

APCO ANS 1.101.3-2015

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



APCO ANS 1.101.3-2015

This standard was developed by membership of the National Center for Missing and Exploited Children's (NCMEC) **Missing Kids & 9-1-1 Readiness Project Executive Committee** (formerly named the Joint Steering Committee on Call Center Best Practices in Cases of Missing, Abducted and Sexually Exploited Children).

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Abstract: This standard is a reference designed for public safety telecommunications personnel. The standard attempts to present the missing, abducted and/or sexually exploited child response process in a logical progression from the first response (initial call intake and information entry) through ongoing incident and case support (data query, entry and management in support of field/investigative work).

Keywords: Abducted child, missing child, sexually exploited child, runaway child, throwaway child, endangered child, call-taker, telecommunicator, public safety communications, first responder, policy, procedure, intake, protocols

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TABLE OF CONTENTS*

Foreword*	4
Acknowledgements*	6
Acronyms and Abbreviations*	8
APCO ANS 1.101.3-2015	
Use of this Standard	9
Overview and Basic Assumptions	10
Developing a Policy	12
Effective Response	15
Call Intake Protocols	
Call Intake Protocols – Overview	18
Initial Call Intake Elements	18
Child Abduction Call Intake Protocol	19
Lost, Injured, or Otherwise Missing (LIM) Call Intake Protocol	23
Runaway and Throwaway Call Intake Protocol	28
Additional Considerations	34
Child Sexual Exploitation	
Child Sexual Exploitation – Overview	38
Extrafamilial Versus Intrafamilial Sexual Abuse/Exploitation	39
Child Sexual Exploitation: Call Intake Guidelines	
Child Pornography	39
Child Sexual Molestation	41
Child Victims of Prostitution/Sex Trafficking	42
Online Enticement of Children	43
APPENDICES: Additional Resources and Services*	
Appendix A: Additional Resources in Combating Child Sexual Exploitation	45
Appendix B: What Can NCMEC Do For You?	49
Appendix C: Child Protection: Additional Resources and Training	56

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Foreword*

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APCO ANS 1.101.3-2015 = Unique number identifying the standard

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351 N. Williamson Blvd

Daytona Beach, FL 32114 USA

standards@apcointl.org

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The National Center for Missing & Exploited Children's (NCMEC) Missing Kids & 9-1-1 Readiness Project (MKRP) Executive Committee (formerly named the Joint Steering Committee on Call Center Best Practices in Cases of Missing, Abducted and Sexually Exploited Children) is recognized for its ongoing leadership and administrative oversight of this standard and its supporting research and publications. At the time of publication of this standard, the Executive Committee had the following membership:

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- **Steve Wojnar**, Chief, Dudley, MA, Police Department
- **Holly Wayt**, RPL, ENP; Communications Manager, City of Westerville, Ohio, Communications Division

NCMEC recognizes the organizations and agencies represented through the Executive Committee for their valuable contributions, expertise and diligent efforts in developing and maintaining the APCO ANS 1.101 Standard and for their overall dedication to the mission and goals of the MKRP.

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Acronyms and Abbreviations*

For the purposes of this ANS, the following definitions of acronyms apply:

Project ALERT	America’s Law Enforcement Retiree Team	ICE	US Immigration and Customs Enforcement
AMBER ALERT (AA)	Voluntary partnership between law enforcement, media, transportation, and the wireless industry to activate an urgent bulletin in the most serious child-abduction cases with the goal of instantly galvanizing the entire community to assist in the search for and the safe recovery of the child.	ICQ	“I Seek You” or Instant Messenger Programs
ANI	Automatic Number Identification	IP	Internet Protocol
ANS	American National Standard	IRC	Internet Relay Chat
ANSI	American National Standards Institute	LIM	Lost Injured or Otherwise Missing
APCO	Association of Public Safety Communications Officials	IAED	International Academies of Emergency Dispatch
CAD	Computer Aided Dispatch	NASAR	National Association of Search and Rescue
CART	Child Abduction Response Team	NCIC	National Crime Information Center
CAU	NCMEC Case Analysis Unit	NCMEC	National Center for Missing and Exploited Children®
COTN	Children of the Night	NENA	National Emergency Number Association
CRIS	Child Recognition & Identification System	NLETS	National Law Enforcement Telecommunications System
CVIP	Child Victim Identification Program CVIP®	PIO	Public Information Officer
DOB	Date of Birth	PSAP	Public Safety Answering Point
DOE	Date of Emancipation	RP	Reporting Person
ECD	NCMEC Exploited Child Division	SAU	NCMEC Special Analysis Unit
EPA	Endangered Person Advisory	SDC	Standards Development Committee
ESP	Electronic Service Provider	SIA	Survivors of Incest Anonymous
FBI	Federal Bureau of Investigation	SOTT	Sex Offender Tracking Team®
FLIR	Forward Looking Infrared System	URL	Uniform Resource Locator
GPS	Global Positioning Satellite System	USAR	Urban Search and Rescue
ICAC	Internet Crimes Against Children		

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Use of this Standard

This voluntary standard and the resources it references have been designed to serve as best practice guidelines and operational models in support of the role and responsibilities of public safety communications personnel when responding to incidents of missing, abducted and sexually exploited children. This documentation attempts to present the response process in a logical progression from initial call intake through comprehensive data/information management as part of the overall case worked by sworn officers and other field personnel.

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

Based upon the guidelines set forth in this standard, public safety and law enforcement telecommunications centers are encouraged to add procedures, recommendations and supporting information applicable to their respective agencies or jurisdictions, ensuring they incorporate any different and/or additional actions mandated by federal, state, or local statutes.

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

- Law Enforcement Policy and Procedures for Reports of Missing and Abducted Children – A Model
- Missing and Abducted Children: A Law enforcement Guide to Case Investigation and Program Management
- Checklist for Public Safety Telecommunicators When Responding to Calls Pertaining to Missing, Abducted and Sexually Exploited Children
- Effective Use of the National Crime Information Center Database With Missing Child Incidents: A Reference Guide for Public Safety Telecommunications Personnel

Free copies of these publications are available by calling 1-800-THE-LOST® (1-800-843-5678) or visiting www.missingkids.com/Publications.

Overview and Basic Assumptions

Reports of missing, abducted and sexually exploited children are among the most difficult, challenging and emotionally charged cases public safety communications 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 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 public safety telecommunicator 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 telecommunicator forms the foundation and direction of the overall response to the missing, abducted or sexually exploited child.

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 clear and logically executed procedures, which are based upon best practices, for telecommunicators 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 and 9-1-1 Readiness Project developed, reviews and maintains the APCO ANS 1.101 in cooperation with APCO International.

Specific training and awareness about the overall issue of missing, abducted and sexually exploited children will help public safety telecommunicators 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 public safety communications agencies.

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

- A. Nonfamily Abduction** is defined as the unauthorized taking, retention, luring, confinement or concealment of a child younger than the age of 18¹ by someone other than a family member.

