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Standard for Public Safety Telecommunicators when Responding to Calls for Missing, Abducted and Sexually Exploited Children

APCO Candidate ANS 1.101.4-202X

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FOREWORD

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71

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74 public as a whole - by providing complete expertise, professional development, technical assistance,

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to Calls for Missing, Abducted and Sexually Exploited Children

EXECUTIVE SUMMARY

Public Safety Telecommunicators (PSTs) are the first responders for cases of missing and sexually exploited children. Decisions made while screening and classifying calls, providing guidance and resources to parents and guardians, collecting information for law enforcement, and entering missing children in NCIC all contribute to the swift recovery of missing and abducted children. For cases of child sexual abuse, PSTs can help law enforcement by asking key questions that assess risk and determine how to remove a child from a dangerous situation. The National Center for Missing & Exploited Children (NCMEC) supports this effort by contributing to this standard, providing materials, technical assistance, training and its Missing Kids Readiness Program (MKRP) to help Emergency Communications Centers (ECCs) effectively respond to reports of missing and/or sexually exploited children.

After NCMEC helped reunite over 5,000 children with their families following Hurricane Katrina in 2005, the Association of Public Safety Communications Officials International (APCO), National Emergency Number Association (NENA), International Academies of Emergency Dispatch (IAED) and National AMBER Alert met with NCMEC to determine how NCMEC might work more closely with the emergency communications community. This collaboration produced a new standard to guide (ECC) personnel in 2010 and revised in 2015. The standard presents the missing, abducted and/or sexually exploited child response process in a logical progression. As a result of this collaboration, NCMEC's Missing Kids Readiness Program (MKRP) was established to recognize ECCs for their policy, response, and training efforts.

Federal law requires any child reported missing via law enforcement be entered into the FBI's National Crime Information Center (NCIC) within two (2) hours. FBI statistics show over 350,000 NCIC entries for missing children each year, with runaways as the majority. Concerns of vulnerability, including homelessness, gang involvement, and child sex trafficking places these children at risk. Statistics state one in six runaway children are likely victims of child sex trafficking. May who run away do so from the care of social services. Federal law requires that state agencies and law enforcement report children missing from care to NCMEC.

AMBER Alerts are activated in the most serious child-abduction cases. Today, the AMBER Alert system is being used in all 50 states, the District of Columbia, Indian country, Puerto Rico, the U.S. Virgin Islands, and 33 other countries. Over 1,060 children have been successfully recovered as a direct result of the AMBER Alert program, including over 100 recoveries credited to the wireless emergency alert program.

Every year, over 700 attempted abduction reports are shared with NCMEC for analysis. This analysis enables NCMEC to provide public safety agencies and others with tools that can help guard their communities.

178   NCMEC's Call Center receives more than 135,000 calls each year through its national toll-free hotline,
179   1-800-THE-LOST®. The CyberTipline® receives more than 20 million reports each year, most of which
180   are related to apparent child sexual abuse material; online enticement, including "sextortion"; child sex
181   trafficking and child sexual molestation.
182

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183 Chapter One

184 # INTRODUCTION

185

186 This voluntary standard and the resources that are referenced have been designed to serve as best
187 practices guidelines and operational models in support of the role and responsibilities of ECC personnel
188 when responding to incidents of missing, abducted and sexually exploited children. This
189 documentation attempts to present the response process in a logical progression from initial call intake
190 through comprehensive data/information management as part of the overall cases worked by sworn
191 officers and other field personnel.

192

193 This standard is designed to provide information, tools, and skills ECCs and law enforcement agencies
194 can apply to their work. This information is not intended to be all-inclusive or exhaustive. Not all of the
195 material presented here may be applicable in a particular jurisdiction due to changes in technology,
196 procedures, policies and statutes. Before implementing any aspect of this standard, consult with the
197 appropriate agency and legal authorities. Before using resources or procedures references in this
198 standard, confirm authorization to do so through the appropriate agency and/or legal authorities to be
199 sure they are valid and appropriate in your jurisdiction. Software and other materials reference herein
200 may be subject to copyright protection and may require licensing or permission before use. Individual
201 users of this standard are reminded to always follow their agency's policy and procedures.

202

203 Based upon the guidelines set forth in this standard, ECCs are encouraged to modify and/or create
204 policies, procedures, recommendations and supporting information applicable to their respective
205 agencies or jurisdictions, ensuring they incorporate any different and/or additional actions mandated
206 by federal, state or local statutes.

207 This standard is recommended for use in concert with the following NCMEC publications:

208 1. Law Enforcement Policy and Procedures for Reports of Missing and Abducted Children – A
209 Model
210 2. Missing and Abducted Children: A Law Enforcement Guide to Case Investigation and Program
211 Management
212 3. Checklist for Public Safety Telecommunicators When Responding to Calls Pertaining to
213 Missing, Abducted and Sexually Exploited Children
214 4. Effective Use of the National Crime Information Center Database with Missing Child Incidents:
215 A Reference Guide for Public Safety Telecommunications Personnel
216 5. Investigative Checklist for Law Enforcement When Responding to Missing Children with
217 Special Needs

218   Chapter Two

Overview and Basic Assumptions

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SCOPE

This chapter details the vital role that PSTs have as first responders in missing child cases. This chapter
also provides information about the different categories of missing child cases and suggests that this
standard should be used as a guideline when developing policies for the needs of each individual ECC.

2.1   Overview

2.1.1   Reports of missing, abducted and sexually exploited children are among the most
difficult, challenging and emotionally charged cases ECC and law enforcement agencies
handle. The attitude and approach taken when responding to reports of these incidents
may determine whether the child is recovered promptly and safely or remains missing in
a potentially violent and exploitive environment. Therefore, each stage of the case, from
initial call through successful recovery, forms a critical component in a thorough child-
protection response. The PST is the initial first responder whose primary responsibility is
to receive, process, transmit and/or dispatch emergency and non-emergency calls for
law enforcement, fire, emergency medical and other public safety services. The manner
in which the initial call is handled by the PST forms the foundation and direction of the
overall response to the missing, abducted or sexually exploited child.

2.1.2   All agencies must provide their members with the tools and training needed to enable
them to act quickly and decisively when confronted with reports of missing, abducted
and sexually exploited children. The most important tool an agency can provide is a
clearly worded policy containing logically executed procedures, which are based upon
best practices for PSTs to follow when handling these incidents. In an effort to promote
best practices for responding to calls of missing, abducted and sexually exploited
children, and to support essential training and policy elements which are critically
important to preparedness for responding to a missing child incident, the NCMEC
Missing Kids Readiness Program developed, reviews and maintains this standard in
cooperation with APCO International.

2.1.3   Specific training and awareness about the overall issue of missing, abducted, and
sexually exploited children will help PSTs understand the critical role they play in this
important area of child protection. This voluntary standard is designed to enhance and
support such training efforts undertaken by state, regional and local law enforcement
and ECC agencies.

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2.2   Case Types

253

254   2.2.1   PSTs should be aware they may encounter different types of missing child cases, each
255   with their own unique response requirements. They include:

256   2.2.1.1   Nonfamily Abduction is defined as the unauthorized taking, retention, luring,
257   confinement or concealment of a child younger than the age of 18 by
258   someone other than a family member.

259   2.2.1.2   Family Abduction is defined as the taking, retention or concealment of a
260   child, younger than 18 [1]years of age, by a parent, other person with a family
261   relationship to the child, or his or her agent, in violation of the custody
262   rights, including visitation rights, of another parent or legal guardian.

263   2.2.1.3   An Endangered Runaway is any missing child younger than 18 years of age
264   who is missing of his or her own accord and whose whereabouts is unknown
265   to his or her parent(s) or legal guardian.

266   2.2.1.4   An Abandoned child is someone whose caretaker makes no recovery effort
267   after he or she has run away, who has been abandoned/deserted or who has
268   been asked to leave his or her home and not allowed to return. While not
269   necessarily reported to authorities as missing, children in this category
270   frequently come to the attention of law enforcement.

271   2.2.1.5   A Lost, Injured, or Otherwise Missing (LIM) case is defined to include:

272   2.2.1.5.1   A missing child younger than the age of 18 where there are
273   insufficient facts to determine the cause of the child's
274   disappearance.

275   2.2.1.5.2   A missing child whose young age inherently puts the child at
276   increased risk or whose young age makes it inappropriate to
277   categorize as a runaway, even if the child is missing on his or her
278   own accord.

279   2.2.2   It should be noted not all missing child incidents occurring each year in the U.S. result in
280   a direct law enforcement response. Many incidents are resolved by parents/guardians,
281   relatives, friends or neighbors prior to a report being made to law enforcement.
282   Indications are that law enforcement is called upon to handle the more difficult and/or
283   serious reports involving missing, abducted or sexually exploited children. This fact
284   underscores the importance of training and pre-planning in promoting the decisive
285   action and effective response these incidents demand.

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[1] The classification of missing child is also applied to each case of a missing person under the age of 21 reported by law enforcement agencies to the National Crime Information Center of the Department of Justice. This classification is in compliance with Title 34 U.S.C. § 41307.

286	2.2.3	When developing policy and procedures regarding cases involving missing, abducted or
287		sexually exploited children it is essential that each response, should be governed by an
288		assumption that the child is in danger until significant facts to the contrary are
289		confirmed. Assumptions may delay or diminish response and place the child in greater
290		danger. Immediate and thorough action is warranted in these cases and will be more
291		likely to yield evidence or information that might otherwise be lost during the critical,
292		early stages of an investigation.

293

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Chapter Three

Developing a Policy for Emergency Communications Centers Response to Missing, Abducted and Sexually Exploited Children

SCOPE

This chapter offers a starting point for agencies to develop their own individual policies for their ECC, specifically in regard to missing child cases.

3.1   The Importance of Policy Development

3.1.1   Reports of missing children are among the most challenging and emotionally charged cases a law enforcement agency handle. The attitude and approach taken with reports of missing children may very well determine whether the child is recovered promptly and safely or remains missing for months, years, or never recovered. Each stage of the case, from call intake through initial field response, investigation, and ultimately recovery, represents a critical component of effective case management.

3.1.2   When public safety agencies prepare personnel with the proper information, resources and direction, first responders have an increased capacity and strengthened confidence to act correctly and decisively when confronted with reports of missing children. The cornerstone of this preparedness is a clearly worded policy containing understandable procedures for telecommunicators, first responders and investigators to follow as a guide through each stage of the case.

3.2 Developing a Policy: Where to Begin

3.2.1 As part of your agency's efforts to implement and provide training on this standard, begin with careful and comprehensive policy development work. We recommend using the NCMEC Model Policy as a starting point for either initial development (in the event a policy does not already exist) or for comparison and analysis against any current policy or procedures in place for responding to missing, abducted and sexually exploited children.

3.2.2 NCMEC maintains this comprehensive model policy document as The NCMEC Model Policy is a general reference for use and adaptation by law enforcement and ECCs. The NCMEC Model Policy should be built upon and appropriately adapted to incorporate and ensure statutory/legal, operational and procedural alignment with the agency and/or jurisdiction. for which it is finalized. Agencies should be sure to include information and resources relevant to their state, regional, tribal, local and/or jurisdictional needs. The Model Policy covers critically important procedural considerations for PSTs, first responding field officers, field supervisors and case investigators and attempts to present the response process in a logical progression from case intake through first field response and case investigation through recovery and case closure. The Model Policy is based on material found in the NCMEC publication titled "Missing and Abducted Children: A Law-Enforcement Guide to Case Investigation and Program Management." This publication covers all missing child case types and recommends operational resources which are best utilized for successful case investigation.

3.2.3 The NCMEC Model Policy can be downloaded free of charge at https://www.missingkids.org/education/training. Comments or questions regarding the NCMEC Model Policy and Procedures are welcomed. Please contact the NCMEC Training Center at 1-800-THE-LOST (1-800-843-5678).

3.3 Important Policy Components

3.3.1 The NCMEC Model Policy organizes information across several key sections to promote the development of an integrated and comprehensive approach to missing child cases. The Model Policy Purpose section sets forth the objective(s) of the policy. The overarching goal of the policy's objectives is to establish operational and procedural parameters aligned with best practices for effective response to missing, abducted and sexually exploited child incidents.

