _____ as it applies to North Carolina law enforcement officers.*
2. *Identify at least one (1) relevant North Carolina statutory change and discuss the practical implications for law enforcement officers.*
3. *Discuss, in your own words, the relevant law regarding use of force and the duty to intervene.*
4. *With 100% accuracy, summarize the notification requirements of the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission.*
5. *Review and discuss the requirement to maintain good moral character while holding a law enforcement certification.*

2022 Practicing Proactive Wellness (2 hours/credits)

1. *Using the information provided, describe at least one (1) difference between reactive and proactive wellness.*
2. *Identify three (3) examples of proactive wellness approaches and their corresponding benefits.*
3. *In your own words, explain a minimum of two (2) critical roles that the law enforcement officer's family and social networks have on the officer's wellness.*
4. *Identify three (3) resources available to promote physical and mental health.*
5. *Explain, in writing, steps leaders and individual personnel can implement, which encourages wellness within the agency.*

2022 Ethics: Preempting Misconduct and Increasing Integrity (2 hours/credits)

1. *Define and identify a minimum of two (2) instances of misconduct and corruption, and discuss their impact on the public, the agency, and the officer.*
2. *Identify at least two (2) contributing factors linked to unethical environments and decreased integrity.*
3. *Through case studies, identify a minimum of two (2) causes of misconduct and discuss supervisor and agency actions related to the misconduct.*
4. *List and discuss four (4) key components for maintaining an ethical environment.*

2022 Creating a Safety Net (2 hours/credits)

1. *Identify at least two (2) calls for service that may involve a child in crisis and, through practical exercise, demonstrate how to respond appropriately.*
2. *Identify at least three (3) ways to build rapport with a child in crisis.*
3. *In your own words, accurately explain the law enforcement officer's duty to report abuse and neglect, and familiarize yourself with resources to assist victims.*
4. *Identify at least two (2) examples of how law enforcement officers successfully created a safety net within their communities.*

2022 Domestic Violence: The Psychology of Whether to Stay or Go (2 hours/credits)

1. *Focusing on the concept of trauma bonding, discuss, in writing, the domestic violence victim's mindset.*
2. *Explain, in your own words, the elements of effective trauma-informed interviewing in*

relation to domestic violence victims.

- 3. Discuss a minimum of two (2) best practices when a law enforcement officer is involved as a victim or suspect of a domestic violence incident.*
- 4. With 100% proficiency, identify and discuss law enforcement's response options when handling domestic violence calls for service.*

2022 Firearms and Qualification (4 hours/credits)

- 1. Identify, in writing, the provisions of N.C. General Statute §15A-401(d)(2) – Use of Deadly Force, as well as any departmental policy relating to the use of force, including de-escalation techniques.*
- 2. Identify, in writing, the provisions of N.C. General Statute §14-269 and of Article 54 as they apply to concealed carry by sworn law enforcement personnel.*
- 3. Describe and apply firearms safety, with 100% proficiency, on and off duty, on the range, and in the home.*
- 4. Describe, in your own words, and demonstrate basic marksmanship fundamentals to include grip, stance, sight alignment, sight picture, and the draw.*
- 5. Demonstrate the ability to attain a minimum qualification score of 70% or higher if the agency standards exceed state minimums on an approved course of fire for both day and night and also demonstrate the ability to pass a day and night decision-making course of fire. The officer will have three (3) attempts within a given day per course of fire.*

TOPIC OF CHOICE (12 HOURS/CREDITS)

Subversive Groups: Maneuvering Encounters with Fringe Groups (2 hours/credits)

- 1. Explain, in your own words, the protections included in the First Amendment and how they apply to fringe groups.*
- 2. Identify applicable North Carolina General Statutes relating to owning and carrying firearms and explain, in your own words, how they apply to law enforcement interactions with fringe groups.*
- 3. Detail, in writing, the various subversive groups active in North Carolina, including their ideology and identifying symbols.*
- 4. Identify at least two (2) common tactics used by fringe groups when encountering law enforcement.*
- 5. Define accelerationism and explain, in writing, how it affects encounters between subversive groups and law enforcement officers.*

The Process of De-escalation: Listening, Talking, Defensive Tactics (4 hours/credits)

- 1. Define, in writing, de-escalation and explain the purpose of de-escalation strategies by law enforcement personnel.*
- 2. List and explain at least two (2) fundamentals of de-escalation strategies and methods.*
- 3. With 100% accuracy, describe the conditions that promote and enable the use of de-escalation strategies during law enforcement response.*
- 4. In your own words, describe tactics, techniques, and procedures law enforcement personnel can utilize to create conditions that are favorable to the use of de-escalation strategies.*
- 5. In a series of scenarios, demonstrate at least two (2) tactics, techniques, and procedures*

that promote and enable the use of de-escalation strategies during law enforcement response.