¹ The classification of missing person is also applied, when reported to NCMEC by a law enforcement agency or sworn law enforcement officer, when the individual is **18 years of age or older but younger than the age of 21**. This category is implemented in compliance with Title 42 - The Public Health and Welfare Chapter, Chapter 72; Juvenile Justice and Delinquency Prevention, Missing Children, 42 U.S.C. § 5779.

- B. Family Abduction** is defined as the taking, retention or concealment of a child, younger than 18 years of age, by a parent, other person with a family relationship to the child, or his or her agent, in violation of the custody rights, including visitation rights, of another parent or legal guardian.
- C. An Endangered Runaway** is any missing child younger than 18 years of age who is missing of his or her own accord and whose whereabouts is unknown to his or her parent(s) or legal guardian.
- D. A Throwaway** child is someone whose caretaker makes no recovery effort after he or she has run away, who has been abandoned/deserted or who has been asked to leave his or her home and not allowed to return. While not necessarily reported to authorities as missing, children in this category frequently come to the attention of law enforcement.
- E. A Lost, Injured or Otherwise Missing** case is defined to include:
- A missing child younger than the age of 18 where there are insufficient facts to determine the cause of the child's disappearance; or
 - A child missing of his or her own accord, whose young age puts the child at increased risk or makes the child particularly vulnerable to exploitation. Although a child of any age may fall into this category, children 10 years of age or younger are presumed to be at risk and vulnerable to exploitation if circumstances indicate the child is missing intentionally.

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

When developing best practices or policy and procedures regarding cases involving missing, abducted or sexually exploited children it is essential that each response, regardless of what the initial indicators may be, should be governed by an assumption that the child is in danger until significant facts to the contrary are confirmed. Inflexible, unqualified assumptions may delay or diminish law enforcement's response and place the child in greater danger. Immediate and thorough action is warranted in these cases and will be more likely to yield evidence or information that might otherwise be lost during the critical, early stages of an investigation.

Developing a Policy for Public Safety Telecommunications Response to Missing, Abducted and Sexually Exploited Children

The Importance of Policy Development

Reports of missing children are among the most challenging and emotionally charged cases a law enforcement agency handles. 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 even worse - is 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.

When public safety and law enforcement 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 directive containing understandable procedures for telecommunications first responders and officers to follow as a guide through each stage of the case.

Developing a Policy: Where to Begin

As part of your agency's efforts to implement and provide training on the APCO ANS 1.101, 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.

The National Center for Missing and Exploited Children (NCMEC) maintains this comprehensive model policy document as a general reference for use and adaptation by law enforcement and public safety telecommunications agencies. 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, local and/or jurisdictional needs. The model covers critically important procedural considerations for telecommunications, 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.

The NCMEC Model Policy can be downloaded free of charge at www.missingkids.com/MKRP. Comments or questions regarding the NCMEC Model Policy and Procedures are welcomed. Please contact the NCMEC Jimmy Ryce Law Enforcement Training Center at 1-800-THE-LOST (1-800-843-5678).

Important Policy Components

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 **Policy Purpose** 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.

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

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

The model policy outlines important considerations for constructing sequentially/operationally organized directives and associated procedures which span the work carried out by telecommunications personnel, on-scene first responders/officers, investigators and case supervisors.



Pre-Incident Planning and Resource Coordination / Identification

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

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

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

Guiding Principles and Values

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

- **Accuracy and Detail**
 - ✓ **What, When, Weapons, Who and How:** You must maintain control of the call in order to receive the answers to the most important questions in the shortest period of time.
- **Follow-Through and Accountability (Quality Assurance)**
 - ✓ **Verify details that are received through the initial line of questioning:** Repeat back to the caller the information he/she provided in order to confirm the documented details; use active listening to hear what a caller is saying.
- **Compassion and Patience** (Balanced with the guidance/direction the caller is given during the call)
 - ✓ **Help the caller understand what will be happening during this initial call:** Use a firm yet reassuring tone of voice with the caller, stating that you are going to help and will need to ask a number of questions in order to do so.
 - ✓ **Commit the caller to staying on the line and working with you as long as it is safe to do so:** State that it is very important for the caller to remain on the line with you as long as it is safe to do so, and to provide the best information possible in response to the questions being asked in order to assist police in locating the child. Explain that you may be heard dispatching important information to police units during the call in order to provide them with information needed to begin the search for the child. Emphasize to the caller that you not ignoring him/her nor ending the call; the caller should be advised not to hang up during any periods where you are talking on the police radio or to other personnel in the telecommunications center.
 - ✓ **Explain what will happen next:** If feasible, remain on the line with the caller as long as is possible to continue information gathering and to assure the caller that police are on their way. However, if it is necessary to end the initial call, do your best to assure the caller that units are en route and that you and/or other communications and law enforcement personnel will continue to actively work on the incident with officers as they arrive on scene and work the case.
- **Professionalism**
 - ✓ **Speak calmly and clearly and with enough volume for the caller to hear you.** You should project authority, yet portray understanding and appropriate empathy through a steady and reassuring tone. Speak in clear and understandable terms; do not use departmental codes or jargon.

- **Respect**

- ✓ **Do not demonstrate an argumentative demeanor, and do not question the integrity or validity of the caller or the reported incident.** What may appear improbable or unlikely upon first report may in fact be what has occurred.
- ✓ **Do not use sarcasm or diminish the caller's perceived importance/urgency of the reported situation. Do not patronize the caller.** All callers should be treated with understanding and dignity, regardless of how well they can articulate or explain what has occurred and/or how well they are able to cooperate/comply with the call intake process the Telecommunicator is performing.

Incident Response Goals for the Call-Taker/Telecommunicator

Proper use and application of the [call intake protocols](#) outlined in the remainder of this standard, grounded in the public safety telecommunications [guiding principles and values](#) previously discussed, promotes the telecommunicator's ability to achieve the following goals when handling calls of missing, abducted and sexually exploited children:

1. Obtain and verify incident location, reporting person call-back number and contact information.
2. Obtain information on the **location and nature of the emergency** ([Initial Intake](#) elements which should be asked as the first step when using each of the Call Intake Protocols [Abduction, LIMs, Runaway/Throwaway]).
3. Communicate the ability and commitment to help the caller, while maintaining control of the call.
4. Following the appropriate call intake protocol, methodically and strategically obtain all additional information outlined and enter/log it as directed by your center/department.
5. Recognize the potential urgency of the missing child incident and immediately begin the proper record entry and disseminations/notifications consistent with center/department policy.
6. Perform information entries and disseminations, both initial and for updates, to maintain the accuracy of incident/case records. This can include but is not limited to local/agency incident logs, state records systems and national/federal records systems.
 - For those agencies which enter into the Federal Bureau of Investigation's (FBI) National Crime Information Center (NCIC), this includes the mandatory entry (within two (2) hours of the first call/report) of all information related to the missing child. [Adam Walsh Child Protection and Safety Act of 2006]
 - For complete information on the use of NCIC with missing and endangered child incidents, please consult both the [NCMEC NCIC Reference Guide for Public Safety Telecommunications Personnel](#) and all applicable NCIC Operations documentation provided by your agency/jurisdiction.