351 3.3.2 The policy statement establishes the agency's philosophy and organizational intentions
352 regarding missing child cases insofar as the policy directs operations and procedures. Of
353 particular importance in the policy statement section are the expressed commitments
354 to an immediate and comprehensive response for all reports of missing, abducted and
355 sexually exploited children. This approach is rooted in the operational presumption that
356 every report of a missing, abducted or sexually exploited child will be considered valid,
357 and the child considered at risk, unless and until significant information to the contrary
358 is confirmed. Also central to the policy statement are the expressed commitments to
359 mitigation and/or avoidance of inter- and intra-jurisdictional conflicts and the swiftest
360 possible resolution of custodial questions. Delays related to disputes associated with
361 these issues have the potential to impede or inhibit effective response, which can
362 ultimately mean the safety and life of the child or children involved in the incident may
363 be in danger.

364 3.3.3 The Definitions section supports users' understanding of the component characteristics
365 and elements associated with missing child cases and organizes this information to
366 promote consistency and uniformity in approach. More specifically, the NCMEC Model
367 Policy Definitions section describes the circumstances and elements which drive missing
368 child report initiation and acceptance, covering important information case type
369 indicators and risk factors.

370 3.3.4 The model policy outlines important considerations for constructing
371 sequentially/operationally organized directives and associated procedures which
372 encompass the work carried out by PSTs, on-scene first responders/officers,
373 investigators and case supervisors.

3.4 Pre-Incident Planning and Resource Coordination/Identification

375 3.4.1 Along with policy development, pre-incident planning and resource identification and
376 coordination are equally important efforts to be undertaken by public safety
377 telecommunications and law enforcement agencies toward creating the capacity for
378 effective response to reports of missing, abducted and sexually exploited children.
379 When these factors are given careful attention, a truly comprehensive response plan
380 can result.

381 3.4.2 When an agency responds to the report of a missing, abducted or sexually exploited
382 child without a clearly established plan, critical time can be lost and opportunities for
383 safe recovery may be wasted. By adopting planned strategies, agencies are able to
384 exercise more control over events, respond more effectively and predictably to
385 unexpected occurrences, and enhance the likelihood of swift and successful case
386 resolution. Identification and availability of key contact information for critical partners
387 such as the NCMEC, State Missing Children Clearinghouses, State AMBER Alert
388 Coordinators and Child Abduction Response Teams (CARTs) is central to an agency's
389 ability to execute notifications when these incidents occur.

390

Effective Response: Telecommunications Call-Handling, Information Management and Officer/Field Support

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SCOPE

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396 *This chapter provides the PST instructions on how to handle a call concerning a missing child in the most*
397 *efficient and professional manner. This chapter also provides strategies for the PST to effectively attain*
398 *critical information for the officers in the field. This chapter stresses the instrumental role that the PST has*
399 *when aiding in the successful retrieval of a missing child.*

4.1   Guiding Principles and Values

400

401   4.1.1   PSTs are the first responders; therefore, their role in protecting children is the swift yet
402   comprehensive intake and dissemination of incident/call information as well as the
403   collection of relevant historical information which will support field responders in
404   establishing an appropriate response. As PSTs perform this critically important work,
405   their demeanor and actions should demonstrate commitment to the following
406   principles/values.

407   4.1.2   Accuracy and Detail

408   4.1.2.1   Where, What, When, Weapons, Who and How: You must maintain control of
409   the call-in order to receive the answers to the most important questions in
410   the shortest period of time.

411   4.1.3   Follow-Through and Accountability

412   4.1.3.1   Verify details that are received through the initial line of questioning: Repeat
413   back to the caller the information provided in order to confirm the
414   documented details; use active listening to hear what a caller is saying.

415   4.1.4   Compassion and Patience (Balanced with the guidance/direction the caller is given
416   during the call)

417   4.1.4.1   Help the caller understand what will be happening during this initial call: Use
418   a firm yet reassuring tone of voice with the caller, stating that you are going
419   to help and will need to ask a number of questions in order to do so.

420   **4.1.4.2**   Advise the caller to remain on the line with you as long as it is safe to do so.
421   Responses to the PSTs questions will assist law enforcement in locating the
422   child. Explain that you may be heard dispatching important information to
423   responding units during the call, in order to provide them with information
424   needed to begin searching for the child. Emphasize to the caller that you are
425   not ignoring them nor ending the call; the caller should be advised not to
426   hang up during any periods where you are communicating with law
427   enforcement or to other personnel in the ECC.

428   **4.1.4.3**   Explain what will happen next: If feasible, remain on the line with the caller
429   as long as is possible to continue information gathering and to assure the
430   caller that law enforcement is on their way. However, if it is necessary to end
431   the initial call, do your best to assure the caller that units are enroute and
432   that you and/or other communications and law enforcement personnel will
433   continue to actively work on the incident with officers as they arrive on
434   scene and work the case.

435   **4.1.5**   Professionalism

436   **4.1.5.1**   Speak calmly and clearly and with enough volume for the caller to hear you.
437   You should project authority yet portray understanding and appropriate
438   empathy through a steady and reassuring tone. Speak in clear and
439   understandable terms; do not use departmental codes or jargon.

440   **4.1.6**   Respect

441   **4.1.6.1**   Do not demonstrate an argumentative demeanor, and do not question the
442   integrity or validity of the caller or the reported incident. What may appear
443   improbable or unlikely upon first report may in fact be what has occurred.

444   **4.1.6.2**   Do not use sarcasm or diminish the caller's perceived importance/urgency of
445   the reported situation. Do not patronize the caller. All callers should be
446   treated with understanding and dignity, regardless of how well they can
447   articulate or explain what has occurred and/or how well they are able to
448   cooperate/comply with the call intake process the PST is performing.

449 ## 4.2   Incident Response Goals for the Public Safety Telecommunicator (PST)

450   **4.2.1**   Proper use and application of the call intake protocols outlined in the remainder of this
451   standard promote the PST's ability to achieve the following goals when handling calls of
452   missing, abducted and, sexually exploited children:

453   **4.2.1.1**   Obtain and verify incident location and reporting person contact
454   information, including call-back number.

455   **4.2.1.2**   Obtain information on the location and nature of the emergency (Initial
456   Intake elements which shall be asked as the first step when using each of the
457   Call Intake Protocols [Abduction, LIMs, Runaway/Abandoned]).

458 4.2.1.3 Communicate the ability and commitment to help the caller, while
459 maintaining control of the call.

460 4.2.1.4 Following the appropriate call intake protocol, methodically and strategically
461 obtain all additional information outlined and enter/log it as directed by your
462 ECC.

463 4.2.1.5 Recognize the potential urgency of the missing child incident and
464 immediately begin the proper record entry and disseminations/notifications
465 consistent with ECC/department policy.

466 4.2.2 Perform information entries and disseminations, both initial and for updates, to
467 maintain the accuracy of incident/case records. This can include but is not limited to
468 local/agency incident logs, state records systems and national/federal records systems.

469 4.2.2.1 For those agencies which enter into the Federal Bureau of Investigation's
470 (FBI) National Crime Information Center (NCIC), this includes the mandatory
471 entry (within two (2) hours of the first call/report) of all information related
472 to the missing child. [Adam Walsh Child Protection and Safety Act of 2006]

473 4.2.2.2 For complete information on the use of NCIC with missing and endangered
474 child incidents, please consult both the NCMEC NCIC Reference Guide for
475 Public Safety Telecommunications Personnel and all applicable NCIC
476 Operations documentation provided by your agency/jurisdiction.

477 4.2.3 Run record queries and background checks as authorized and in accordance with
478 ECC/department policy. Disseminate information as appropriate. Update case logs and
479 records swiftly and accurately. This ensures field personnel take actions on
480 current/accurate information.

481 4.2.4 Gather and organize information (through logs, record entries and message formats) in
482 a manner that supports efficient and accurate development of AMBER Alert (AA) and/or
483 Endangered Missing Advisory (EMA) activations in the event they are authorized. Even if
484 your center/department is not directly responsible for the development of alert
485 messages or formats, accurate and thorough information delivered in a well-organized
486 manner will support and expedite a more effective alert activation if initiated.

4.3 If the Caller is the Child Victim

488 4.3.1 The caller reporting the incident may be the child victim. As the following call intake
489 protocols are carefully reviewed, law enforcement agencies and ECCs shall ensure they
490 train all PSTs and other first responders to effectively guide and question both victims
491 and others involved in or who have witnessed the incident.

492 4.3.2 While the child victim may be frightened, highly agitated, or possibly hysterical, it is
493 possible that they may sound/appear calm; any state of mind is valid and shall be

494		treated without assumption, as we do not fully know the extent or nature of the
495		circumstances.
496	4.3.3	No matter how unusual the initial information reported by the caller is, the
497		Telecommunicator should carefully and methodically gather information and guide the
498		caller, providing consistent verbal reassurance and support.
499	4.3.4	In long-term abduction cases, the Telecommunicator/call-taker may be the first friendly
500		or trustworthy interaction the victim has experienced in years. It is important to
501		effectively convey empathy, a sense of urgency and signs of a clear recognition of the
502		level of importance the call represents.
503	4.3.5	In accordance with the initial intake elements used with all call types, be sure to swiftly
504		obtain name and call-back number, location and information on any injuries, medical
505		conditions, and the presence/involvement of weapons. Additionally, if
506		suspects/perpetrators are directly involved (as with an abduction or
507		trafficking/exploitation situation), try to ascertain:
508	4.3.5.1	Where the suspect is in relation to the child victim (current location, if
509		known and the distance/proximity from the victim)
510	4.3.5.2	How long the victim has been away from the suspect
511	4.3.5.3	How long before the suspect's anticipated return
512	4.3.6	The caller should be kept on the line until responders arrive, while it is safe to do so.
513		

514   Chapter Five

Call Intake Protocols

515

516

517   **SCOPE**

518   *The following protocols for call intake are intended to create a framework for the best possible call*
519   *handling and first response outcomes in response to Abduction, LIMs and Runaway/Abandoned incidents.*
520   *These protocols   should be appropriately adapted to incorporate and ensure compliance with*
521   *statutory/legal, operational, and procedural directives within the agency and jurisdiction using them.*

522   **5.1   Initial Call Intake Elements (For Use with All Call Intake Protocols)**

523   5.1.1   Location of the Emergency
524   5.1.1.1   Obtain the exact location of the incident such as structure addresses, street
525   names, intersections, directional identifiers, and mile posts. If specifics are
526   not known, request landmarks or estimated proximity to landmarks.
527   5.1.1.2   Obtain the exact location of the caller and any other known witnesses (if
528   different than the incident location).
529   5.1.1.3   Advise the caller and any witnesses to remain at their current location(s),
530   unless determined unsafe, until law enforcement arrives.
531   5.1.2   Caller Name and Call-Back Number
532   5.1.2.1   Obtain the name and call-back/contact number of the person reporting the
533   incident.
534   5.1.2.2   Obtain the names and call-back/contact numbers of any additional witnesses,
535   if known.
536   5.1.3   Nature of the Emergency
537   5.1.3.1   Ascertain as specifically as possible what has occurred.
538   5.1.3.2   Witnessed Abduction: A child was witnessed/seen to be taken/abducted
539   5.1.3.3   Suspected Abduction: A child is suspected to have been taken/abducted
540   5.1.3.4   LIM: A child is missing and circumstances are only partially known or are
541   unknown
542   5.1.3.5   Known Runaway/Abandoned: A child is known to have runaway or been
543   abandoned
544   5.1.3.6   Suspected Runaway/Abandoned: A child is suspected to have runaway or
545   been abandoned
546   5.1.3.7   Determine if there is any known/witnessed injury to the child
547   5.1.3.8   Determine if the child has any known medical conditions and/or medication
548   needs.

549   5.1.3.9   Determine if there are any weapons known, suspected or mentioned as
550   being possessed or involved in relation to the incident.

5.2   Child Abduction Call Intake Protocol

551

552   5.2.1   Ask All Initial Intake Questions

553   5.2.2   Time Frames and Contact with Child

554   5.2.2.1   Where: Where was the child last seen? Get specific location information to
555   support accurate and expedited response.

556   5.2.2.2   When: When did this happen? Is the incident still in progress? If not in
557   progress, how much time has passed such as minutes, hours, days? Be sure
558   to quickly communicate this element to responders as this has great
559   investigative significance.