Raising the Bar: Enhancing Community Engagement (2 hours/credits)

1. Discuss evidence-based practices and at least two (2) ways that agencies can develop a community engagement agenda.
2. Identify at least two (2) alternative approaches to responding to the needs of vulnerable populations.
3. List at least two (2) multifaceted crime prevention strategies that serve to benefit educating the public and improve community engagement.
4. Participate in at least one (1) scenario-based community engagement exercise and list supporting activities that promote a shared responsibility with communities, neighborhoods, and other interest groups.

Civil Unrest: Lessons Learned (2 hours/credits)

1. In your own words, discuss past civil unrest issues and the resulting implications for law enforcement.
2. Discuss current civil unrest issues and at least two (2) potential implications for law enforcement.
3. Describe at least two (2) tactics utilized by demonstrators during civil unrest scenarios.
4. Describe at least three (3) effective techniques and strategies recently used by law enforcement in civil unrest situations.

Incorporating a Co-Response: Partnering with Community Professionals (2 hours/credits)

1. Identify a minimum of three (3) partnerships law enforcement can use to assist individuals during calls for service.
2. Through case studies, identify a minimum of two (2) law enforcement agencies that have successfully partnered with community professionals.

The 2021 Online In-Service currently has over 21,000 online completions and all of the 2022 Law Enforcement Topics, except for the Firearms curriculum.

Commissioner Nathan Mizell **motioned** to accept the 2022 In-Service Training Objectives. Commissioner Lee Farnsworth **seconded** the motion. Commissioners Stephanie Freeman, Steve Johnson, Lee Farnsworth, Jamie Vaske, Tracy McPherson, Randy Byrd, Nathan Mizell, Bob Schurmeier, Jane Gilchrist, Glenn McNeill Jr., and Eddie Buffalo agreed. The **motion carried**.

SCHOOL ACCREDITATIONS

On behalf of the Criminal Justice Standards Division, Deputy Director Michelle Schilling recommended the accreditation and re-accreditation of the following institutions *for a period of five (5) years in accordance with 12 NCAC 09B .0200 and 12 NCAC 09C .0401* for the delivery of the Commission-accredited courses:

- Accreditations:

- Mitchell Community College (Instructor Training)
 - Carteret Community College (Instructor Training)
- Re-accreditations:
 - Sanford Police Department (SMI)
 - Piedmont Community College (SMI)
 - Vance-Granville Community College (BLET, SMI, Instructor Training)
 - Oversight Recommendation
 - South Piedmont Community College (BLET, SMI, Instructor Training)
 - Not Seeking Re-accreditation:
 - Fletcher Police Department (SMI)

Mitchell and Carteret Community Colleges are currently accredited to administer courses for BLET and SMI and have requested to include the Instructor Training courses. Both community colleges were audited and met all requirements for accreditation. Sanford Police Department and Piedmont Community College requested re-accreditation to continue their SMI courses, and Vance-Granville Community College requested re-accreditation for their BLET, SMI, and Instructor Training courses.

The Committee approved the accreditation and re-accreditation recommendations for Mitchell Community College, Carteret Community College, Sanford Police Department, Piedmont Community College, and Vance-Granville Community College.

Commissioner Steve Johnson **motioned** to accept the following institutions for the ***accreditation and re-accreditation for a period of five (5) years in accordance with 12 NCAC 09B .0200 and 12 NCAC 09C .0401.*** Commissioner Nathan Mizell **seconded** the motion.

Commissioners Stephanie Freeman, Steve Johnson, Lee Farnsworth, Jamie Vaske, Tracy McPherson, Randy Byrd, Nathan Mizell, Bob Schurmeier, Jane Gilchrist, Glenn McNeill Jr., and Eddie Buffalo agreed. The **motion carried.**

The Fletcher Police Department is not seeking re-accreditation for their SMI program, and no vote was made by the Committee.