7. Run record queries and background checks as authorized and in accordance with center/department policy. Disseminate information as appropriate. Update case logs and records swiftly and accurately. This ensures field personnel take actions on current/accurate information.
8. Gather and organize information (through logs, record entries and message formats) in a manner that supports efficient and accurate development of AMBER Alert and/or Endangered Persons Advisory activations in the event they are authorized. **Even if your center/department is not directly responsible for the development of alert messages or formats, accurate and thorough information delivered in a well-organized manner will support and expedite a more effective alert activation if initiated.**

If the Caller is the Child Victim:

In some cases, the caller reporting the incident of abduction, being lost, having run away or having been abandoned/neglected may be the child victim. As the following call intake protocols are carefully reviewed, law enforcement agencies and communications centers should ensure they train call-takers, telecommunicators and other first responders to effectively guide and question both victim/self-reports as well as those made by others either involved in or who have witnessed/noted the incident. **If the caller is the child victim:**

1. While the child victim may be frightened, highly agitated, or possibly hysterical, it is possible that they may sound/appear calm; any state of mind is valid and should be treated thoroughly and equitably, as we do not fully know the extent or nature of the circumstances.
2. No matter how unusual the initial information reported by the caller is, the telecommunicator should carefully and methodically gather information and guide the caller, providing consistent verbal reassurance and support.
3. In long-term kidnapping cases, the telecommunicator/call-taker may be the first friendly or trustworthy interaction the victim has experienced in years. It is important to effectively convey empathy, a sense of urgency, and signs of a clear recognition of the level of importance the call represents.
4. In accordance with the [initial intake elements](#) used with all call types, be sure to swiftly obtain name and call-back number, location and information on any injuries, medical conditions and the presence/involvement of weapons. Additionally, if suspects/perpetrators are directly involved (as with an abduction or trafficking/exploitation situation), try to ascertain:
 - a. Where the suspect is in relation to the child victim (current location, if known and the distance/proximity from the victim)
 - b. How long the victim has been away from the suspect
 - c. How long before the suspect's anticipated return
5. The caller should be kept on the line until responders arrive, as long as it is safe to do so.

Call Intake Protocols

Considerations for Use of the Call Intake Protocols

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

Initial Intake Elements

[For Use with ALL Call Intake Protocols]

Begin each of the call intake protocols (Abductions, LIMs, Runaway/Thrownaway) with these initial intake questions.

1. **Location of the Emergency**

- a. Obtain the **exact location of the incident** such as structure addresses, street names, intersections, directional identifiers, and mile posts. If specifics are not known, request landmarks or estimated proximity to landmarks.
- b. Obtain the **exact location of the caller and any other known witnesses** if different than the incident location.
- c. Advise the caller and any witnesses to **remain at their current location(s)**, unless determined unsafe, until law enforcement arrives.

2. **Caller Name and Call-Back Number**

- a. Obtain the **name and call-back/contact number of the person reporting** the incident.
- b. Obtain the **names and call-back/contact numbers of any additional witnesses**, if known.

3. **Nature of the Emergency**

- a. Ascertain as specifically as possible what has occurred.
 - Witnessed Abduction:** A child was witnessed/seen to be taken/abducted
 - Suspected Abduction:** A child is suspected to have been taken/abducted
 - LIM:** A child is missing and circumstances are only partially known or are unknown
 - Known Runaway/Thrownaway:** A child is known to have runaway or been abandoned
 - Suspected Runaway/Thrownaway:** A child is suspected to have runaway or been abandoned
- b. Determine if there is any **known/witnessed injury** to the child
- c. Determine if the child has any known **medical conditions and/or medication needs**.
- d. Determine if there are any **weapons** known, suspected or mentioned as being possessed or involved in relation to the incident.

Child Abduction Call Intake Protocol

Definitions

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

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

*****Be sure to first ask the INITIAL INTAKE questions*****

A. Time Frames and Contact With Child

1. **When:** When did this happen? Is the incident is still in progress? If not in progress, how much time has passed (minutes, hours, days)? Be sure to communicate this element quickly to first responders as this has great significance on the investigation.
2. **Where:** Where was the child last seen? Get specific location information to support accurate and expedited response by on-scene personnel.
3. **Last Seen With:** With whom was the child last seen (one or more adults, another child or children)? ***If this person is a suspect*** (reason, motive and/or expressed or demonstrated intent to harm the child), **gather identifying information NOW** ([Suspect Information](#), [Vehicle Information](#)) and return back to intake questions in this section; then move on to the child's descriptive information.
4. **Last Seen By:** If a suspect is not known or was not seen in conjunction with the abduction report, who is the person that last saw the child? This may be a teacher, parent, caregiver or friend.
5. **Direction:** What was the direction of travel, if seen/known?
6. **Destination:** Does the caller know of or suspect any potential destination(s) based upon any knowledge or witnessing of the suspect(s)?
7. **Transport:** When the child was last seen, did he/she have in possession a means of transportation such as a bicycle, skateboard, scooter, motorcycle or car (if an older child)? If so, gather a description include tag/license number, color, style, brand and additional descriptors if available.
8. **Relationships/Associations:** What are the relationships or associations between the child, suspect(s) and caller? *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.*

B. Child Information

1. Name
2. Gender
3. Race
4. Age/DOB
5. Height
6. Weight
7. Hair (Color, Length/Style)
8. Eyes (may include eye color and/or other distinguishing characteristics such as glasses)
9. Other physical attributes such as complexion (light/dark) marks, scars, tattoos, or other distinctive features such as a limp
10. Clothing (Head to Foot, Outer to Inner)
 - a. Hat/Head
 - b. Coat
 - c. Shirt
 - d. Pants/Shorts
 - e. Shoes/Socks
 - f. Any unique clothing identifiers on clothing such as color, logo, or wording
11. Does the child have a **cellular phone or other mobile/electronic device** which may be tracked/traced (iPad/Tablet, iPod/digital music player, or any GPS-enabled device such as a smartphone, activity tracker, navigation device, etc.)?
 - a. What is the child's **cell/smartphone number**?
 - b. Who is the service provider for the device(s)? (AT&T, Verizon, etc.)
 - c. **DO NOT** have anyone try to call the cellular telephone. This information needs to be immediately forwarded for investigative follow-up. Field units may request your support in executing silent tracking methods.
12. Is the child known or suspected to have any **injuries** as a result of the incident or prior to the incident?
13. Does the child have any known **medical conditions or disabilities** (either physical or mental)?
14. Is the child taking any **medications**?
 - a. If critical medicines are taken, when would the next doses be needed?
 - b. What are the effects/results if these medication(s) are missed?
15. Possessions
 - a. 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?
 - b. 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.
 - c. 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.
16. Does the child have any **social media or email accounts**?
 - a. Confirm the types of accounts (Gmail, Facebook, Twitter, Instagram, etc.).

b. Obtain user/screen names and passwords.