560   5.2.2.3   Last Seen With: With whom was the child last seen, such as with one or more
561   adults, another child or children?

562   5.2.2.3.1 If this person or people are suspects, such as had a reason, a motive
563   and/or an expressed or demonstrated intent to harm the child,
564   immediately gather identifying information for suspect and /or
565   vehicle involved and return to intake questions in this section. Then
566   move on to the child's descriptive information.

567   5.2.2.4   Last Seen By: If a suspect is not known or was not seen in conjunction with
568   the abduction report, who is the person last seeing the child? This may be a
569   teacher, parent, caregiver or friend.

570   5.2.2.5   Direction: What was the direction of travel, if seen/known?

571   5.2.2.6   Destination: Does the caller know of or suspect any potential destination(s)
572   based upon any knowledge or witnessing of the suspect(s)?

573   5.2.2.7   Transport: When the child was last seen, did he/she have in possession a
574   means of transportation such as a bicycle, skateboard, scooter, motorcycle
575   or car if an older child? If so, gather a description, including tag/license plate
576   number, color, style, brand and additional descriptors if available.

577   5.2.2.8   Relationships/Associations: What are the relationships or associations
578   among the child, suspect(s) and caller? This information may have already
579   been determined through the previous questions, but, if not, be sure to
580   clarify the relationships, such as familial, school or activity-related
581   acquaintance, of the child, caller and any other people identified through
582   these questions.

583

584

585   5.2.3   Child Information

586   5.2.3.1   Name

587   5.2.3.2   Sex

588   5.2.3.3   Race

589   5.2.3.4   Age/Date of Birth (DOB)

590   5.2.3.5   Height

591   5.2.3.6   Weight

592   5.2.3.7   Hair including color, length, style

593   5.2.3.8   Eyes, including color and any other distinguishing characteristics such as
594   glasses

595   5.2.3.9   Other physical attributes such as light/dark complexion, marks, scars,
596   tattoos, or other distinctive features such as a limp

597   5.2.3.10   Clothing, from head to foot, outer to inner:

598   •   Hat/head

599   •   Coat

600   •   Shirt/blouse

601   •   Dress/suit

602   •   Pants/skirt/shorts

603   •   Shoes/socks

604   •   Any unique clothing identifiers such as color, logo, or wording

605   5.2.3.11   Does the child have a cell phone or another mobile/electronic device which
606   may be tracked/traced or any GPS-enabled device such as a smartphone,
607   activity tracker, navigation device?

608   •   What is the child's cell/smartphone number?

609   •   Who is the service provider for the device(s)?

610   •   DO NOT attempt to call. This information needs to be immediately
611   forwarded for investigative follow-up. Field units may request your
612   support in executing silent tracking methods.

613   5.2.3.12   Is the child known or suspected to have any injuries because of the incident
614   or prior to the incident?

615   5.2.3.13   Does the child have any known medical conditions or disabilities including
616   physical, emotional or mental challenges?

617   5.2.3.14   Is the child taking any medications?

618   • If critical medicines are taken, when would the next doses be
619   needed?
620   • What are the effects/results if these medication(s) are missed?

621   5.2.3.15   Possessions

622   • Did the child have any personal items such as a backpack/book bag,
623   toy, stuffed animal, blanket or other identifiable possession with
624   them when last seen?

625   • If not certain, does the child usually carry any of these items with
626   him/her? If so, gather descriptive information such as color, make,
627   and brand.

628   • Did the child have a pet with him/her when last seen? If unsure, does
629   the child regularly/customarily have a pet with him/her, such as a
630   service dog? If known, gather basic descriptive information such as
631   size, color, and breed.

632   5.2.3.16   Does the child have any social media, email accounts or gaming platform
633   accounts?

634   • Confirm the types of accounts, such as Gmail, Facebook, Twitter,
635   Instagram, X-Box, and PlayStation.

636   • Obtain user/screen names and passwords.

637   • NOTE: If the caller does not readily know this information, proceed
638   with other questions and advise investigators of the presence of
639   these accounts.

640   5.2.3.17   What is the child's primary language if not able to speak or understand
641   English? If unknown but the child was overheard, what language did it sound
642   like might have been spoken?

643   5.2.4   Suspect(s) Information [If more than one suspect is known or believed to be involved,
644   perform this intake sequence for each.]

645   5.2.4.1   Name
646   5.2.4.2   Sex
647   5.2.4.3   Race
648   5.2.4.4   Age/DOB
649   5.2.4.5   Height
650   5.2.4.6   Weight
651   5.2.4.7   Hair, including color, length, style
652   5.2.4.8   Eyes, including color and any other distinguishing characteristics such as
653   glasses
654   5.2.4.9   Other physical attributes such as light/dark complexion, marks, scars,
655   tattoos, or other distinctive features such as a limp

656	5.2.4.10	Are there any weapons known or believed to be involved/possessed by the
657		suspect?
658	5.2.4.11	Clothing, from head to foot, outer to inner:
659		• Hat/head
660		• Coat
661		• Shirt/blouse
662		• Dress/suit
663		• Pants/skirt/shorts
664		• Shoes/socks
665		• Any unique clothing identifiers such as color, logo, or wording
666	5.2.4.12	Is the child familiar with the suspect?
667	5.2.4.13	If a relative, what relation?
668	5.2.4.14	Who allegedly has custody?
669	5.2.4.15	Do any custody disputes exist?
670	5.2.4.16	Does the suspect have a history of violence, emotional distress, or mental
671		illness?
672	5.2.4.17	Is the suspect's residence and/or place of employment known? If so, gather
673		location information.
674	5.2.4.18	Does the suspect have any known hangouts or close associations which may
675		indicate where he/she may go with the child or who else may be around or is
676		likely to have contact with the suspect?
677	5.2.4.19	Gather name and any identifying information known on persons closely
678		associated with the suspect.
679	5.2.4.20	Does the suspect have a cell phone or other mobile/electronic device which
680		may be tracked/traced or any GPS-enabled device such as a smartphone,
681		activity tracker, navigation device?
682		• What is the suspect's cell/smartphone number?
683		• Who is the service provider for the device(s)?
684		• DO NOT attempt to call. This information needs to be immediately
685		forwarded for investigative follow-up. Field units may request your
686		support in executing silent tracking methods.
687	5.2.4.21	Does the suspect have any social media, e-mail, or gaming platform
688		accounts?
689		• Confirm the types of accounts such as Gmail, Facebook, Twitter, and
690		Instagram.
691		• Obtain user/screen names and passwords.

| 692 | | | • NOTE: If the caller does not readily know specific information about such accounts, proceed with other questions and advise investigators about any known possible presence of these accounts. |

692 • NOTE: If the caller does not readily know specific information about

693 such accounts, proceed with other questions and advise investigators

694 about any known possible presence of these accounts.

695 5.2.4.22 What is the suspect's primary language if not able to speak or understand

696 English? If unknown but the suspect was overheard, what language did it

697 sound like?

698 5.2.5 Vehicle Information

699 5.2.5.1 Gather the standard vehicle description using the 'C.Y.M.B.A.L.S.' approach:

700 • **C**olor

701 • **Y**ear

702 • **M**ake and model

703 • **B**ody description

704 • **A**dditional descriptors such as rust, dents, other damage, or stickers

705 • **L**icense plate/tag

706 • **S**tate of plate/tag

707 5.2.5.2 If plate/tag information is available, initiate available authorized inquiries.

708 5.2.5.3 Ascertain any onboard technology such as OnStar®, LoJack®, and/or any

709 other onboard navigation or satellite radio systems.

710 5.2.6 Additional Work with Abduction Incident Information

711 5.2.6.1 As requested and authorized, assist responding law enforcement with

712 further background information and records checks, such as criminal history,

713 to ascertain any further data/photos from other possible arresting agencies.

714 5.2.6.2 Note: While PSTs may not have performed intake on these questions, if

715 requested to assist in doing so, it is important to be aware of additional

716 information pertinent to the suspect.

717 • All prior entries and all information about the suspect, child, family,

718 location, or proximity of incident

719 • Any suspicious activity in the area

720 • Any history of attempted abductions in the area

721 • Any prior activity with your agency and/or surrounding agencies

722 • Federal and state sex offender registries

723 • Public records and/or internet searches

724 • NCMEC at 1-800-THE-LOST (1-800-843-5678) to register the case and

725 inquire about known sex offenders in the area, as well as any history

726 of attempted abductions in the area.

5.3 Lost, Injured, or Otherwise Missing (LIM) Call Intake Protocol

728 5.3.1 Be sure to first ask the INTITIAL INTAKE questions

APCO Candidate ANS 1.101.4-202X: Standard for Public Safety Telecommunicators when Responding to Calls for Missing, Abducted and Sexually Exploited Children

729   5.3.2   Time Frames and Contact with Child

730   5.3.2.1   Where: Where was the child last seen? Get specific location information to
731   support accurate and expedited response

732   5.3.2.2   When: When was the child last seen?

733   5.3.2.3   Geography/Environment: Gather information on any special
734   environmental/geographical considerations such as weather, terrain,
735   wildlife, etc.

736   5.3.2.4   Last Seen With: With whom was the child last seen (one or more adults,
737   another child or children. If this person or people are suspects, such as had a
738   reason, a motive and/or an expressed or demonstrated intent to harm the
739   child, immediately gather identifying information for suspect(s) and /or
740   vehicle (CYMBALS) involved and return to intake questions in this section.
741   Then move on to the child's descriptive information.

742   5.3.2.5   Last Seen By: Who is the person that last saw the child? This may be a
743   teacher, parent, caregiver or friend

744   5.3.2.6   Direction: What was the direction of travel, if seen/known?

745   5.3.2.7   Transport: When the child was last seen, did he/she have in possession a
746   means of transportation such as a bicycle, skateboard, scooter, motorcycle
747   or car (if an older child)? If so, gather a description and include tag/license
748   number, color, style, brand and additional descriptors if available.

749   5.3.2.8   Suspicious Circumstances: Are there any suspicious circumstances
750   surrounding the child's disappearance?

751   5.3.2.9   Potential Destinations: Does the caller know of or suspect any potential
752   destination(s), usual or frequented hangouts, friends' homes, etc. for the
753   child?

754   • Has anyone gone to these locations and/or contacted these
755   friends/companions? If so, who did this and when?
756   • Gather detailed location information on any potential destinations.
757   • Confirm the names of persons whom the child may be with or may
758   attempt to contact.
759   ▪ Have any other steps been taken to locate the child, such as
760   contact with school officials, activity leaders, etc.?

761   5.3.2.10   Past Behavior: Has the child gone missing before? If so:
762   • When did this last occur and where did the child go/where was the
763   child found?
764   • How many times has the child gone missing?

765   • Were there any special or specific circumstances associated with the
766   child's previous disappearance(s) (family, school and/or social
767   problems; mental disability/condition; other)?
768   • Were the other incidents reported to law enforcement? If so, with
769   what agency(s)?

770   5.3.2.11 Relationships/Associations: What are the relationships or associations
771   between the child, any suspect(s) and caller? This information may have
772   already been determined through the previous questions, but if not, be sure
773   to clarify the relationships (familial, school or activity-related acquaintance,
774   etc.) of the child, caller and any other persons identified through these
775   questions.

776 5.3.3 Child Information

777   5.3.3.1 Name

778   5.3.3.2 Sex

779   5.3.3.3 Race

780   5.3.3.4 Age/DOB

781   5.3.3.5 Height

782   5.3.3.6 Weight

783   5.3.3.7 Hair including color, length, style

784   5.3.3.8 Eyes, including color and any other distinguishing characteristics such as
785   glasses

786   5.3.3.9 Other physical attributes such as light/dark complexion, marks, scars,
787   tattoos, or other distinctive features such as a limp

788   5.3.3.10 Clothing, from head to foot, outer to inner:

789   • Hat/head
790   • Coat
791   • Shirt/blouse
792   • Dress/suit
793   • Pants/skirt/shorts
794   • Shoes/socks
795   • Any unique clothing identifiers such as color, logo, or wording

796

797   5.3.3.11 Does the child have a cell phone or another mobile/electronic device which
798   may be tracked/traced or any GPS-enabled device such as a smartphone,
799   activity tracker, navigation device?

800
- What is the child's cell/smartphone number?

801
- Who is the service provider for the device(s)?