Michelle Schilling reported that a re-accreditation audit was conducted at South Piedmont Community College, and several deficiencies were found. The college corrected some of the deficiencies on sight and they continue to make corrections. Some of the issues that were found during their audit were missing documentation from instructors in the Instructor Training program, skills tests and other test documents were missing from several student files in the SMI Training program, and numerous practical skills assessments were missing from the course files for blocks in BLET (HazMat, Identification In-Custody Transportation and Responding to Victims and the Public). There were also signatures missing from Instructors and the School Directors, four (4) of their SMI vehicles were not fully functional, and there was no Administrative Assistant on staff to assist the School Director.

South Piedmont is currently accredited through February 2021 to administer the SMI, the Instructor Training, and the BLET programs. The school only had one (1) School Director that needed administrative support, and seventeen (17) of their students were requested to return on

February 2nd to complete the missing documentation on the practical skills test. Michelle Schilling shared that she spoke with South Piedmont's Dean regarding the issues, and he reassured her that the school would correct the deficiencies. An Administrative Assistant has since been hired and is currently working with the School Director to ensure that all of the programs are administered properly. Ms. Schilling requested that South Piedmont be approved for a one (1) year oversight with frequent and unannounced inspections by the Training and Standards staff to ensure that it remains compliant before a recommendation is made for accreditation or non-accreditation.

Mr. Ryan Anthony, South Piedmont's Dean of the School of Health and Public Safety, addressed the committee. He shared that Mike Smith was appointed as the School Director, and they both have worked to correct the deficiencies. He also shared that great strides were made to improve and ensure a process was in place for a successful program, an administrative assistance was provided, and the proper documentation was addressed. Agencies were also contacted, and South Piedmont's expectations were discussed. The school now has a strong team of staff members to support their programs.

Michelle Schilling shared that she is confident that Dean Ryan Anthony, and School Director Mike Smith will make their programs successful. She advised that South Piedmont has delivered great programs in the past, and the issues they faced were too demanding for one person to coordinate three (3) busy programs without administrative help. The school only had three (3) instructors who didn't consult with anyone concerning issues with the program, which affected it negatively. Ms. Schilling and Field Representative Billy Bradshaw are both committed to ensuring that South Piedmont remains successful with their programs. The college is known to provide good services in their community. Ms. Schilling and Mr. Bradshaw will assist the college in meeting the accreditation guidelines during the oversight period so the school can be recommended for re-accreditation. She recommends an oversight for one (1) year to help them get back on track. Interim Director Richard Squires agreed with the recommendation.

Commissioner Tracy McPherson asked if there were any instructions in General Instructor Training on how an Instructor should conduct a mandated course and what communication is required with the School Director. Jessica Cook advised that in the Instructor Training program, the academy does not cover the relationship between the Instructor and School Director, but students are taught to teach according to the lesson plan without deviation. She further shared that the lesson plan would provide details on how the instructor is to complete all practical exercises and activities.

The Committee approved a one-year oversight period for South Piedmont Community College, and after that time, the school may be considered for a five-year re-accreditation.

Commissioner Nathan Mizell **motioned** to accept the recommendation for ***a one (1) year oversight pending the issuance of accreditation.*** Commissioner Lee Farnsworth **seconded** the motion.

Commissioners Stephanie Freeman, Steve Johnson, Lee Farnsworth, Jamie Vaske, Tracy McPherson, Randy Byrd, Nathan Mizell, Bob Schurmeier, Jane Gilchrist, Glenn McNeill Jr., and Eddie Buffalo agreed. The **motion carried.**

NC DEPARTMENT OF PUBLIC SAFETY – OSDT

On behalf of the North Carolina Department of Public Safety – Adult Correction and Juvenile Justice, the Office of Staff Development and Training (OSDT), Felicia Banks made the following requests:

- 12 NCAC 09B .0235 - Juvenile Court Counselors and Chief Court Counselors:
 - Request approval to extend Pilot Authority granted in February 2019 to August 2021.

The request was made in response to the changes in the new Raise the Age Legislation that became effective December 2019. Since that time, there have been several revisions for the criminal justice policy and practices. There were several changes in the lesson plan and we ask for additional time to receive the feedback and to conduct additional evaluations for the changes in the program.