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

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

C. Suspect(s) Information

[If more than one suspect is known or believed to be involved, perform this intake sequence for each.]

1. Name
2. Gender
3. Race
4. Age/Date of Birth (DOB)
5. Height
6. Weight
7. Hair (Color, Length/Style)
8. Eyes (may include both eye color and/or other distinguishing characteristics such as glasses)
9. Other physical attributes such as complexion (light/dark) marks, scars, tattoos, or other distinctive features such as a limp
10. Are there any weapons known or believed to be involved/possessed by the suspect?
11. Clothing (Head to Foot, Outer to Inner)
 - a. Hat/Head
 - b. Coat
 - c. Shirt
 - d. Pants/Shorts
 - e. Shoes/Socks
 - f. Any unique clothing identifiers such as color, logo, or wording
12. Is the child familiar with the suspect?
 - a. If a relative, what relation?
 - b. Who allegedly has custody?
 - c. Do any custody disputes exist?
13. Does the suspect have a history of violence or mental illness?
14. Is the suspect's residence and/or place of employment known? If so, gather location information.
15. Does the 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?
 - a. Gather detailed information on locations of known or suspected hangouts.
 - b. Gather name and any identifying information known on persons closely associated with the suspect.
16. Does the suspect have a **cellular phone or other mobile/electronic device** which may be tracked/traced (iPad/Tablet, iPod/digital music player, or any GPS-enabled device such as a smartphone, activity tracker, navigation device, etc.)?
 - a. What is the suspect's **cell/smartphone number**?

- b. Who is the service provider for the device(s)? (AT&T, Verizon, etc.)
 - c. **DO NOT** have anyone try to call the cellular telephone. This information needs to be immediately forwarded for investigative follow-up. Field units may request your support in executing silent tracking methods.
17. Does the suspect have any **social media or email accounts**?
- a. Confirm the types of accounts (Gmail, Facebook, Twitter, Instagram, etc.).
 - b. Obtain user/screen names and passwords.
 - ✓ **IMPORTANT:** If the caller does not readily know this information, proceed with other questions and advise investigators of the presence of these accounts.
18. What is the suspect's **primary language** if not able to speak or understand English? If unknown but the suspect was overheard, what language did it sound like?

D. Vehicle Information

1. Gather the standard vehicle description using the 'C.Y.M.B.A.L.S.' approach:
 - a. Color
 - b. Year
 - c. Make and Model
 - d. Body Description
 - e. Additional descriptors such as rust, dents, other damage, or stickers
 - f. License Plate/Tag
 - g. State of Plate/Tag
 - If Plate/Tag information is available, initiate available authorized inquiries.
2. Ascertain any onboard technology such as OnStar®, LoJack®, and/or any other onboard navigation or satellite radio systems.

Additional Work with Abduction Incident Information:

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).

Note: While telecommunications personnel 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
- Contact the National Center for Missing & Exploited Children 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.

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

Definition

A **Lost, Injured or Otherwise Missing** case is defined to include:

- A missing child younger than the age of 18 where there are insufficient facts to determine the cause of the child's disappearance; or
- A child missing of his or her own accord, whose young age puts the child at increased risk or makes the child particularly vulnerable to exploitation. Although a child of any age may fall into this category, children 10 years of age or younger are presumed to be at risk and vulnerable to exploitation if circumstances indicate the child is missing intentionally.

*****Be sure to first ask the INITIAL INTAKE questions*****

A. Time Frames and Contact With Child

1. **When:** When was the child last seen?
2. **Where:** Where was the child last seen? Get specific location information to support accurate and expedited response by on-scene personnel.
3. **Geography/Environment:** Gather information on any special environmental/geographical considerations such as weather, terrain, wildlife, etc.
4. **Last Seen With:** With whom was the child last seen (one or more adults, another child or children)? ***If this person is a suspect*** (reason, motive and/or expressed or demonstrated intent to harm the child), **gather identifying information NOW** ([Suspect/Companion Information](#), [Vehicle Information](#)) and return back to intake questions in this section; then move on to the child's descriptive information.
5. **Last Seen By:** Who is the person that last saw the child? This may be a teacher, parent, caregiver or friend.
6. **Direction:** What was the direction of travel, if seen/known?
7. **Transport:** When the child was last seen, did he/she have in possession a means of transportation such as a bicycle, skateboard, scooter, motorcycle or car (if an older child)? If so, gather a description include tag/license number, color, style, brand and additional descriptors if available.
8. **Suspicious Circumstances:** Are there any suspicious circumstances surrounding the child's disappearance?
9. **Potential Destinations:** Does the caller know of or suspect any potential destination(s), usual or frequented hangouts, friends' homes, etc. for the child?
 - a. Has anyone gone to these locations and/or contacted these friends/companions? If so who did this and when?

- b. Gather detailed location information on any potential destinations.
 - c. Confirm the names of persons whom the child may be with or may attempt to contact.
 - d. Have any other steps been taken to locate the child, such as contact with school officials, activity leaders, etc.?
10. **Past Behavior:** Has the child gone missing before? If so,
- a. When did this last occur and where did the child go/where was the child found?
 - b. How many times has the child gone missing?
 - c. Were there any special or specific circumstances associated with the child's previous disappearance(s) (family, school and/or social problems; mental disability/condition; other)?
 - d. Were the other incidents reported to law enforcement? If so, with what agency(s)?
11. **Relationships/Associations:** What are the relationships or associations between the child, any suspect(s) and caller? *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.*

B. Child Information

- 1. Name
- 2. Gender
- 3. Race
- 4. Age/DOB
- 5. Height
- 6. Weight
- 7. Hair (Color, Length/Style)
- 8. Eyes (may include eye color and/or other distinguishing characteristics such as glasses)
- 9. Other physical attributes such as complexion (light/dark) marks, scars, tattoos, or other distinctive features such as a limp
- 10. Clothing (Head to Foot, Outer to Inner)
 - a. Hat/Head
 - b. Coat
 - c. Shirt
 - d. Pants/Shorts
 - e. Shoes/Socks
 - f. Any unique clothing identifiers on clothing such as color, logo, or wording
- 11. Does the child have a **cellular phone or other mobile/electronic device** which may be tracked/traced (iPad/Tablet, iPod/digital music player, or any GPS-enabled device such as a smartphone, activity tracker, navigation device, etc.)?
 - a. What is the child's **cell/smartphone number**?
 - b. Who is the service provider for the device(s)? (AT&T, Verizon, etc.)
 - c. **DO NOT** have anyone try to call the cellular telephone. This information needs to be immediately forwarded for investigative follow-up. Field units may request your support in executing silent tracking methods.