802
- DO NOT attempt to call. This information needs to be immediately

803 forwarded for investigative follow-up. Field units may request your

804 support in executing silent tracking methods.

805   5.3.3.12 Is the child known or suspected to have any injuries because of the incident
806   or prior to the incident?

807   5.3.3.13 Does the child have any known medical conditions or disabilities including
808   physical, emotional or mental challenges?

809   5.3.3.14 Is the child taking any medications?

810
- If critical medicines are taken, when would the next doses be

811 needed?

812
- What are the effects/results if these medication(s) are missed?

813   5.3.3.15 Possessions

814
- Did the child have any personal items such as a backpack/book bag,

815 toy, stuffed animal, blanket or other identifiable possession with

816 them when last seen?

817
- If not certain, does the child usually carry any of these items with

818 him/her? If so, gather descriptive information such as color, make,

819 and brand.

820
- Did the child have a pet with him/her when last seen? If unsure, does

821 the child regularly/customarily have a pet with him/her, such as a

822 service dog? If known, gather basic descriptive information such as

823 size, color, and breed.

824   5.3.3.16 Does the child have any social media, email accounts or gaming platform
825   accounts?

826
- Confirm the types of accounts, such as Gmail, Facebook, Twitter,

827 Instagram, X-Box, and PlayStation.

828
- Obtain user/screen names and passwords.

829
- NOTE: If the caller does not readily know this information, proceed

830 with other questions and advise investigators of the presence of

831 these accounts.

832		5.3.3.17	What is the child's primary language if not able to speak or understand
833			English? If unknown but the child was overheard, what language did it sound
834			like might have been spoken?
835	5.3.4		Companion(s) and/or Suspect(s) Information [If more than one companion or suspect is
836			known or believed to be involved, perform this intake sequence for each.]

5.3.4.1 Name

5.3.4.2 Sex

5.3.4.3 Race

5.3.4.4 Age/ DOB

5.3.4.5 Height

5.3.4.6 Weight

5.3.4.7 Hair, including color, length, style

5.3.4.8 Eyes, including color and any other distinguishing characteristics such as glasses

5.3.4.9 Other physical attributes such as light/dark complexion, marks, scars, tattoos, or other distinctive features such as a limp

5.3.4.10 Are there any weapons known or believed to be involved/possessed by the suspect?

5.3.4.11 Clothing, from head to foot, outer to inner:

- Hat/head
- Coat
- Shirt/blouse
- Dress/suit
- Pants/skirt/shorts
- Shoes/socks
- Any unique clothing identifiers such as color, logo, or wording

5.3.4.12 What are the relationships or associations between the child and the companion(s) or suspect(s)? This information may have already been determined through the previous questions, but if not, be sure to clarify the relationships (familial, school or activity-related acquaintance, etc.) of the child, caller and any other persons identified through these questions.

5.3.4.13 If a relative, what relation?
- Who allegedly has custody?
- Do any custody disputes exist?

5.3.4.14 Does the companion or suspect have a history of violence, emotional distress, or mental illness?

5.3.4.15 Is the companion or suspect's residence and/or place of employment known? If so, gather location information.

870   5.3.4.16   Does the companion or suspect have any known hangouts or close
871   associations which may indicate where he/she may go with the child or who
872   else may be around or is likely to have contact with the suspect?

873   • Gather detailed information on locations of known or suspected
874   hangouts.
875   • Gather name and any identifying information known on persons
876   closely associated with the companion or suspect.

877   5.3.4.17   Does the companion or suspect have a cell phone or other mobile/electronic
878   device which may be tracked/traced or any GPS-enabled device such as a
879   smartphone, activity tracker, navigation device?

880   • What is the suspect's cell/smartphone number?
881   • Who is the service provider for the device(s)?
882   • DO NOT attempt to call. This information needs to be immediately
883   forwarded for investigative follow-up. Field units may request your
884   support in executing silent tracking methods.

885   5.3.4.18   Does the companion or suspect have any social media, e-mail, or gaming
886   platform accounts.

887   • Confirm the types of accounts such as Gmail, Facebook, Twitter, and
888   Instagram.
889   • Obtain user/screen names and passwords.

890   NOTE: If the caller does not readily know specific information about such
891   accounts, proceed with other questions and advise investigators about
892   any known possible presence of these accounts.

893   5.3.4.19   What is the companion or suspect's primary language if not able to speak or
894   understand English? If unknown but the suspect was overheard, what
895   language did it sound like?

896   5.3.5   Vehicle Information

897   5.3.5.1   Gather the standard vehicle description using the 'C.Y.M.B.A.L.S.' approach:
898   • **C**olor
899   • **Y**ear
900   • **M**ake and model
901   • **B**ody description
902   • **A**dditional descriptors such as rust, dents, other damage, or stickers
903   • **L**icense plate/tag
904   • **S**tate of plate/tag
905   5.3.5.2   If plate/tag information is available, initiate available authorized inquiries.

906	5.3.5.3	Ascertain any onboard technology such as OnStar, LoJack, and/or any other
907		onboard navigation or satellite radio systems.
908	5.3.6	Additional Work with LIMs Incident Information
909	5.3.6.1	As requested and authorized, assist responding law enforcement with
910		further background information and records checks (i.e., criminal history to
911		ascertain any further data/photos from other possible arresting agencies).
912	5.3.6.2	NOTE: While PSTs may not have performed intake on these questions, if
913		requested to assist in doing so, it is important to be aware of additional
914		information pertinent to the suspect.

- 915 Any and all prior entries about the suspect, child, family, location, or
- 916 proximity of incident
- 917 Any suspicious activity in the area
- 918 Any history of attempted abductions in the area
- 919 Any prior activity with your agency and/or surrounding agencies
- 920 Federal and state sex offender registries
- 921 Public records and/or internet searches
- 922 Contact NCMEC at 1-800-THE-LOST (1-800-843-5678) to register the
- 923 case and inquire about known sex offenders in the area, as well as
- 924 any history of attempted abductions in the area.

925 5.4 Runaway and Abandoned Call Intake Protocol

926	5.4.1	A Note on Handling Runaway Incidents
927	5.4.1.1	ECCs consistently acknowledge the complexities and logistical concerns
928		associated with effective and diligent handling of calls reporting runaway
929		children, especially those who have been labeled as "habitual" runaways.
930		Many ECCs/departments struggle with performing comprehensive intake
931		and incident management in light of the volume and/or frequency of these
932		runaway reports.
933	5.4.1.2	In designing the protocol for reports of runaway and abandoned children, a
934		focus on providing the most comprehensive framework for intake of critically
935		important information has been applied. Basic assumptions within this
936		protocol are in alignment with the previous sections, including the
937		prevention or mitigation of bias or presumption of level of endangerment
938		based upon a runaway minor's age, mobility (driving age versus a younger
939		child), level of maturity (as medical and/or psychological conditions may
940		affect this, among other factors), etc.

941

942	5.4.1.3	Depending upon the age of the minor who has run away or been abandoned,
943		the priority and/or relevance of some intake questions in this protocol may
944		vary. PSTs should apply reasonable logic and overall best practice when
945		handling runaway/abandoned calls, adjusting intake as needed to align with
946		the age of the minor and the circumstances surrounding the incident.
947	5.4.1.4	It is understood that ECCs must take into account all factors affecting their
948		call-handling capacity for high-volume calls/incidents and align their
949		procedures with applicable policies and best-practice parameters to ensure
950		the best possible level of response and protection for the citizens they serve.
951	5.4.2	Time Frames and Contact with Child
952	5.4.2.1	Where: Where was the child last seen? Get specific location information to
953		support accurate and expedited response by on-scene personnel.
954	5.4.2.2	When: When did this occur? If time of occurrence is unknown, when was the
955		child last seen?
956	5.4.2.3	Geography/Environment: Gather information on any special
957		environmental/geographical considerations such as weather, terrain,
958		wildlife, etc.
959	5.4.2.4	Last Seen With: With whom was the child last seen (one or more adults,
960		another child or children)? If this person is a suspect (reason, motive and/or
961		expressed or demonstrated intent to harm the child), gather identifying
962		information NOW (Suspect/Companion Information, Vehicle Information)
963		and return back to intake questions in this section, then moving on to the
964		child's descriptive information.
965	5.4.2.5	Last Seen By: Who is the person that last saw the child? This may be a
966		teacher, parent, caregiver or friend.
967	5.4.2.6	Direction: What was the direction of travel, if seen/known?
968	5.4.2.7	Transport: When the child was last seen, did he/she have in possession a
969		means of transportation such as a bicycle, skateboard, scooter, motorcycle
970		or car (if an older child)? If so, gather a description – include tag/license
971		number, color, style, brand and additional descriptors if available.
972	5.4.2.8	Notes/Posts: Did the child leave a note, electronic message (text message,
973		e-mail, or social media post) or make any verbal threats or other indications
974		he/she intended to run away?
975	5.4.2.9	Suspicious Circumstances: Are there any suspicious circumstances
976		surrounding the incident?
977	5.4.2.10	Potential Destinations: Does the caller know of or suspect any potential
978		destination(s) based upon any usual or frequented hangouts, friends' homes,
979		etc. for the child?

980   • Has anyone gone to these locations and/or contacted these
981   friends/companions? If so, who did this and when?
982   • Gather detailed location information on any potential destinations.
983   • Confirm the names of friends with whom the child may be or may
984   attempt to contact.
985   • Have any other steps been taken to locate the child, such as contact
986   with school officials, activity leaders, etc.?

987   5.4.2.11   Past Behavior: Has the child run away before? If so:
988   • When did this last occur and where did the child go/where was the
989   child found?
990   • How many times has the child run away?
991   • Were there any special or specific circumstances associated with the
992   child's previous runaway attempts (family, school and/or social
993   problems; mental disability/condition; other)?
994   • Were the other incidents reported to law enforcement? If so, with
995   what agency(s)?

996   5.4.2.12   Relationships/Associations: What are the relationships or associations
997   between the child, companion(s) and the caller? This information may have
998   already been determined through the previous questions, but if not, be sure
999   to clarify the relationships (familial, school or activity-related acquaintance,
1000   etc.) of the child, caller and any other persons identified through these
1001   questions.

1002   5.4.3   Child Information
1003   5.4.3.1   Name
1004   5.4.3.2   Sex
1005   5.4.3.3   Race
1006   5.4.3.4   Age/DOB
1007   5.4.3.5   Height
1008   5.4.3.6   Weight
1009   5.4.3.7   Hair (color, length/style)
1010   5.4.3.8   Eyes (may include eye color and/or other distinguishing characteristics such
1011   as glasses)
1012   5.4.3.9   Other physical attributes such as complexion (light/dark) marks, scars,
1013   tattoos, or other distinctive features such as a limp
1014   5.4.3.10   Clothing (head to foot, outer to inner)
1015   • Hat/head
1016   • Coat
1017   • Shirt

1018		• Pants/shorts
1019		• Shoes/socks
1020		• Any unique clothing identifiers on clothing such as color, logo, or
1021		wording

1022   5.4.3.11   Does the child have a cell phone or other mobile/electronic device, which
1023   may be tracked/traced (any GPS-enabled device such as a smartphone,
1024   activity tracker, navigation device, etc.)?

- What is the child's cell/smartphone number?
- Who is the service provider for the device(s)?
- DO NOT attempt to call. This information needs to be immediately forwarded for investigative follow-up. Field units may request your support in executing silent tracking methods.

5.4.3.12   Is the child known or suspected to have any injuries because of the incident or prior to the incident?

5.4.3.13   Does the child have any known medical conditions or disabilities (either physical or mental)?

5.4.3.14   Is the child taking any medications?

- If critical medicines are taken, when would the next doses be needed?
- What are the effects/results if these medication(s) are missed?

5.4.3.15   Possessions

- Did the child have any personal items such as a backpack/book bag, toy stuffed animal, blanket or other identifiable possession with them when last seen?
- If not certain, does the child usually carry any of these items with him/her? If so, gather descriptive information) such as color, make/brand, etc.
- Did the child have a pet with him/her when last seen? If unsure, does the child regularly/customarily have a pet with him/her, such as a service dog? If known, gather basic descriptive information such as size, color, and/or breed.