- 12 NCAC 09B.0236 - Juvenile Justice Officers Basic Training Curriculum:
 - Request approval to end Pilot Authority granted in February 2019, and approval for curriculum revisions as follows:
 - Major Revisions:
 - (E) Health Services Overview (2 Hours) – Revised Objective #1
 - Minor Revisions – (revised policy, handouts, forms, formatting, and new terminology related to RTA)
 - (E) Health Services Overview (2 Hours)
 - (F) Contraband and Search Techniques (2 Hours)
 - (G) Suicide Prevention and Response (6 Hours)
- 12 NCAC 09G .0411 Basic Training - Correctional Officers:
 - Request approval to extend Pilot Authority granted in November 2019 and extend to August 2021.

Major and minor revisions were made to the lesson plan titles, hours, handouts, objectives, and policies. Ms. Banks requested that additional time be given to receive, review and respond to the feedback from the course deliveries before final approval can be requested for the revisions.

- 12 NCAC 09G .0415 Corrections Specialized Instructor Training – Firearms:
 - Request approval to extend Pilot Authority granted in February 2019 and extend to May 2021.

The extension would allow transitions made in the weapon systems, community corrections, the course delivery flow, and the final updates made from the feedback and data received from the deliveries in 2020.

Commissioner Tracy McPherson proposed a **motion to accept the recommendations in 12 NCAC 09B .0235 & 12 NCAC 09B .0236, and to extend Pilot Authority for 12 NCAC 09G .0411 & 12 NCAC 09G .0415.** Commissioner Lee Farnsworth **seconded** the motion. (Coming out of pilot authority in Juvenile Justice Officers & extend pilot authority for Court Counselors and Corrections Officers and the Corrections Specialized Firearms)

Commissioners Stephanie Freeman, Steve Johnson, Lee Farnsworth, Jamie Vaske, Tracy McPherson, Randy Byrd, Nathan Mizell, Bob Schurmeier, Jane Gilchrist, Glenn McNeill Jr., and Eddie Buffalo agreed. The **motion carried.**

INFORMATIONAL ITEMS

BLET Revision Project Update (Job Task Analysis)

On behalf of the North Carolina Justice Academy, Alex Gazaway briefed the Committee on the status of the ongoing BLET Revision Project pursuant to the Job Task Analysis and proposed decision points for the Committee's consideration on the following items:

- First Responders
- Elements of Criminal Law
- Crisis Intervention Team (CIT) Training
- Printed and E-book Versions

Alex Gazaway reported that the BLET curriculum is currently in Phase 5 of the development process. The academy's development team is now assessing the development concerns in the Firearms and the Subject Control and Arrest Techniques curriculum based on feedback from the field. He shared that there were multiple lesson plans in various phases of development at this time, and he also stated that several issues were addressed in a previous meeting. Mr. Gazaway requested guidance with the comparisons in the job task analysis results and today he has appeared before for the Commission for their advice on the following issues.

#1 First Responders - The academy requested that the block be reduced from thirty (32) to eight (8) hours to include the CPR and the Basic First Aid training and to merge the remaining time into other lesson plans such as Patrol Techniques and Officer Awareness. For example, Alex proposed that the Narcan administration will be merged into the Controlled Substance block. For tourniquet applications, he offered that tourniquet application training be implemented into the Active Shooter and Patrol Techniques training blocks. This request was based on the thought that those training topics would be more relevant to the topic blocks where a hands-on component could be applied to the training.

Alex Gazaway shared the seven (7) job tasks that the analysis identified regarding first aid, beginning with the first four (4) basic techniques: using an automated external defibrillator (AED), administering CPR, providing basic first aid to an injured person, and offering assistance to firefighter and EMS units to provide care. The remaining three (3) tasks were under the knowledge skill sets, including how to use an AED, legal and ethical issues regarding providing care and first aid, and basic procedures in assessing injuries. Therefore, he reported that the Job Task Analysis primarily identified the basic emergency care training needs.

Alex Gazaway further shared that an initial training course that pertained to the basics in First Aid and CPR would be taught early in the BLET, and the remaining topics would be merged into other modules later when those skill sets were more relevant to the topic being delivered. He also shared that the basic skills would be incorporated into the 8-10 hour block since the content hasn't been developed yet, but he identified that the basic CPR course is four (4) hours alone.

Commissioner Nathan Mizell advised that an instructor would need a First Responder's credentials and certification to deliver the block.