12. Is the child known or suspected to have any **injuries** as a result of the incident or prior to the incident?
13. Does the child have any known **medical conditions or disabilities** (either physical or mental)?
14. Is the child taking any **medications**?
 - a. If critical medicines are taken, when would the next doses be needed?
 - b. What are the effects/results if these medication(s) are missed?
15. Possessions
 - a. 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?
 - b. 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.
 - c. 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.
16. Does the child have any **social media or email accounts**?
 - a. Confirm the types of accounts (Gmail, Facebook, Twitter, Instagram, etc.).
 - b. Obtain user/screen names and passwords.
 - ✓ **IMPORTANT:** If the caller does not readily know this information, proceed with other questions and advise investigators of the presence of these accounts.
17. What is the child's **primary language** if not able to speak or understand English? If unknown but the child was overheard, what language did it sound like might have been spoken?

C. Companion(s) and/or Suspect(s) Information

[If more than one companion or suspect is known or believed to be involved, perform this intake sequence for each.]

1. Name
2. Gender
3. Race
4. Age/Date of Birth (DOB)
5. Height
6. Weight
7. Hair (Color, Length/Style)
8. Eyes (may include both eye color and/or other distinguishing characteristics such as glasses)
9. Other physical attributes such as complexion (light/dark) marks, scars, tattoos, or other distinctive features such as a limp
10. Are there any weapons known or believed to be involved/possessed by the companion or suspect?
11. Clothing (Head to Foot, Outer to Inner)
 - a. Hat/Head
 - b. Coat
 - c. Shirt
 - d. Pants/Shorts
 - e. Shoes/Socks

- f. Any unique clothing identifiers such as color, logo, or wording
12. What are the relationships or associations between the child and the companion and/or suspect? *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.*
13. If a relative, what relation?
- Who allegedly has custody?
 - Do any custody disputes exist?
14. Does the companion or suspect have a history of violence or mental illness?
15. Is the companion or suspect's residence and/or place of employment known? If so, gather location information.
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.
17. Does the companion or suspect have a **cellular phone or other mobile/electronic device** which may be tracked/traced (iPad/Tablet, iPod/digital music player, or 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)? (AT&T, Verizon, etc.)
 - DO NOT** have anyone try to call the cellular telephone. This information needs to be immediately forwarded for investigative follow-up. Field units may request your support in executing silent tracking methods.
18. Does the companion or suspect have any **social media or email accounts**?
- Confirm the types of accounts (Gmail, Facebook, Twitter, Instagram, etc.).
 - Obtain user/screen names and passwords.
 - ✓ **IMPORTANT:** If the caller does not readily know this information, proceed with other questions and advise investigators of the presence of these accounts.
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?

D. Vehicle Information

- Gather the standard vehicle description using the 'C.Y.M.B.A.L.S.' approach:
 - Color
 - Year
 - Make and Model
 - Body Description
 - Additional descriptors such as rust, dents, other damage, or stickers

- f. License Plate/Tag
 - g. State of Plate/Tag
 - If Plate/Tag information is available, initiate available inquiries.
2. Ascertain any onboard technology such as OnStar®, LoJack®, and/or any other onboard navigation or satellite radio systems.

Additional Work with LIMs Incident Information:

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).

Note: While telecommunications personnel 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
- Contact the National Center for Missing & Exploited Children 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

Runaway or Throwaway Child Call Intake Protocol

Definitions

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

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

A Note on Handling Runaway Incidents:

Public safety telecommunications centers consistently acknowledge the complexities and logistical concerns associated with effective and diligent handling of calls reporting runaway children, especially those who have been labeled as ‘habitual’ runaways. Many centers/departments struggle with performing comprehensive intake and incident management in light of the volume and/or frequency of these runaway reports.

In designing the protocol for reports of runaway and throwaway children, a focus on providing the most comprehensive framework for intake of critically important information has been applied. Basic assumptions within this protocol are in alignment with the previous sections, including the prevention or mitigation of bias or presumption of level of endangerment based upon a runaway minor’s age, mobility (driving age versus a younger child), level of maturity (as medical and/or psychological conditions may affect this, among other factors), etc.

Depending upon the age of the minor who has runaway or been abandoned, the priority and/or relevance of some intake questions in this protocol may vary. Telecommunications personnel should apply reasonable logic and overall best practice when handling runaway/throwaway calls, adjusting intake as needed to align with the age of the minor and the circumstances surrounding the incident.

It is understood that telecommunications centers must take into account all factors affecting their call-handling capacity for high-volume calls/incidents and align their procedures with applicable policies and best-practice parameters to ensure the best possible level of response and protection for the citizens they serve.

*****Be sure to first ask the INITIAL INTAKE questions*****

A. Time Frames and Contact With Child

1. **When:** When did this occur? If time of occurrence is unknown, when was the child last seen?
2. **Where:** Where was the child last seen? Get specific location information to support accurate and expedited response by on-scene personnel.
3. **Geography/Environment:** Gather information on any special environmental/geographical considerations such as weather, terrain, wildlife, etc.
4. **Last Seen With:** With whom was the child last seen (one or more adults, another child or children)? ***If this person is a suspect*** (reason, motive and/or expressed or demonstrated intent to harm the child), **gather identifying information NOW** ([Suspect/Companion Information](#), [Vehicle Information](#)) and return back to intake questions in this section, then moving on to the child's descriptive information.
5. **Last Seen By:** Who is the person that last saw the child? This may be a teacher, parent, caregiver or friend.
6. **Direction:** What was the direction of travel, if seen/known?
7. **Transport:** When the child was last seen, did he/she have in possession a means of transportation such as a bicycle, skateboard, scooter, motorcycle or car (if an older child)? If so, gather a description include tag/license number, color, style, brand and additional descriptors if available.
8. **Notes/Posts:** Did the child leave a note, electronic message (text message, email, social media post) or make any verbal threats or other indications he/she intended to run away?
9. **Suspicious Circumstances:** Are there any suspicious circumstances surrounding the incident?
10. **Potential Destinations:** Does the caller know of or suspect any potential destination(s) based upon any usual or frequented hangouts, friends' homes, etc. for the child?
 - a. Has anyone gone to these locations and/or contacted these friends/companions? If so who did this and when?
 - b. Gather detailed location information on any potential destinations.
 - c. Confirm the names of friends with whom the child may be or may attempt to contact.
 - d. Have any other steps been taken to locate the child, such as contact with school officials, activity leaders, etc.?
11. **Past Behavior:** Has the child run away before? If so,
 - a. When did this last occur and where did the child go/where was the child found?
 - b. How many times has the child run away?
 - c. Were there any special or specific circumstances associated with the child's previous runaway attempts (family, school and/or social problems; mental disability/condition; other)?
 - d. Were the other incidents reported to law enforcement? If so, with what agency(s)?
12. **Relationships/Associations:** What are the relationships or associations between the child, companion(s) and the caller? *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.*