5.4.3.16   Does the child have any social media, e-mail, or gaming platform accounts?

- Confirm the types of accounts (Gmail, Facebook, Twitter, Instagram, Xbox, PlayStation, etc.).
- Obtain user/screen names and passwords.
- NOTE: If the caller does not readily know this information, proceed with other questions and advise investigators of the presence of these accounts.

1056		5.4.3.17	What is the child's primary language if not able to speak or understand
1057			English? If unknown but the child was overheard, what language did it sound
1058			like might have been spoken?

1059   5.4.4   Companion(s) and/or Suspect(s) If more than one companion or suspect is known or
1060   believed to be involved, perform this intake sequence for each.

1061   5.4.4.1   Name

1062   5.4.4.2   Sex

1063   5.4.4.3   Race

1064   5.4.4.4   Age/DOB

1065   5.4.4.5   Height

1066   5.4.4.6   Weight

1067   5.4.4.7   Hair (color, length/style)

1068   5.4.4.8   Eyes (may include eye color and/or other distinguishing characteristics such
1069   as glasses)

1070   5.4.4.9   Other physical attributes such as complexion (light/dark) marks, scars,
1071   tattoos, or other distinctive features such as a limp

1072   5.4.4.10   Are there any weapons known or believed to be involved/possessed by the
1073   companion or suspect?

1074   5.4.4.11   Clothing (head to foot, outer to inner)

- Hat/head
- Coat
- Shirt
- Pants/Shorts
- Shoes/Socks
- Any unique clothing identifiers such as color, logo, or wording

1081   5.4.4.12   What are the relationships or associations between the child and the known
1082   person(s)

- [In the case of a runaway child] potentially accompanying the child?
- [In the case of an abandoned child] potentially responsible for abandoning the child? This information may have already been determined through the previous questions, but if not, be sure to clarify the relationships (familial, school or activity-related acquaintance, etc.) of the child, caller and any other persons identified through these questions.

1090   5.4.4.13   If a relative, what relation?

- Who allegedly has custody?
- Do any custody disputes exist?

1093   5.4.4.14   Does the companion or suspect have a history of violence or mental illness?

1094		5.4.4.15	Is the companion or suspect's residence and/or place of employment
1095			known? If so, gather location information.

5.4.4.16 Does the companion or suspect have any known hangouts or close associations, which may indicate where he/she may go with the child or who else may be around or is likely to have contact with the suspect?

- Gather detailed information on locations of known or suspected hangouts.
- Gather name and any identifying information known on persons closely associated with the companion or suspect.

5.4.4.17 Does the companion or suspect have a cell phone or other mobile/electronic device, which may be tracked/traced (any GPS-enabled device such as a smartphone, activity tracker, navigation device, etc.)?

- What is the companion or suspect's cell/smartphone number?
- Who is the service provider for the device(s)?
- DO NOT attempt to call. This information needs to be immediately forwarded for investigative follow-up. Field units may request your support in executing silent tracking methods.

5.4.4.18 Does the companion or suspect have any social media, e-mail, or gaming platform accounts?

- Confirm the types of accounts (Gmail, Facebook, Twitter, Instagram, Xbox, PlayStation, etc.).
- Obtain user/screen names and passwords.

NOTE: If the caller does not readily know this information, proceed with other questions and advise investigators of the presence of these accounts.

5.4.4.19 What is the companion or suspect's primary language if not able to speak or understand English? If unknown, but the caller has heard the companion or suspect speak before, what language did it sound like?

5.4.5 Vehicle Information

5.4.5.1 Gather the standard vehicle description using the 'C.Y.M.B.A.L.S.' approach:

- **C**olor
- **Y**ear
- **M**ake and Model
- **B**ody Description
- **A**dditional descriptors such as rust, dents, other damage, or stickers
- **L**icense plate/tag
- **S**tate of plate/tag

1131		5.4.5.2	If plate/tag information is available, initiate available inquiries.
1132		5.4.5.3	Ascertain any onboard technology such as OnStar, LoJack, and/or any other
1133			onboard navigation or satellite radio systems.

5.4.6   Additional Work with Runaway/Abandoned Incident Information:

5.4.6.1   As requested and authorized, assist responding law enforcement with further background information and records checks (i.e., criminal history to ascertain any further data/photos from other possible arresting agencies).

5.4.6.2   NOTE: While PSTs may not perform intake on these questions, if requested to assist in doing so, it is important to be aware of additional information pertinent to the suspect.

- Any and all prior entries about the suspect, child, family, location, or proximity of incident
- Any suspicious activity in the area
- Any history of attempted abductions in the area
- Any prior activity with your agency and/or surrounding agencies
- Federal and state sex offender registries
- Public records and/or internet searches

5.4.6.3   Contact NCMEC at 1-800-THE-LOST (1-800-843-5678) to register the case and inquire about known sex offenders in the area, as well as any history of attempted abductions in the area.

5.5   Additional Considerations

5.5.1   Reminder on the Importance of Pre-Planning and Resource Coordination

5.5.1.1   Most departments cannot "do it all' when faced with an emergency response to a missing, abducted and/or sexually exploited child. Critical to an agency's capacity for immediate and effective response is the element of pre-planning and resource coordination. When such planning is neglected, agencies may find themselves struggling to identify and coordinate resources in the midst of an in-progress incident or case.

5.5.1.2   It is imperative that inter/intra-agency agreement documentation and procedural resources relating to items such as, but not limited to, the following should be developed in advance to support the capacity and competence needed for a department and/or jurisdiction to respond effectively when these incidents occur:

- Missing, abducted, runaway/abandoned and exploited child policies and operational procedures
- Child Abduction Response Team (CART) policy and procedures (if a CART program is in operation within your jurisdiction/area)

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1168		• Interagency agreements / Memoranda of Understanding (MOUs)
1169		• Incident Command Structure policy and procedures
1170		• After-Action policy and procedures (including debriefs)
1171		• Other agreements, policies/procedures and informational listings as
1172		identified by the agency/department

1173   5.5.1.3   Agencies should ensure front-line PSTs and other field-based personnel have
1174   ready access to the information and resources identified through these pre-
1175   planning and resource coordination efforts in order for those providing first
1176   response and ongoing operational efforts in the case to effectively utilize a
1177   reliable network of resources and assistance.

1178   5.5.1.4   The following list captures some key operational and tactical resource
1179   considerations that area of significant importance in missing child cases. This
1180   list is not intended to be all-inclusive or exhaustive. Not all of the resources
1181   referenced here may be available or appropriate to a particular jurisdiction
1182   due to the unique needs or circumstances. Agencies are encouraged to add
1183   resource recommendations and information applicable to their respective
1184   jurisdictions and operations, ensuring they incorporate any different and/or
1185   additional requirements relating to federal, state, or local statutes.

1186   5.5.1.5   Creation and regular updating of a comprehensive resource and call-out list
1187   which contains contact information associated with all resources and
1188   services an agency might need to call upon when a missing, abducted or
1189   sexually exploited child incident occurs.

1190   5.5.1.6   The listing should provide associated procedural and authorization
1191   instructions for each resource and/or service.

1192   5.5.1.7   The listing should be maintained and provided both electronically and in
1193   hard copy format in a manner that allows all authorized to access it easily
1194   and quickly.

1195   5.5.1.8   The contact listing should include, but is not limited to, location and contact
1196   information for the following resources:

- 1197–1198 Federal law enforcement agencies such as the FBI and Homeland Security Investigations (HSI).
- 1199–1201 The National Center for Missing & Exploited Children at 1-800-THE-LOST (1-800-843-5678); resource publications may be found at www.missingkids.org.
- 1202 Tracking and Mapping Services: sex offenders, attempted abductions
- 1203 Public-record database search information
- 1204–1205 Tracking/mapping and database searches may be obtained by contacting NCMEC at 1-800-THELOST (1-800-843-5678)

1206 • CART Coordinators and team contact listings

1207 • CAD system contact information for operational/technical support

1208 • Criminal Justice Information System (CJIS) contact information for
1209 operational/technical support

1210 • NCIC database operational support

1211 • National Law Enforcement Telecommunications System (Nlets)

1212 • Mobile Data Terminal (MDT) information for communications with
1213 field personnel and law enforcement

1214 • Public Information Officer(s) (PIO)- 24/7 contact information

1215 • Search and Rescue teams – 24/7 contact information along with
1216 jurisdictional boundaries and assignments

1217 • Toll Road/Toll Pass/EZ Pass/Turnpike 24/7 contact information

1218 • LPR (License Plate Reader/Private License Plate Reader) Systems 24/7
1219 contact information

1220 • City/County/Highway Traffic Camera 24/7 contact information

1221 • K-9 teams – 24/7 contact information and assignment designations

1222 • Aviation resources, such as the FLIRS (Forward Looking Infrared
1223 System)

1224 • Global Positioning Systems (GPS)

1225 • Night vision equipment

1226 • Digital image and document imaging/scanning equipment and/or
1227 services

1228 • Mobile incident command post vehicle – usage agreements/request
1229 procedures/contact information

1230 • Telephone bank resources/infrastructure – technical plans and
1231 operational procedures

1232 • Audio/voice logging recorder systems, service and/or support

1233 • Instant call capture and retrieval system or Automatic Number
1234 Identification (ANI) and Automatic Location Identification (ALI)

1235 • Staffing plans and procedures: Provisions, plans and agreements to
1236 support immediate securing of additional staffing

1237 5.5.1.9 In addition to the resource considerations and related contact coordination
1238 listed above, agencies/departments should ensure they research and confirm
1239 availability, training and overall operational readiness in the following areas:

1240 • Records and/or systems searches for any information regarding
1241 activities such as lewdness, attempted abductions, and suspicious
1242 persons; and procedures for notifying authorized law enforcement
1243 personnel involved in the case of search results

- Requests for incident command and mutual aid
- Establishment of tactical perimeter posts if no immediate field command exists
- Identification of current boundaries and agreements concerning local, county, regional, and statewide broadcasting which may impact your ability to relay appropriate information during an incident
- Identification of any Child Abduction Response Teams (CARTs) in operation within your jurisdiction and confirmation of procedures for requesting a CART activation
- Development of procedures and authorizations for establishing a dedicated (and interoperable in the event multiple agencies are coordinating on the case) frequency, if needed and feasible, over which PSTs working the incident can process calls, broadcasts, dispatches and messaging
- Confirmation of the ECC's capacity and readiness to perform tips/leads management work rapidly and effectively
- Coordination of agreements involving resource deployment for field units such as air support and search dogs, including the NASAR and USAR.
- Confirmation of the ECC's capacity and readiness to intake and effectively process electronic/digital image data (both within NCIC and for the purposes of generating missing posters)

5.5.1.10 If photographs/digital images of the missing child are obtained from responding law enforcement, agencies are urged to consider creating physical posters and/or electronic postings for websites and social media (as authorized for law enforcement/public safety use)

5.5.1.11 Support of AA or EMA, if activated
- If your agency is involved in an incident for which an AA or EMA is activated these elements of first response and case management with a missing or abducted child incident will be critically important in supporting accurate activation, messaging and alert updates
- Ensure all PSTs and field personnel (patrol and investigations officers) understand and have received training on their state AA and EMA plans and associated procedures, which may have impact upon their work when handling these case types.

5.5.1.12 Some states have multiple AA and/or EMA plans, with a combination of state, regional and/or local procedures; be sure to make available and train on the plans in place within your jurisdiction

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1282	5.5.1.13	Work with the state AMBER Alert Coordinator and state Missing Children/Person Clearinghouse Manager to confirm the plans and procedures in force
1283		
1284		
1285	5.5.1.14	Prepare and organize information from record entries, incident logs and messaging/broadcasts in a manner/format which can be readily accessed and provided to the approving and issuing authorities for your state/region's AA and EMA plans
1286		
1287		
1288		
1289	5.5.1.15	Establish workload and lines of responsibility for calls/leads/tips intake and information management in the case; if necessary, call-in additional staff members and supervision
1290		
1291		
1292	5.5.1.16	As new information becomes available and is confirmed in the case, work through the appropriate chain of command to ensure updates are provided to AA and EMA approving/issuing authorities
1293		
1294		
1295	5.5.1.17	Keep NCIC and other records systems updated with the appropriate flags, message keys and other information in support of any active alerts/advisories and to assist law enforcement in the field with accurate identification efforts.
1296		
1297		
1298		
1299		

1300   Chapter Six

Child Sexual Exploitation

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1302

SCOPE

1303

1304 *This chapter provides definitions of child sexual exploitation the public and electronic service providers*
1305 *can report to NCMEC's CyberTipline® as the nation's centralized reporting system for online sexual*
1306 *exploitation of children. These definitions may vary from state definitions. For more information*
1307 *regarding the CyberTipline visit www.cybertipline.org.*

6.1   Definitions of Child Sexual Exploitation Classifications on the CyberTipline.
1308
1309   **These definitions may vary from your state's definitions.**

1310   6.1.1   Child Pornography (possession, manufacture and distribution): Child Pornography is
1311   defined as a visual depiction of a minor younger than the age of 18 engaged in sexually
1312   explicit conduct (18 U.S.C. §2256). It is a federal crime to possess, manufacture and/or
1313   distribute child pornography (18 U.S.C. §2251 et seq.)