Dan Worley responded that at this point, the team had conducted only preliminary discussions on the implementation aspect of various training blocks and that the overwhelming majority of the focus was on the development of the draft curriculum. He reassured the Committee that as

the curriculum neared draft form, more in-depth discussions would be shared on the implementation aspects and would include stakeholders a part of that discussion.

Commissioner Steve Johnson requested that a tourniquet application be included in the Basic First Aid and that all Active Shooter Instructors are familiar with the application. He agreed that the practical application is the correct response with Active Shooter and for Firearms training taught in the practical application within those methods.

The Committee discussed the order of the course material, the qualifications and certifications required for instructors who teach the module, the logistics for instructing the course, and the resources to teach the First Aid and CPR curriculum. They also identified the need for a comprehensive course management guide and shared their concerns if the School Directors could manage the new program's logistics with enough time for staff to implement the latest changes for the overlapping disciplines.

Alex Gazaway suggested that the course management guide could identify the appropriate instructors to deliver the course, which will benefit each School Director when scheduling their courses. He advised that instructors could be used primarily one day to teach a portion of a course and used as a secondary instructor for a skills portion of a course, but ultimately the curriculum would be written to provide as much discretion as possible for the School Directors in scheduling.

Jon Blum suggested that the ten (10) hours could be delivered consecutively or the two (2) additional hours be delivered in the other topics.

Trevor Allen shared that the curriculum was written based on the identified tasks from the task analysis, which were recommended as an entry-level skill set and would require some form of certification. This would establish the logistics, and the academy requested guidance from the Committee to approve the philosophy and approach in the development process of the new program.

Commissioner Stephanie Freeman asked the Committee to provide guidance to the Justice Academy staff on reducing the overall hours for the First Responder block, including the basic tasks from the task analysis.

The Committee requested the Academy to continue with the development of the First Responders lesson plan in accordance with the recommendation of the Job Task Analysis.

#2 Elements of Criminal Law – The block of instruction would be divided into three (3) separate blocks to include Crimes Against Persons, Crimes Against Property, and Crimes Against the Public; which were based on the feedback that was received from the SME's and individuals from the field. The content would be merged to make the delivery more relevant and to implement effective skills training and practical exercises.

The Committee agreed that the Academy continue the proposed development process for the Element of Criminal Law block.

#3 Crisis Intervention Team (CIT) Training – Alex Gazaway reported that the Sheriffs' Association, Association of Chiefs' of Police, the House Select Committee, and the Governor's Task Force for Racial Equity (TREC) requested that the recommended training on Crisis Intervention be included in the new BLET program. The Sheriffs' Commission and the House

Select Committee recommended that the entire forty (40) hour block be incorporated, while the Chiefs' and the Task Force recommended that de-escalation training be included at some point.

The Committee was asked how much crisis intervention training should be included in a basic entry-level course in BLET. Alex Gazaway shared that the Crisis Intervention course referred to in some of the recommendations is forty (40) hours and requires special logistics specific to the available resources in each area, and to make a statewide implementation could be extremely challenging for that particular version of the course. Mr. Gazaway elaborated that this form of Crisis Intervention Training is also typically delivered by individuals with no experience in law enforcement, but rather by Mental Healthcare Counselors, and Practitioners in Psychology and Psychiatry. He advised that the training is not generally considered an entry-level skill and is typically delivered to already sworn experienced officers.

Alex Gazaway shared that the BLET Advisory Group had previously recommended that the full Crisis Intervention Training course should be a standalone course outside of BLET. However, the BLET Advisory Group did implement sixteen (16) hours of relevant Crisis Intervention Training into the training block of Mental Illness and Dealing with Persons with Disabilities course. This was a recommendation made in 2017, which was approved by the Education and Training Committee. The approved recommendation resulted in the training block being increased to twenty-four (24) hours with eight (8) hours to include practical exercises. The Academy added Crisis Intervention content into the BLET program at the guidance of Psychiatrists, Clinicians, Counselors, Law Enforcement Personnel, along with the Commission's input. The new Communication Skills course was updated from sixteen (16) hours to twenty (24) hours, and it addressed how to effectively communicate during different situations, emotional intelligence in personality types, communication barriers, and the best practices for communicating.