B. Child Information

1. Name
2. Gender
3. Race
4. Age/DOB
5. Height
6. Weight
7. Hair (Color, Length/Style)
8. Eyes (may include eye color and/or other distinguishing characteristics such as glasses)
9. Other physical attributes such as complexion (light/dark) marks, scars, tattoos, or other distinctive features such as a limp
10. Clothing (Head to Foot, Outer to Inner)
 - a. Hat/Head
 - b. Coat
 - c. Shirt
 - d. Pants/Shorts
 - e. Shoes/Socks
 - f. Any unique clothing identifiers on clothing such as color, logo, or wording
11. Does the child have a **cellular phone or other mobile/electronic device** which may be tracked/traced (iPad/Tablet, iPod/digital music player, or any GPS-enabled device such as a smartphone, activity tracker, navigation device, etc.)?
 - a. What is the child's **cell/smartphone number**?
 - b. Who is the service provider for the device(s)? (AT&T, Verizon, etc.)
 - c. **DO NOT** have anyone try to call the cellular telephone. This information needs to be immediately forwarded for investigative follow-up. Field units may request your support in executing silent tracking methods.
12. Is the child known or suspected to have any **injuries** as a result of the incident or prior to the incident?
13. Does the child have any known **medical conditions or disabilities** (either physical or mental)?
14. Is the child taking any **medications**?
 - a. If critical medicines are taken, when would the next doses be needed?
 - b. What are the effects/results if these medication(s) are missed?
15. Possessions
 - a. 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?
 - b. 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.
 - c. 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.
16. Does the child have any **social media or email accounts**?
 - a. Confirm the types of accounts (Gmail, Facebook, Twitter, Instagram, etc.).

b. Obtain user/screen names and passwords.

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

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

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

1. Name
2. Gender
3. Race
4. Age/Date of Birth (DOB)
5. Height
6. Weight
7. Hair (Color, Length/Style)
8. Eyes (may include both eye color and/or other distinguishing characteristics such as glasses)
9. Other physical attributes such as complexion (light/dark) marks, scars, tattoos, or other distinctive features such as a limp
10. Are there any weapons known or believed to be involved/possessed by the companion or suspect?
11. Clothing (Head to Foot, Outer to Inner)
 - a. Hat/Head
 - b. Coat
 - c. Shirt
 - d. Pants/Shorts
 - e. Shoes/Socks
 - f. Any unique clothing identifiers such as color, logo, or wording
12. What are the relationships or associations between the child and the known or persons:
 - a. **[In the case of a runaway child]** potentially accompanying the child?
 - b. **[In the case of a throwaway 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.
13. If a relative, what relation?
 - a. Who allegedly has custody?
 - b. Do any custody disputes exist?
14. Does the companion or suspect have a history of violence or mental illness?
15. Is the companion or suspect's residence and/or place of employment known? If so, gather location information.
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?

- a. Gather detailed information on locations of known or suspected hangouts.
 - b. Gather name and any identifying information known on persons closely associated with the companion or suspect.
17. Does the companion or suspect have a **cellular phone or other mobile/electronic device** which may be tracked/traced (iPad/Tablet, iPod/digital music player, or any GPS-enabled device such as a smartphone, activity tracker, navigation device, etc.)?
- a. What is the companion or suspect's **cell/smartphone number**?
 - b. Who is the service provider for the device(s)? (AT&T, Verizon, etc.)
 - c. **DO NOT** have anyone try to call the cellular telephone. This information needs to be immediately forwarded for investigative follow-up. Field units may request your support in executing silent tracking methods.
18. Does the companion or suspect have any **social media or email accounts**?
- c. Confirm the types of accounts (Gmail, Facebook, Twitter, Instagram, etc.).
 - a. Obtain user/screen names and passwords.
 - ✓ **IMPORTANT:** If the caller does not readily know this information, proceed with other questions and advise investigators of the presence of these accounts.
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?

D. Vehicle Information

1. Gather the standard vehicle description using the 'C.Y.M.B.A.L.S.' approach:
 - a. **C**olor
 - b. **Y**ear
 - c. **M**ake and Model
 - d. **B**ody Description
 - e. **A**dditional descriptors such as rust, dents, other damage, or stickers
 - f. **L**icense Plate/Tag
 - g. **S**tate of Plate/Tag
 - If Plate/Tag information is available, initiate available inquiries.
2. Ascertain any onboard technology such as OnStar®, LoJack®, and/or any other onboard navigation or satellite radio systems.

Additional Work with Runaway/Throwaway Incident Information:

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).

Note: While telecommunications personnel 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

Contact the National Center for Missing & Exploited Children 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

Additional Considerations

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

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.

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

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

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

- **Creation and regular updating of a comprehensive resource and call-out list** which contains contact information associated with all resources and services an agency might need to call upon when a missing, abducted or sexually exploited child incident occurs
 - The listing should provide associated **procedural and authorization instructions for each resource and/or service**

- The listing should be **maintained and provided both electronically and in hard copy format in a manner that allows all authorized personnel in telecommunications and field operations roles to easily and quickly access it**
- The contact listing should include, but is not limited to, **location and contact information for the following resources:**
 - Federal law enforcement agencies such as the FBI and U.S. Immigration and Customs Enforcement (ICE)
 - The National Center for Missing & Exploited Children at 1-800-THE LOST (1-800-843-5678); resource publications may be found at www.missingkids.com
 - Tracking and Mapping Services: sex offenders, attempted abductions
 - Public-record database search information
 - Tracking/mapping and database searches may be obtained by contacting NCMEC at 1-800-THE-LOST (1-800-843-5678)
 - CART (Child Abduction Response Team) Coordinators and team contact listings
 - CAD system contact information for operational/technical support
 - State-level Law Enforcement Terminal Data System contact information for operational/technical support
 - National Crime Information Center (NCIC) database operational support
 - National Law Enforcement Telecommunications System (NLETS)
 - Mobile Data Terminal information for communications with field personnel and law enforcement
 - Public Information Officer(s) (PIO)- 24/7 contact information
 - Search and Rescue teams – 24/7 contact information along with jurisdictional boundaries and assignments
 - K-9 teams – 24/7 contact information and assignment designations
 - Aviation resources, such as the FLIRS (Forward Looking Infrared System)
 - Global Positioning Systems (GPS)
 - Night vision equipment
 - Digital image and document imaging/scanning equipment and/or services
 - Mobile incident command post vehicle – usage agreements/request procedures/contact information
 - Telephone bank resources/infrastructure – technical plans and operational procedures
 - Audio/voice logging recorder systems, service and/or support
 - Instant call capture and retrieval system or Automatic Number Identification (ANI)
 - Staffing plans and procedures: Provisions, plans and agreements to support immediate securing of additional staffing
- In addition to the resource considerations and related contact coordination listed above, agencies/departments should ensure they **research and confirm availability, training and overall operational readiness in the following areas:**
 - Records and/or systems searches for any information regarding activities such as lewdness, attempted abductions, and suspicious persons; and procedures for notifying authorized law enforcement 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 telecommunication personnel working the incident can process calls, broadcasts, dispatches and messaging
- Confirmation of the telecommunication center's capacity and readiness to rapidly and effectively perform tips/leads management work
 - The Simple Leads Management System may be obtained from NCMEC free-of charge by contacting NCMEC's Case Management Support at simpleleads@ncmec.org, calling 1-800-THE-LOST (1-800-843-5678), or it may be downloaded from www.missingkids.com
- Coordination of agreements involving resource deployment for field units such as air support and search dogs, including the National Association of Search and Rescue (NASAR) and Urban Search and Rescue (USAR)
- Confirmation of the telecommunication center's capacity and readiness to intake and effectively process electronic/digital image data (both within NCIC and for the purposes of generating missing posters)
 - 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)
 - NCMEC has circulated millions of photographs of missing children recovering 1 in 6 children as a direct result of being featured in NCMEC's photo distribution program
- **Support of AMBER Alert (AA) or Endangered Person Advisory (EPA), if activated**
 - If your agency is involved in an incident for which an AMBER Alert or Endangered Person Advisory 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 telecommunications and field personnel (patrol and investigations officers) understand and have received training on their state AA and EPA plans and associated procedures which may have impact upon their work when handling these case types.
 - Some states have multiple AA and/or EPA 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
 - Work with the state AMBER Alert Coordinator and state Missing Children/Person Clearinghouse Manager to confirm the plans and procedures in force
 - 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 EPA plans