1314   6.1.2   Online Enticement of Children for Sexual Acts: It is a federal crime to use the Internet to
1315   knowingly persuade, induce, entice or coerce a child under the age of 18 to meet for
1316   sexual acts or to attempt to arrange such a meeting (18 U.S.C. §2422(b)).

1317   6.1.3   Child Sex Trafficking: It is a federal crime to knowingly recruit, entice, harbor, transport,
1318   provide or obtain by any means a child under the age of 18 to engage in a commercial
1319   sex act. It is also illegal to benefit, either financially or by receiving anything of value,
1320   from participation in a prostitution venture (18 U.S.C. §1591).

1321   6.1.4   Child Sex Tourism: It is a federal crime for a U.S. citizen to travel to another country
1322   intending to engage in sexual activity with a child under the age of 18 that would be
1323   illegal if it occurred in the U.S. (18 U.S.C. §2423). Individuals who commit these crimes
1324   are subject to prosecution in the U.S. even if the crime was committed on foreign soil.

1325   6.1.5   Child Sexual Molestation: Child sexual molestation can be defined as an allegation of
1326   conduct of a sexual nature between a person and a child.

1327   6.1.6   Unsolicited Obscene Material Sent to a Child: It is a federal crime to send obscene
1328   material to a child under the age of 16 if the sender knows that the recipient is under
1329   the age of 16 (18 U.S.C. §1470).

1330   6.1.7   Misleading Domain Name: It is a federal crime to knowingly use a misleading domain
1331   name on the Internet with the intent to deceive a minor into viewing material that is
1332   harmful to minors (18 U.S.C. §2252B(b)).

1333   6.1.8   Misleading Words or Digital Images on the Internet: It is a federal crime to knowingly
1334   embed words or digital images into the source code of a website with the intent to
1335   deceive a minor into viewing material that is harmful to minors (18 U.S.C. §2252C).

6.2 EXTRAFAMILIAL VERSUS INTRAFAMILIAL SEXUAL ABUSE/EXPLOITATION

1336

1337   6.2.1   Extrafamilial sexual exploitation involves a nonfamily member. Intrafamilial sexual
1338   exploitation is sexual abuse by a family member. A family member is defined as, a
1339   person who is, related by blood or marriage, but could be someone who is, considered,
1340   "part of the family" such as a godparent or very close friend.

1341   6.2.2   Most law enforcement agencies are mandated by law to notify their child-protective
1342   services agency and/or prosecutor's office (district attorney's office) of any intrafamilial
1343   abuse. This protocol needs to be established before a call is received. It is always best
1344   practice to compile a contact listing that includes all local, regional and state resources
1345   in addition to resources provided in this standard and its appendix.

1346

1347 Chapter Seven

Child Sexual Exploitation: Call Intake Guidelines

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SCOPE

This chapter provides guidelines for a call that involves any kind of exploitation of a child. This chapter also provides resources for investigating and reporting these cases of exploitation.

7.1   Child Sexual Abuse Material/Imagery – Questions for the Reporting Person

7.1.1   The suggestions noted below are designed to help the telecommunicator obtain critical information that may no longer exist once investigative personnel are called.

7.1.2   Where did the reporting person view the child sexual abuse material?

7.1.3   Website

    7.1.3.1   When did this occur?

    7.1.3.2   What is the name/age of the suspect? What is the suspect's description?

    7.1.3.3   Did the victim tell anyone else about the incident?

    7.1.3.4   Were there any witnesses present?

7.1.4   Newsgroup

    7.1.4.1   What was the exact name of the newsgroup?

    7.1.4.2   What is the e-mail address/screen name of the individual who posted the child sexual abuse material/images? Get the complete information about the e-mail address and screen name of the posting person. Did the victim tell anyone else about the incident?

    7.1.4.3   What is the date and time the postings were made?

7.1.5   E-Mail

    7.1.5.1   What is the e-mail address of the individual who sent the child sexual abuse material/imagery?

    7.1.5.2   What time and date was/were the e-mail(s) sent to the reporting person?

    7.1.5.3   Did the reporting person save any of the e-mails and/or images?

7.1.6   Chatroom

    7.1.6.1   What is the name of the chatroom or related social media service, such as AOL®, Yahoo! ®, Gmail, and Facebook and where is it located?

    7.1.6.2   What was the exact time and date of this incident?

    7.1.6.3   Did you/they screen shot the chat or images?

1380   7.1.7   Internet Relay Chat (IRC)

1381   7.1.7.1   What was the exact name of the channel on which the network is located

1382   such as DALnet, Eris Free network or EFnet, or Undernet?

1383   7.1.7.2   What was the offender's nickname/handle?

1384   7.1.7.3   Do you know the specific Internet Protocol (IP) address the suspect was

1385   using?

1386   7.2   Child Sexual Molestation – Questions for the Reporting Person

1387   7.2.1   The questions outlined here are intended to provide intake assistance for both

1388   field/investigative officers as well as PSTs to help ensure no aspect of intake for these

1389   incidents is missed.

1390   7.2.2   Be sure to pay close attention to the first item regarding who is reporting the

1391   information.

1392   7.2.3   Questions Regarding the Incident:

1393   7.2.3.1   Immediately establish whether the caller is the victim or the first person to

1394   whom the victim has disclosed the information.

1395   7.2.3.2   Is any contact information available? (Ask if this information has not been

1396   ascertained during the initial call intake)

1397   7.2.3.3   Immediately ascertain if the victim is in any immediate danger.

1398   7.2.3.4   Is the child in need of medical attention?

1399   7.2.3.5   Has the child been examined medically?

1400   7.2.3.6   When and where did the incident occur? (If the location is different from

1401   where the victim is now)

1402   7.2.3.7   What is the age of the victim now? What was the victim's age when the

1403   incident occurred?

1404   7.2.4   Questions Regarding the Suspect

1405   7.2.4.1   What is the relationship of the suspect to the child?

1406   7.2.4.2   Does the suspect have immediate access to the victim? Are they currently

1407   together?

1408   7.2.4.3   What is the relationship among the reporting person and the victim and

1409   suspect?

1410   7.2.4.4   Does the suspect have access to other children?

1411   7.2.4.5   What is the suspect's name and age?

1412

7.3 Child Victims of Sex Trafficking – Questions for the Reporting Person

7.3.1 If the reporting person has information about a suspect, such as a trafficker, or concrete information about the child victim, ask the series of questions noted below based upon the child's status.

7.3.2 Any information about child victims of sex trafficking should be reported to the CyberTipline at www.missingkids.org/gethelpnow/cybertipline

7.3.3 If the Child is Currently Missing:

7.3.3.1 How does the child know the suspect?

7.3.3.2 Are you aware of how the child met the suspect? Internet? Person from the neighborhood? Family member?

7.3.3.3 How long has the child known the suspect?

7.3.3.4 Is it believed the suspect took the child over state boundaries?

7.3.3.5 Do you know where the child is being victimized?

7.3.3.6 If you saw the child, can you provide a description?

7.3.3.7 Can you provide any additional information about physical descriptors for the suspect? Tattoos, piercings, scars or marks are particularly helpful.

7.3.4 If the Child is Not Currently Missing:

7.3.4.1 Why does the reporting person believe the child is a victim of sex trafficking?

7.3.4.2 How do they know this information?

7.3.4.3 Do you know if the child has been victimized in this way in the past?

7.3.4.4 If there is a suspect, how does the child know the suspect?

7.3.4.5 Are there any additional children who may be currently victimized in this way? If so, has the reporting person provided the names of those people?

7.3.4.6 Do you know where the child is being victimized?

7.4 Online Enticement of Children – Questions for the Reporting Person

7.4.1 If the Case Involves a Child and Suspect:

7.4.1.1 What is the name/age of the suspect?

7.4.1.2 What is the suspect's description?

7.4.1.3 What is the age of the victim now? What was the victim's age when the incident occurred?

7.4.1.4 Do you know how long they have been communicating?

7.4.1.5 What were they using to communicate?

7.4.1.6 Have their conversations been sexually explicit and/or have they discussed the possibility of the child or suspect traveling to meet in person?

7.4.1.7 Do you know if the child received any images or pictures from the suspect? Do you know if there are any pictures of the suspect?

1449		7.4.1.8	Does the reporting person have any logged conversations or saved e-mails?
1450		7.4.1.9	Does the reporting person believe the child will run away or meet the
1451			suspect in person?
1452	7.4.2	If the Case Exclusively Involves a Known Suspect	
1453		7.4.2.1	What is the suspect's name?
1454		7.4.2.2	What is the suspect's e-mail address, screen name, or handle?
1455		7.4.2.3	What was the time and date of the incident?
1456		7.4.2.4	Was the suspect being sexually explicit in his or her communications?
1457		7.4.2.5	Does the reporting person have any logged conversations or saved e-mails?
1458	7.4.3	If the Case Exclusively Involves a Child	
1459		7.4.3.1	What is the child's e-mail address, screen name, or handle?
1460		7.4.3.2	What was the time and date of the incident?

7.5 Internet Related Intake

1462	7.5.1	If the Child May Be with an Adult Internet Companion	
1463		7.5.1.1	What is the suspect's name?
1464		7.5.1.2	Do you know what the suspect goes by online?
1465		7.5.1.3	How long have they been communicating?
1466		7.5.1.4	Do you know if the child received any images from the suspect? Are there
1467			pictures of the suspect?
1468		7.5.1.5	Have their conversations been sexually explicit and/or have they discussed
1469			the possibility of the child or suspect traveling to meet in person?
1470		7.5.1.6	Does the reporting person have any logged conversations or saved e-mails?
1471		7.5.1.7	Have the child and suspect communicated over the telephone?
1472		7.5.1.8	Have the suspect or child sent anything to one another through the U.S.
1473			Postal Service or other delivery services?

7.6 Additional Information about Internet Issues:

1475	7.6.1	Internet Crimes Against Children (ICAC) Regional Task Forces	
1476		7.6.1.1	The U.S. Department of Justice currently provides funding for 61 ICAC
1477			regional Task Force agencies across the U.S. They serve as an excellent
1478			resource for assistance when investigating Internet-related crimes
1479			committed against children. Visit www.icactaskforce.org to locate the Task
1480			Force serving your area.

1481

1482   7.6.2   Electronic Service Providers

1483   7.6.2.1   Federal law (18 U.S.C. §2258A) requires electronic communication service

1484   providers (ECSPs) to register with and report apparent child pornography to

1485   NCMEC CyberTipline. Any U.S. based company providing an electronic

1486   communication service or a remote computing service to the public through

1487   a facility or means of interstate or foreign commerce needs to register with

1488   the CyberTipline. Registered companies receive confirmation notices from

1489   the CyberTipline for reports they submit for compliance purposes with 18

1490   U.S.C. §2258A.

1491

APPENDIX: NCMEC Resources

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1493

Reporting Missing and Exploited Children

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1495   Reporting Missing Children

1496   The NCMEC Call Center receives toll-free calls from many countries throughout the world via a
1497   24- hour, tollfree Hotline at 1-800-THE-LOST (1-800-843-5678); handles lead/sighting
1498   information received from the public via the toll-free Hotline and voiceover calls received
1499   through NCMEC's website; provides assistance to professionals and families in the search for
1500   missing children and attempt to assist sexually exploited children; handles requests from
1501   families with travel-reunification needs; assists hearing-impaired callers and coordinates access
1502   to communicate with callers in more than 200 different languages; provides direct after hours
1503   assistance to law enforcement; and provides safety information to help prevent the abduction
1504   and sexual exploitation of children.