Based on the recent recommendations, the academy proposed that the Communication Skills course be combined with the course Dealing with Individuals with Developmental Disability because it specifically dealt with crisis intervention and de-escalation skills. Currently, there are a total of forty-eight (48) hours in the BLET program. With both courses combined, Alex Gazaway reported that it addressed law enforcement training at the basic introductory level, and it should meet the recommendations from the field. Mr. Gazaway further reported that the practical hours of instruction or skill demonstrations would total about one hundred (100) hours as a result of the holistic method of development with the new BLET. The additional training time is based on the communication and the intervention skills block being intertwined throughout several topic areas.

Trevor Allen added the distinction between Crisis Intervention Team (CIT) training and Crisis Intervention Skills. The training program is designed to train a team of people to respond to crisis situations, and this will depend upon the available resources in a specific location. An agency in one part of the state may have more service providers and available resources than another, making training at a basic entry-level skill setting more difficult. He shared an article by the CIT International, "Crisis Intervention Team Programs and Best Practice," that suggested the distinction and reasons why CIT training is advanced training and not just for any inexperienced officer. The article recommended skills training from de-escalation and crisis communication woven into an academy or BLET. The academy has done this by the increased hours in the Communication and Crisis Intervention Skills topic and the Individuals with Mental Illness and Developmental Disabilities topic. It is then reinforced in skills throughout 8-9 topics. In the end, and the academy would have doubled the content hours beyond the recommended

forty (40) hours which would allow the student to learn and build upon the skill sets that are taught in a holistic approach.

Commissioner Steve Johnson suggested that the wording “Crisis Intervention Training” be listed in the title of the basic training topic. For example, Crisis Intervention – Communication. He suggested that if the training is included in a block and throughout the entire BLET curriculum, it should be reflected and shown in the topic title. This will help to reflect where the material was placed and can be easily located.

Commissioner Eddie Caldwell agreed and suggested a detailed explanation be given to share why experts believe that CIT is not appropriate as a standalone forty (40) hour course in BLET and that its content is best placed within the blocks.

Commissioner Steve Johnson suggested the first two topics to say Crisis Intervention Training and Communication Skills, and the second to say Crisis Intervention: Dealing with Individuals with Mental Illness and Developmental Disabilities. He stated the topic would be listed within both titles and that it should also be indicated in the other topic blocks that are built with the communication skills.

The Committee supported the following topic titles for the CIT topic:

- Crisis Intervention Training and Communication Skills
- Crisis Intervention Training - Individuals with Mental Illness and Developmental Disabilities

Academy staff agreed to proceed with the requested changes.

#4 Printed and E-book Versions - The academy requested the opportunity to use and test technology and hyperlinks within the new BLET curriculum that will be piloted. Hyperlinks were included throughout the lesson plan to link the learning materials into the other lesson plans and videos that are located outside of each lesson. An iPad or tablet would be tested for a future delivery method due to the younger generation's familiarity and comfort in using technology and for agencies that have become more comfortable with work-issued equipment. The availability of hyperlinks would allow students to access training material beyond the classroom instructional hours. The academy requested guidance in using the hyperlinks within the lesson plans and for using a tablet or iPad to test the new BLET material.

Commissioner Steve Johnson requested that the first pilot program be conducted to solely test the curriculum and that a second pilot be conducted to test the hyperlinks and technology. He would like for all community colleges in the state to have the availability and ability to utilize the same form of technology used in statewide student training. Commissioner Johnson explained that a paper copy of the material is mainly utilized and that not all community colleges have the bandwidth, computers, or the necessary technology tools for students. He also reminded the Committee that the mission of the Job Task Analysis was to incorporate and update the training material on the results and that the delivery method doesn't have to change. He encouraged the academy to complete the lesson plans first, and then to consider the different ways that technology could be utilized in the new program in a later phase.

The Committee discussed concerns regarding the advantages and disadvantages of using technology and hyperlinks, whether to allow the school or student the option to choose the delivery format, and the use of an e-book in conjunction with a paper copy of the curriculum.

They further discussed the issues regarding the accessibility for technology in statewide training, the availability of funding for technology improvements, and for a working group to further research the issues that were raised. Commissioner Stephanie Freeman suggested that the Virtual Working group could provide their assistance with technology research.