- 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
- 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 EPA approving/issuing authorities
- 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

Child Sexual Exploitation

A CyberTipline® report at the NCMEC is a report regarding the sexual exploitation of a child. For more information regarding the CyberTipline visit www.cybertipline.com.

Definitions of Child Sexual Exploitation Classifications on the CyberTipline

These definitions may vary from your state's definitions.

- Possession, Manufacture, and Distribution of Child Pornography:** Federal law defines child pornography as the visual depiction of a minor younger than the age of 18 engaged in sexually explicit conduct (18 U.S.C. §2256). It is a crime to possess, manufacture and/or distribute child pornography (18 U.S.C. §2251 et seq.)
- Online Enticement of Children for Sexual Acts:** It is a crime to use the Internet to knowingly persuade, induce, entice or coerce a child younger than the age of 18 to meet for sexual acts or to attempt to arrange such a meeting (18 U.S.C. §2422(b)).
- Child Sex Trafficking:** It is a crime to knowingly recruit, entice, harbor, transport, provide or obtain by any means a child younger than the age of 18 to engage in a commercial sex act. It is also illegal to benefit, either financially or by receiving anything of value, from participation in a prostitution venture in which children are victimized (18 U.S.C. §1591).
- Sex Tourism Involving Children:** It is a crime for a U.S. citizen to travel to another country intending to engage in sexual activity with a child younger than 18 that would be illegal if it occurred in the U.S. (18 U.S.C. §2423). Individuals who commit these crimes are subject to prosecution in the U.S. even if the crime was committed on foreign soil.
- Child Sexual Molestation (not in the family):** Child sexual exploitation (not in the family), also known as extrafamilial child sexual abuse, includes all sexual exploitation of a child by someone other than a family member.
- Unsolicited Obscene Material Sent to a Child:** It is a crime to send obscene material to a child younger than the age of 16 if the sender knows the recipient is younger than the age of 16 (18 U.S.C. §1470). Many times this material is attached as an image(s) or hyperlink(s) sent to a child in an unsolicited e-mail or spam.
- Misleading Domain Name:** It is a crime to knowingly use a misleading domain name on the Internet with the intent to deceive a minor into viewing material that is harmful to minors (18 U.S.C. §2252B(b)). Please report the use of a misleading domain name that has directed a child to a website containing harmful materials to children.
- Misleading Words or Digital Images on the Internet:** It is a crime to knowingly embed words or digital images into the source code of a website with the intent to deceive a minor into viewing material that is harmful to minors (18 U.S.C. §2252C).

Extrafamilial versus Intrafamilial Sexual Abuse/Exploitation

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

NCMEC focuses on extrafamilial cases of sexual abuse. However, reports/cases of intrafamilial sexual abuse are taken if a family member has abused other children as well as their own child, taken pornographic pictures of their child, or has commercially sexually exploited their child.

Most law enforcement agencies are mandated by law to notify their child-protective services agency and/or prosecutor’s office (district attorney’s office) of any intrafamilial abuse. This protocol needs to be established before a call is received. Other resources that may be helpful concerning cases of intrafamilial abuse and exploitation are listed in [Appendix A](#) and [Appendix B](#) of this publication. However, it is always best practice to further compile a contact listing that includes all local, regional and state resources in addition to those national and international resources provided in this standard and its appendices.

Questions for the Reporting Person (RP) Regarding Child Pornography

Federal Definition of Child Pornography

The Child Protection Act of 1984 (18 U.S.C. 2251-2255) defines anyone younger than the age of 18 as a child. Therefore, a visual depiction of a minor engaged in sexually explicit conduct constitutes child pornography. Possessing, manufacturing, and distributing child pornography is a federal violation. In addition, all states have similar legislation. Please review the state statutes in your jurisdiction.

Note: Nude images of children may constitute child pornography.

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

Where Did the RP View the Child Pornography?

A. Website

1. What is the specific Uniform Resource Locator (URL) (Web address)?
2. When did the RP access the site?
3. Please describe the images including the type of activity and estimated age of the child.
4. Did the RP find an e-mail address or any other identifying information for the person who created this site?
5. Does this site require a username and password?

B. Newsgroup

1. What was the exact name of the newsgroup?
2. What is the e-mail address of the individual who posted the child-pornography images? Get the complete information about the e-mail address and nickname of the posting person.
3. How many postings did this individual make?
4. Please describe the images viewed including the type of activity and estimated age of the child.
5. What time and date were these postings made?

C. E-Mail

1. What is the e-mail address of the individual who sent the child pornography?
2. How many images were sent?
3. What time and date was/were the e-mail(s) sent to the RP?
4. Please describe the images including the type of activity and estimated age of child.
5. Was this an unsolicited e-mail or did the RP have prior communications with this individual?
6. Did the RP save any of the e-mails and/or images?

D. Chatroom

1. What is the name of the chatroom or related social media service, and where is it located (e.g., AOL®, Yahoo!®, Gmail, Facebook, etc.)
2. What was the suspect's screen name or e-mail address?
3. How many child-pornography images were viewed or traded?
4. Please describe the images including the type of activity and estimated age of the child.
5. What was the exact time and date of this incident?
6. Did you write down any of the related chat or images?