1505   Reporting Child Exploitation

1506   NCMEC operates the CyberTipline, a centralized reporting mechanism for crimes related to the
1507   sexual exploitation of children. The CyberTipline serves an essential role in helping to ensure
1508   crucial information relating to child sexual exploitation is made available to the FBI, Homeland
1509   Security Investigations, the U.S. Postal Inspection Service, the U.S. Secret Service, the Military
1510   Criminal Investigative Organizations, Internet Crimes Against Children (ICAC) Task Forces, the
1511   U.S. Department of Justice's Child Exploitation and Obscenity Section, as well as other state,
1512   local, and international law enforcement agencies. Reports to the CyberTipline are made by the
1513   public and Electronic Communication Service Providers (ECSPs). ECSPs are required by law to
1514   report apparent child sexual abuse material/imagery to law enforcement via the CyberTipline
1515   (18 U.S.C. § 2258A). Reports are continuously triaged to help ensure cases involving children in
1516   imminent danger are quickly addressed. Learn more at
1517   **www.missingkids.org/gethelpnow/cybertipline**.

Assistance in Missing Child Cases

1518

1519   Overview

1520   NCMEC is ready to assist families and law enforcement agencies 24 hours a day. Each case
1521   brings its own set of unique challenges, and NCMEC is prepared to help meet those challenges.
1522   NCMEC's case management teams work each case on an individual basis by providing
1523   coordinated support and access to analytical and technological resources. NCMEC is prepared
1524   to assist in all missing child cases, even when a child has been missing for a long period of time,
1525   was abducted internationally by a parent or has special needs. Many services are provided
1526   within NCMEC's Missing Children's Division.

1527   On-Site Assistance to Law Enforcement Agencies

1528   Team Adam consultants are retired from federal, state and local law enforcement careers and
1529   specially selected for their training, knowledge, skills and prior investigative case experience
1530   involving missing, abducted and exploited children. Team Adam provides rapid, onsite
1531   assistance to law-enforcement agencies and families during critical cases involving missing
1532   children. Consultants are deployed to the scene and provide technical assistance to law
1533   enforcement including command post operations, search and rescue operations,
1534   multijurisdictional case management and connecting law enforcement and families to NCMEC's
1535   vast network of resources.

1536   The Simple Leads Management System may be obtained from NCMEC free-of charge by
1537   contacting NCMEC's Case Management Support at simpleads@ncmec.org, calling 1-800-THE-
1538   LOST (1-800-843- 5678, or it may be downloaded from www.missingkids.org.

1539   Long-Term Missing Children Assistance

1540   Team Adam consultants donate their time and experience to assist law enforcement agencies
1541   with long-term missing children's cases. This includes landfill assessments, search and rescue,
1542   biometrics collection and the integration of all other available NCMEC resources.

1543   NCMEC hosts comprehensive case reviews by bringing together over two days the agency
1544   responsible for the case, investigators representing federal, state and local law enforcement
1545   and relevant subject-matter experts to provide recommendations for continuing the
1546   investigation and search.

1547   NCMEC works with traditional and social media to help publicize the anniversaries of a child's
1548   disappearance to keep the case prominent.

1549   Children Missing in Disasters

1550   Team Adam partners with the Federal Emergency Management Agency to provide child
1551   reunification services to families during response to and recovery from federally declared
1552   disasters.

1553   NCMEC operates the National Emergency Child Locator Center® (NECLC). The NECLC may be
1554   activated through a request to The Federal Emergency Management Agency (FEMA) from a
1555   State, Tribe, or Territory during Presidentially declared disasters. Its primary mission is to assist
1556   with the reunification of children who have become separated from their parents or legal
1557   guardians during a disaster.

1558 The Unaccompanied Minors Registry (UMR) provides a place for emergency management
1559 agencies, law enforcement, shelter staff, hospital employees and other organizations to report
1560 minors in their care during disasters. The UMR accepts reports of children up to age 18 who
1561 have been separated from their parents, legal guardians or other relatives. The UMR allows
1562 shelters, hospitals and other agencies managing a large number of unaccompanied children to
1563 upload entire lists of names at once.

1564 When a person makes a report to the Unaccompanied Minors Registry it goes directly to
1565 NCMEC's Call Center. A case will be opened for the child and information will be passed on to
1566 field resources on the ground.

1567 The UMR site is **https://umr.missingkids.org/umr**

1568 Forensic Assistance

1569 NCMEC can facilitate the collection of biometric data (DNA, dentals, fingerprints) on missing
1570 and unidentified children. NCMEC facilitates advanced forensic testing through our partnered
1571 forensic labs that specialize in DNA case work, pollen analysis, chemical isotope analysis and
1572 fingerprint testing. For children missing two years or more, our team of forensic artists age
1573 progress their faces to show what they might look like today and increase the likelihood of
1574 someone recognizing them.

Exploited Child Services

1576 Identification of Child Victims

1577 NCMEC, through the Child Victim Identification Program (CVIP), serves as the central repository
1578 in the U.S. for information relating to child victims depicted in sexually exploitive images and
1579 videos. CVIP services are available to investigating law enforcement agencies.

1580 CVIP was launched in 2002 after NCMEC analysts repeatedly saw images of the same child
1581 victims in their reviews and began tracking which victims had been previously identified by law
1582 enforcement. The project became more significant after the Supreme Court held the
1583 criminalization of child sexual abuse material/imagery applies only to images depicting "real"
1584 children. (Ashcroft v. Free Speech Coalition, 535 U.S. 234 (2002)).

1585 Today CVIP operates with a dual mission. The program assists:

1586 • Federal, state law enforcement agencies and prosecutors with child sexual abuse
1587 material/imagery investigations.

1588 • Law enforcement in identifying child victims so law enforcement can locate and
1589 rescue them from exploitive situations.

1590 Law enforcement officers submit copies of seized child sexual abuse material/images to
1591 federal law enforcement agents co-located at NCMEC. CVIP analysts review the copies

1592   of the seized images and videos and determine which images contain previously
1593   identified child victims. Analysts have reviewed hundreds of millions of images and
1594   videos. Many children have been rescued from ongoing exploitation because of CVIP's
1595   assistance to law enforcement.

1596   For years, CVIP has worked closely with law enforcement agencies in their efforts to
1597   locate and rescue child victims depicted in sexually exploitive images. Until these
1598   children are identified and located, they may continue to be sexually exploited.

1599   For information about other services, how to submit images for review, how to submit
1600   new case information or how to request assistance, law enforcement agencies can
1601   contact CVIP at cvip@ncmec.org.

1602   Online Reporting of Child Sexual Exploitation

1603   The CyberTipline is operated in partnership with the FBI, Homeland Security
1604   Investigations, U.S. Postal Inspection Service, U.S. Secret Service, U.S. Department of
1605   Justice, Internet Crimes Against Children (ICAC) Task Forces, military criminal
1606   investigations organizations, as well as other state and local law enforcement agencies.

1607   Reports to the CyberTipline are made by the public and ECSPs. ECSPs are required by
1608   law to report apparent child sexual abuse material/imagery to law enforcement via the
1609   CyberTipline (18 U.S.C. § 2258A).

1610   Reports are continuously triaged to help ensure cases involving children in imminent
1611   danger are quickly addressed. CyberTipline analysts review reports and:

1612   • Examine and evaluate the content.

1613   • Add related information, which may be useful to law enforcement.

1614   • Use publicly available search tools to try to determine the geographic location of
1615   the apparent criminal act.

1616   • Provide all information to the appropriate law enforcement agency for potential
1617   investigation.

1618   The CyberTipline reporting mechanism assists law enforcement and prosecutors in their
1619   detection, investigation and prosecution of child sexual exploitation crimes. The
1620   CyberTipline helps make law enforcement's efforts more efficient and maximizes the
1621   limited resources available in the fight against child sexual exploitation. The value of the
1622   CyberTipline as a source of leads for law enforcement has been greatly enhanced by
1623   collaboration with ECSPs.

1624   In addition to referring CyberTipline reports to law enforcement for potential
1625   investigation, NCMEC engages with the internet industry on voluntary initiatives to
1626   reduce child sexual exploitation online.

1627 Learn more at www.missingkids.org/gethelpnow/cybertipline; and lastly, if you have
1628 information regarding possible child sexual exploitation, report it to the CyberTipline.

1629 Supporting Survivors of Child Sexual Exploitation

1630 NCMEC's Child Sexual Abuse Material (CSAM) Survivor Services Program focuses on
1631 improving the response to survivors of child sexual abuse images and videos. Through
1632 survivor engagement, this program gives a voice to those victimized to develop and
1633 enhance post-identification resources and services which provide guidance for survivors,
1634 caregivers, and helping professionals. NCMEC offers CSAM Survivors:

1635 - Technical support including assistance with online image, video and comment
1636   takedown efforts and continues working with Electronic Service Providers to
1637   increase enrollment in voluntary hash sharing initiatives to stop the proliferation
1638   of files in circulation.
1639 - Legal support including attorney referrals for assistance with victim notification
1640   and restitution as well as name changes, termination of parental rights and other
1641   legal issues.
1642 - Emotional support through mental health interventions, local counseling
1643   referrals, and peer support for CSAM survivors and families.
1644 - Informational support to educate survivors about their rights and the options
1645   and resources available to them.
1646 Through roundtables and working groups, NCMEC engages established helping
1647 professionals with CSAM experience in their respective fields to address gaps in the
1648 system and develop strategy on training and recommendations, as well as impact policy
1649 and legal change on behalf of survivors. The Survivor Services program is building
1650 trauma-informed training curriculum, issue-based handbooks, and public facing
1651 messaging to better inform those interacting with survivors to work across disciplines to
1652 meet survivor needs in the short and long term.

1653 Survivors and caregivers are encouraged to email us at FamilySupport@NCMEC.org.
1654 Helping professionals who are interested in learning more or are encouraged to email
1655 SurvivorServices@NCMEC.org.

1656 **Analytical Services**

1657 Missing and Unidentified Child Analysis

1658 NCMEC provides analytical support to law enforcement for missing and unidentified
1659 child cases. Analysts perform the following actions and services:

1660 - Provide technical assistance and analytical support to develop leads and possible
1661   location information through the use of public records database services, online
1662   open-source sites, and other external and internal systems.

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to Calls for Missing, Abducted and Sexually Exploited Children

1663 • Search NCIC to check hot files and confirm status for children or abductors;
1664 search Nlets for vehicle registration and driver's license information.

1665 • Search the NCMEC and NCIC databases for possible matches to an unidentified
1666 child.

1667 • Analyze all missing child leads and sightings reported to NCMEC and facilitate the
1668 distribution of leads to the state missing child clearinghouses and law
1669 enforcement.

1670 • Produce timelines of an individual's history including places of residence,
1671 employment and travel.

1672 • Assist in cold case reviews, possibly by locating family members for DNA
1673 submission.

1674 • Provide aerial and topographic maps to law enforcement for grid searching
1675 purposes for critical missing child cases.

1676 • Conduct attempted abduction radius search analysis and registered sex offender
1677 searches for critical missing child cases.

1678 To request searches on a missing or unidentified child case please contact 1-800-THE-
1679 LOST (1-800-843-5678) or e-mail: MISSING-UNIDENTIFIED@NCMEC.ORG.

1680 Attempted Abductions

1681 NCMEC collects information about attempted abductions, short term "abduct and
1682 release" incidents and other types of suspicious incidents involving children committed
1683 by individual's unknown to the child to help identify possible patterns and provide
1684 technical assistance and resources to law enforcement. Analysts perform the following
1685 actions and services:

1686 • Distribute a bi-weekly regionalized report summarizing the attempted abduction
1687 incidents recently confirmed.

1688 • Identify and analyze regional trends and patterns among cases using NCMEC
1689 databases, external data sources and geographic information databases.

1690 • Analyze similar incidents of attempted abductions occurring within a certain mile
1691 radius

1692 • Compare attempted abduction incidents to unresolved long-term missing child
1693 cases reported to NCMEC to identify possible linkage.

1694 • Confirm incident details for use in developing data-driven prevention strategies
1695 and to gain insights on how children got away, lures that were used, where and
1696 when they occurred and to help link cases.