Dan Worley stated that testing a new approach in the training delivery to utilize tablets and hyperlinks, in conjunction with a new holistic approach to the delivery of critical training concepts that were recommended by the task analysis, was an innovative manner, rather than using the typical silo approach. He further explained that testing the technology would measure the effectiveness in using it and the efficiency of the student's learning experience. He shared that while he understood the Committee's concerns, he also recommended that the academy staff test the technology as early as possible in the pilot phase so that any issues could be identified sooner rather than later during the pilot process.

Trevor Allen reminded the Committee that the training material is the same content, whether in paper form or used through electronics, and that the instructor is required to teach the same objectives and curriculum. He shared the concern that there wouldn't be enough time to conduct two pilot programs to test the material and equipment and for the program to be implemented between December 2022 and January 2023.

Commissioner Stephanie Freeman emphasized the importance to evaluate the curriculum, delivery modalities, structure, and sequence in delivery. She shared that in the right environment, the use of technology could be effective, and she encouraged testing to be completed to determine the effectiveness of the training delivery. She suggested that the earlier that testing could be completed, it would allow time for adjustments and obtain funding for using technology.

The Committee was asked if they would allow Wake Technical Community College to pilot a program using an e-book delivery of the new BLET curriculum in January 2020.

Commissioners Stephanie Freeman, Jamie Vaske, Tracy McPherson, Jane Gilchrist, Joe Cotton, and Eddie Buffalo agreed to the piloted program.

Commissioners Steve Johnson, Lee Farnsworth, and Nathan Mizell disagreed with the pilot and suggested caution in the delivery.

The Committee further discussed if a rubric was established to measure the training material, the training objectives format, and if the lesson plan objectives were required to meet the Action, Condition, and Standard method that's currently taught in the Instructor Training program.

Alex Gazaway explained that the pilot delivery would have an on-site observation and assessment period throughout the seven hundred (700) training hours, in addition to conducting a Train the Trainer course at Wake Technical Community College. These measures would ensure that the instructors delivered the written and instructed content. The academy's development team would be responsible for constructing the exams for each individual topic, measure the outcome on the learning objectives, and determine if the content is adequately covered in each lesson plan.

Commissioner Steve Johnson requested that the new training material's objectives meet the same standard that's currently taught in the Instructor Training program for Action, Condition, and Standard for uniformity in all of the curriculum development.

Trevor Allen shared that the written objectives in the draft lesson plans were based on Bloom's Taxonomy, Levels 1-5 and that some of the objectives met all three (3) standards while others did not. He said that currently, there are no requirements for every objective to include the standard in the developed format and that several objectives were brought over from the Legacy Content that doesn't meet the standard and probably hasn't for years.

Alex Gazaway shared that in a holistic approach to learning the material, the objectives were written to ask the student everything for a particular task and not part of what should be learned. He said that students are required to complete the entire objective which reflected what the student learned. The topic test and state certification exams were based upon the entire objectives and not just knowing part of what the objectives asked.

Commissioner Stephanie Freeman explained the process for including an Action, Condition, and Standard in a training objective. Objectives without an "action" are not valid; however a training objective does not necessarily need a condition and standard, those serve to increase specificity and measurability.

Jessica Bullock shared that as a best practice, this process is taught in Instructor Training to ensure that at least three (3) out of the five (5) objectives in a block met that requirement, but that it was not necessarily required in every objective. However, she also shared that the Action, Condition, Standard format builds up the objectives in the course material to specifically identify what is expected to be learned.

Trevor Allen shared that the academy has incorporated at least two (2) of the three (3) standards (Action, Condition, Standard) in their lesson plan objectives.

Commissioner Steve Johnson requested that the objectives be reviewed in the Sexual Assault lesson plan.

The Committee supported the Justice Academy's BLET Revision Project's direction regarding the First Responders, Elements of Criminal Law, and Printed and E-book Versions topics.

INFORMATIONAL ITEMS

Instructor Training: Minor Lesson Plan Revisions & 2021 Mandated IT Orientation Update

On behalf of the Instructor Training Advisory Group and the North Carolina Justice Academy, Jessica Cook briefed the Committee on minor lesson plan revisions and changes to handouts. She also provided an update to the status of the 2021 Mandated Instructor Training Orientation Refresher Course sessions that are conducted across the state.

Jessica Cook shared that there were three (3) sessions of the new Instructor Training Refresher course completed which were held at the Justice Academy, Wake Technical Community College, and Johnston Community College. The lesson plans were the best that have been seen in a long time. The course hours were changed which increased the time that allowed students to work with their instructors. School Directors had also shared their feedback on the new course and were appreciative of the changes that were made to the program. The program was helpful in improving their student's performance.

As of February 2021, two hundred and ninety-seven (297) General Instructors have taken the mandated Instructor Training Orientation course. There are forty-one (41) that will be trained in the next two courses, which will result in over three hundred (300) individuals trained with the new material. As of October 2020, thirteen (13) classes have been taught that covered counties from Murphy to Manteo, and the last class will finish in March 2021. The academy received a hundred percent of positive feedback from the field, and Jessica Cook thanked the Commission for their support to improve the Instructor Program.

Commissioner Stephanie Freeman commended Ms. Jessica Cook and the Instructor Training Advisory Group for their hard work with the Instructor Training program.

2020 School Directors/Qualified Assistant Annual Training Update

On behalf of the Criminal Justice Standards Division, Deputy Director Michelle Schilling briefed the Committee on the status of completions for the 2020 School Directors Qualified Assistant Annual Training. At last year's meeting, the Criminal Justice Training Staff conducted a successful virtual meeting using a PowerPoint training. There was a 100% completion rate and great feedback was received. Individuals who attended the training requested a copy of the training material as a future resource.

2021 School Directors' Conference Update

On behalf of the Criminal Justice Standards Division, Deputy Director Michelle Schilling briefed the Committee on the 2021 School Directors' Conference status. At this point, it will consist of five regional virtual training events. Michelle Schilling shared that a conference will not be held this year due to Covid restrictions for the three hundred and fifty (350) person capacity. The Criminal Justice Staff will work on hosting alternative virtual training for attendees, and that five (5) regional meetings will be included in the fall of 2021 with the CJ Standards and the NC Justice Academy updates. The field representatives will record the regional meetings with the School Directors and Qualified Assistants. Additional information on the meeting format will follow at the next committee meeting in May.

Telecommunicator Certification Training Course

On behalf of the North Carolina Justice Academy, Director Trevor Allen announced that two Telecommunicator Certification Courses were added for March and April 2021. In July 2020, the Justice Academy returned to in-person training with six (6) of their Commission courses. Additional courses were slowly added each month, and in March/April 2021, the academy scheduled sixty (60) courses. The Telecommunicator Certification course was added, which allowed agencies to complete the mandatory training that was originally due on July 1, 2021, but was extended due to Covid, and must now be completed by July 1, 2022. The next two classes will be in March and April.

ADDITIONAL BUSINESS

Commissioner Tracy McPherson shared that the State Board of Community Colleges had allocated money to provide free online training to Sheriffs' Offices and Police Departments throughout the state. The three (3) online training courses are Recruiting and Hiring for Law Enforcement; Confronting the Toxic Officer; and Community Policing. Several officers and deputies have taken the online training, and the third class will begin in March.

Commissioner Tracy McPherson further shared there are sixteen (16) colleges with the new Public Safety Administration Degree: Asheville-Buncombe Technical Community College, Bladen Community College, Blue Ridge Community College, Brunswick Community College, Cape Fear Community College, Central Carolina Community College, Durham Technical Community College, Fayetteville Technical Community College, Gaston College, Lenoir Community College, Martin Community College, Piedmont Community College, Sampson Community College, Vance-Granville Community College, Wake Technical Community College, and Wayne Community College. Mickey Biggs, the Community College System Criminal Justice Training Specialist can be contact for additional information.

Commissioner Tracy McPherson suggested a name to call the new 2020 BLET Revision Project to separate it from the previous revised BLET project in 2000. She suggested it be called the new BLET or BLET 2023, which will prevent any confusion between the major revision projects and any regular curriculum changes that occur to the BLET curriculum yearly in January and July.

Alex Gazaway will meet with Jennifer Fisher and the Justice Academy Director Trevor Allen to determine an applicable name for the project. He will advise what version and the stage they are on to provide background information in determining an applicable name for the new program.

BLET Virtual Meeting Waivers

Deputy Director Michelle Schilling shared that the former Criminal Justice Training and Standards Director Steven Combs granted twenty-eight (28) BLET waivers for virtual training at Wake Technical Community College.

With no further business, Commissioner Steve Johnson **motioned** to adjourn the meeting. Commissioner Nathan Mizell **seconded the motion**.

The meeting was adjourned at 5:18 p.m.