1697 Law enforcement can request technical assistance resources or report an incident
1698 occurring in their jurisdiction by emailing: attempts@ncmec.org

1699 Sex Offended Tracking

1700 NCMEC supports law enforcement by providing technical assistance and analysis in
1701 locating noncompliant sex offenders. Analysts perform the following actions and
1702 services:

1703 - Conduct searches for noncompliant sex offenders through public records
1704   databases, online open-source sites, and other internal and external systems.

1705 - Provide law enforcement with comprehensive analytical reports to help them
1706   locate noncompliant sex offenders.

1707 - Compare data relating to attempted abductions, online sexual exploitation of
1708   children, and child abductions for potential linkages with noncompliant sex
1709   offenders.

1710 - Produce timelines of an offender's history to include places of residence,
1711   employment, and travel.

1712 - Act as liaisons between state registries, the U.S. Marshals Service and other
1713   federal, state and local law enforcement agencies.

1714 Law enforcement can request analytical assistance by emailing: nsotc@ncmec.org

1715 Child Sex Trafficking Analytical Team

1716 NCMEC supports law enforcement agencies working to identify and recover children in
1717 the United States who have been victimized through sex trafficking. This specialized
1718 team of analysts performs the following actions and services:

1719 - Process and analyze CyberTipline reports related to possible child sex trafficking
1720   and disseminate reports to law enforcement for potential investigation and
1721   prosecution.

1722 - Support law enforcement nationwide in their efforts to address child sex
1723   trafficking through the provision of technical assistance and analytical support.

1724 - Leverage donated data and specialized child sex trafficking technology tools to
1725   develop information and leads.

1726 - Analyze phone numbers, names, email addresses, and/or publicly accessible
1727   online presence of possible traffickers to support law enforcement with the
1728   location and recovery of missing children exploited through child sex trafficking.

1729 - Compare and analyze images from online advertisements as well as unidentified
1730   victims located by law enforcement with missing children information reported
1731   to NCMEC.

- Conduct link analysis to connect potential victims and/or offenders in multiple states or locations.

- Support large special law enforcement operations after hours, when coordinated in advance.

Law enforcement can request analytical assistance by emailing: CSTTreporting@ncmec.org or for an immediate response after hours or on weekends call 1-800-THE-LOST (1-800-843-5678)

Child Sex Trafficking Recovery Planning and Services

The Child Sex Trafficking Recovery Services Team (RST) provides specialized technical assistance and resources to child welfare workers, foster parents and law enforcement who are working with missing children who are also victims of child sex trafficking. RST Resource Specialists provide knowledge and guidance on promising practices in trauma-informed response by making connections to statewide and local specialized child sex trafficking resources. RST Resource Specialists are prepared to assist in the development of intentional, trauma-informed, and victim-centered plans which has been proven to build rapport, increase opportunities for youth engagement, and reduce trauma responses.

In areas where specialized child sex trafficking resources are limited, RST Resource Specialists can provide support by offering guidance to organizations that are willing to expand programming to include CST survivors. In these situations, Resource Specialists can offer staff training, case staffing and guidance, and offer to connect agencies with other resources to help meet the complex needs of survivors of CST. Support will be available as requested and developed based on the needs of each individual case and survivor.

Data Analytics

NCMEC reviews and analyzes the vast amount of data reported regarding missing/sexually exploited children. Analysts produce quantitative and qualitative reports, calculate statistics, determine trends, and provide analysis to assist in the development of data-driven prevention strategies. Data Analysts also perform the following actions and services:

- Respond to internal and external requests regarding the quantity, characteristics, status, type, and locations of missing and exploited children information reported to NCMEC.

- Review and analyze data available in NCMEC systems and other external sources about a variety of topics related to children's issues.

1767   •   Produce maps utilizing NCMEC data and provide a visual representation of
1768   nationwide and/or regional data.

1769   •   Produce short- and long-term analytical research reports regarding missing and
1770   exploited child data compiled by NCMEC.

Family Advocacy Services

1772   NCMEC's Family Advocacy supports the work of the Missing, Exploited and Child Sex
1773   Trafficking services. It employs a team of master-level educated and trained child and
1774   family advocates providing emotional support to families experiencing trauma when a
1775   child is missing or sexually exploited and offering expert guidance about how families
1776   can move forward. Its family-centered approach helps create a collaborative
1777   environment to assist families by identifying areas of need and finding the right
1778   community-based resources to address those needs. With support from a committed
1779   network, including mental health providers, crisis intervention services, social service
1780   agencies, and law enforcement, families receive specialized resources to aid in the
1781   healing process. Family Advocacy services manages Team HOPE (Helping Offering
1782   People Empowerment), a volunteer-based peer support network of trained adult
1783   volunteers comprised of those affected by having or having been a missing or exploited
1784   child. Specific resources offered by Family Advocacy services include:

1785   •   Facilitating travel assistance for parents reuniting with their missing child.

1786   •   Referrals to appropriate mental health support.

1787   •   Connection to peer support through Team HOPE.

Training

1789   NCMEC is committed to provide training, technical assistance and resources to public
1790   safety and child-serving professionals. NCMEC hosts in-person classroom training
1791   sessions in its state-of-the-art Walsh Training Center located in its Alexandria, VA
1792   headquarters, as well as facilities located across the country at regional offices and
1793   partner agencies. Online courses are available through NCMEC CONNECT, designed to
1794   provide easy access to training and resources for professionals on the frontlines.
1795   Contact NCMEC training staff via email training@ncmec.org

Missing Kids Readiness Program

1797   The Missing Kids Readiness Program (MKRP) promotes best practices for taking and
1798   responding to calls of missing and sexually exploited children. Public safety agencies
1799   meeting essential training and policy elements demonstrating preparedness for
1800   responding to missing and sexually exploited child incidents will be publicly recognized
1801   by NCMEC. ECCs are recognized by both APCO and NCMEC. There are no application or

1802   membership fees, annual dues or other costs from NCMEC to participate in MKRP. To
1803   learn more, email MKRP@ncmec.org

Legal Technical Assistance
1804

1805   NCMEC helps families navigate the legal system and may be able to provide referrals to
1806   experienced attorneys. NCMEC also provides legal technical assistance to families,
1807   attorneys, legislators and others, including case specific legal, educational, technical,
1808   and related research and analysis, as well as publications, amicus briefs, and other trial
1809   related materials.

Promotion of Community Awareness
1810

1811   NetSmartz

1812   NetSmartz is NCMEC's interactive, online safety educational program. With data from
1813   millions of reports made each year to the CyberTipline, NCMEC is uniquely situated to
1814   identify trends and create age-appropriate prevention resources to help teach children
1815   ages 5 to 17 on how to be safer online with the goal of helping become more aware of
1816   potential online risks and empowering them to help prevent victimization by making
1817   safer choices on- and offline. Besides children, the program is designed for parents,
1818   guardians, educators, and law enforcement. With resources such as videos, games,
1819   activity cards, and presentations, NetSmartz entertains while it educates. The resources
1820   can be accessed at www.missingkids.org/netsmartz.

1821   Kidsmartz

1822   Based on data from attempted abduction reports, KidSmartz is a child safety program
1823   that educates families about preventing abduction and empowers children in grades K-5
1824   to practice safer behaviors. This program offers resources to help parents, caregivers,
1825   and teachers protect children by teaching and practicing the Four Rules of Personal
1826   Safety using tips, printable activities, quizzes, articles, music, videos, and more. The
1827   resources can be accessed at https://www.kidsmartz.org/

1828   Code Adam

1829   Code Adam was created in memory of six-year-old Adam Walsh, who was tragically
1830   abducted from a Florida department store and later found murdered. Code Adam is a
1831   powerful search tool for lost and potentially abducted children. It is designed to help
1832   businesses, parks, government buildings and other establishments ensure that they
1833   have safety protocols in place to respond quickly and effectively to situations involving a
1834   missing child. Code Adam is sponsored by Old Navy and is one of the country's largest
1835   child safety programs, currently used in hundreds of thousands of locations nationwide.

1836   The Code Adam program's search procedures and protocols can be easily implemented

1837   in a wide variety of establishments and are offered free of charge. For further

1838   information go to www.codeadam.missingkids.org/ or contact CodeAdam@ncmec.org

1839

ACRONYMS AND ABBREVIATIONS

1840

1841

1842	AA	Amber Alert
1843	ALI	Automatic Location Identification
1844	ANI	Automatic Number Identification
1845	ANS	American National Standard
1846	ANSI	American National Standards Institute
1847	APCO	Association of Public Safety Communications Officials
1848	CAD	Computer Aided Dispatch
1849	CART	Child Abduction Response Team
1850	CAU	NCMEC Case Analysis Unit
1851	COTN	Children of the Night
1852	CRIS	Child Recognition and Identification
1853	CVIP	Child Victim Identification Program®
1854	DOB	Date of Birth
1855	DOE	Date of Emancipation
1856	ECD	NCMEC Exploited Child Division
1857	EMA	Endangered Missing Advisory
1858	ECSP	Electronic Communications Service Provider
1859	FBI	Federal Bureau of Investigation
1860	FLIR	Forward Looking Infrared System
1861	GPS	Global Positioning System
1862	HSI	Homeland Security Investigations
1863	ICAC	Internet Crimes Against Children
1864	IP	Internet Protocol
1865	IRC	Internet Relay Chat

1866	**LIM**	Lost Injured or Otherwise Missing
1867	**IAED**	International Academies of Emergency Dispatch
1868	**NASAR**	National Association of Search and Rescue
1869	**NCIC**	National Crime Information Center
1870	**NCMEC**	National Center for Missing and Exploited Children®
1871	**NENA**	National Emergency Number Association
1872	**Nlets**	National Law Enforcement Telecommunications System
1873	**PIO**	Public Information Officer
1874	**RP**	Reporting Person
1875	**SDC**	Standards Development Committee
1876	**URL**	Uniform Resource Locator
1877	**USAR**	Urban Search and Rescue
1878		
1879		

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GLOSSARY

1880

1881

1882 **Abandoned** child is someone whose caretaker makes no recovery effort after he or she has run away,
1883 who has been abandoned/deserted or who has been asked to leave his or her home and not allowed
1884 to return. While not necessarily reported to authorities as missing, children in this category frequently
1885 come to the attention of law enforcement.

1886

1887 **AMBER ALERT** The voluntary partnership between law enforcement, media, transportation, and the
1888 wireless industry to activate an urgent bulletin in the most serious child-abduction cases with the goal
1889 of instantly galvanizing the entire community to assist in the search for and the safe recovery of the
1890 child.

1891

1892 **Endangered Runaway** is any missing child younger than 18 years of age who is missing of his or her
1893 own accord and whose whereabouts is unknown to his or her parent(s) or legal guardian.

1894 **Family Abduction** is defined as the taking, retention or concealment of a child, younger than 18
1895 years of age, by a parent, other person with a family relationship to the child, or his or her agent, in
1896 violation of the custody rights, including visitation rights, of another parent or legal guardian.

1897

1898 **Federal Definition of Child Pornography:** The Child Protection Act of 1984 (18 U.S.C. 2251-2255)
1899 defines anyone younger than the age of 18 as a child. Therefore, a visual depiction of a minor engaged
1900 in sexually explicit conduct constitutes child pornography. Possessing, manufacturing, and distributing
1901 child pornography is a federal violation. In addition, all states have similar legislation. Please review the
1902 state statutes in your jurisdiction. Note: Nude images of children may constitute child pornography.

1903

1904 **A Lost, Injured or Otherwise Missing** case is defined to include:
1905 A missing child younger than the age of 18 where there are insufficient facts to determine the cause
1906 of the child's disappearance; or a missing child whose young age inherently puts the child at increased
1907 risk or whose young age makes it inappropriate to categorize as a runaway, even if the child is missing
1908 on his or her own accord.

1909

1910 **Nonfamily Abduction** is defined as the unauthorized taking, retention, luring, confinement or
1911 concealment of a child younger than the age of 18 by someone other than a family member.

1912

1913 **STANDARD OPERATING PROCEDURES (SOP):** a written directive that provides a guideline for carrying
1914 out an activity. The guideline may be made mandatory by including terms such as "shall" rather than
1915 "should" or "must" rather than "may".

1916

1917

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1918

1919

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1922

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1924

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to Calls for Missing, Abducted and Sexually Exploited Children

NOTES

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1928

DRAFT

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