E. Internet Relay Chat (IRC)

1. What was the exact name of the channel on which the network is located such as DALnet, Eris Free network or EFnet, or Undernet?
2. What was the offender's nickname/handle?
3. Do you know the specific Internet Protocol (IP) address the suspect was using?
4. How many child-pornography images were posted or traded by this suspect?
5. Please describe the images including the type of activity and estimated age of the child.
6. What was the exact time and date of this incident?
7. Did you write down any of the related chat or images?

F. "I Seek You": A Type of Instant Messenger Program (ICQ)

1. What was the offender's ICQ number and e-mail address?
2. How many child-pornography images did this individual send?
3. Please describe the images including the type of activity and estimated age of the child.
4. Did you write down any of the related chat or images?

****For all reports of child pornography, confirm the reporting person's interaction with the material:**

1. Did you download the child-pornography images?
2. Did you specifically save these images onto a particular drive on your computer? If so, where?

Questions for the RP Regarding Child Sexual Molestation

The questions outlined here are intended to provide intake assistance for both field/investigative officers as well as telecommunicators to ensure no aspect of intake for these incidents is missed. **Be sure to pay close attention to the first item regarding who is reporting the information.**

Questions Regarding the Incident

1. **Immediately establish whether or not the caller is the victim or the first person to whom the victim has disclosed the information.**
 - a. If the caller is the victim, and has not yet disclosed this report to anyone, immediately route/connect this call to a sworn officer or investigator. This same stipulation applies if the caller is not the victim, but is the first person to whom the victim has disclosed the information.
 - **The process of routing the call to a sworn officer or investigator can be delicate. Carefully explain what you are doing and maintain communication to prevent the caller's perception of being cut off or placed on hold.**
 - b. If a sworn officer or investigator is not immediately available, proceed with the intake questions below while continuing to attempt contact with sworn personnel for involvement in the intake as quickly as possible. **Be extremely diligent in the logging/capture of exactly what is reported by the caller.**
2. If the caller is not the victim making initial disclosure, nor is another person to whom the victim made first disclosure, the telecommunicator may proceed with the following intake questions below to assist the investigator with swift gathering of important information about the incident.
3. Immediately ascertain if the victim is in any immediate danger.
4. How was the child victimized?
5. When and where did the victimization occur?

6. To whom did the child first disclose the victimization? This information needs to immediately be conveyed to the investigator(s).
7. When did the child disclose the victimization?

Questions Regarding the Suspect

1. What is the relationship of the suspect to the child?
2. Does the suspect have immediate access to the victim? Are they currently together?
3. What is the relationship between the RP and the victim and suspect?
4. Does the suspect have access to other children?

Critical Questions to Ask

1. Is any contact information available?
2. Is the child in need of medical attention?
3. Has the child been examined medically?

Questions for the RP Regarding Child Victims of Prostitution/Sex Trafficking

If the RP has information about a suspect, such as a pimp or john, or concrete information about the child victim, ask the series of questions noted below based upon the child's status.

Any information about child victims of prostitution/sex trafficking should be entered into the CyberTipline report.

If the Child is Currently Missing

1. How does the child know the suspect?
2. Are you aware of how the child met the suspect? Internet? Person from the neighborhood? Family member?
3. How long has the child known the suspect?
4. Is it believed the suspect took the child over state boundaries?
5. Has the child changed his or her circle of friends recently? If so, has the RP provided the names of those people?
6. Where is the child being victimized?
7. If not known, are there any local hangouts believed to be fronts for prostitution?
8. If you saw the child can you provide a description?
9. Can you provide any additional information on physical descriptors for the suspect? Tattoos, piercings, scars or marks are particularly helpful.
10. Are you aware of any phone numbers, email addresses or other personal or contact information for the potential suspect?

If the Child is Not Currently Missing

1. Why does the RP believe the child is a victim of prostitution?
2. How do they know this information?
3. Has the child been victimized in this way in the past?
4. If there is a suspect, how does the child know the suspect and for what length of time have they been associating?
5. Are there any additional children who may be currently victimized in this way? If so, has the RP provided the names of those people?
6. Where is the child being victimized? If not known, are there any local hangouts believed to be fronts for prostitution?

Questions for the RP Regarding Online Enticement of Children for Sexual Acts

If the Case Involves a Child and Suspect

1. What is the suspect's e-mail address?
2. What is the child's e-mail address?
3. How long have they been communicating on the Internet?
4. What forum(s) on the Internet were they using to communicate?
5. Have their conversations been sexually explicit and/or have they discussed the possibility of the child or suspect traveling to meet in person?
6. Has the child received any images from the suspect?
 - a. Are they pictures of the suspect?
 - b. Are they pornographic in nature?
7. Does the RP have any logged conversations or saved e-mails?
8. Have the child and suspect communicated over the telephone?
9. Has the suspect or child sent anything to one another through the U.S. Postal Service or other delivery services?
10. Does the RP believe the child will run away or meet the suspect in person?

If the Case Exclusively Involves a Known Suspect

1. Why is the RP reporting the suspect?
2. What is the suspect's e-mail address, screen name, or handle?
3. What was the time and date of the incident?
4. What Internet forum(s) was the suspect using?
5. Was the suspect being sexually explicit in his or her communications?
6. Does the RP have any logged conversations or saved e-mails?

If the Case Exclusively Involves a Child

1. How was the child victimized?
2. What is the child's e-mail address, screen name, or handle?
3. What was the time and date of the incident?
4. What Internet forum was the child using?

Internet-Related Intake

If the Child May Be With an Adult Internet Companion

1. What is the suspect's e-mail address?
2. What is the child's e-mail address?
3. How long have they been communicating on the Internet?
4. What forum(s) on the Internet were they using to communicate?
5. Have their conversations been sexually explicit and/or have they discussed the possibility of the child or suspect traveling to meet in person?
6. Has the child received any images from the suspect?
 - a. Are they pictures of the suspect?
 - b. Are they pornographic in nature?
7. Does the RP have any logged conversations or saved e-mails?
8. Have the child and suspect communicated over the telephone?
9. Have the suspect or child sent anything to one another through the U.S. Postal Service or other delivery services?

Additional Information on Internet Issues:

Internet Crimes Against Children (ICAC) Regional Task Forces

The U.S. Department of Justice currently provides funding for over 61 ICAC regional Task Force agencies across the U.S. They serve as an excellent resource for assistance when investigating Internet-related crimes committed against children. Visit www.icactaskforce.org to locate the Task Force serving your area.

Electronic Service Providers

Federal law (18 U.S.C. §2258A) requires electronic service providers (ESPs) to register with and report apparent child pornography to the National Center for Missing & Exploited Children's CyberTipline. Any U.S. based company providing an electronic communication service or a remote computing service to the public through a facility or means of interstate or foreign commerce needs to register with the CyberTipline. Registered companies receive confirmation notices from the CyberTipline for reports they submit for compliance purposes with 18 U.S.C. §2258A.

Appendix A*:

Additional Resources in Combating Child Abuse and Sexual Exploitation

National Children's Alliance (www.nationalchildrensalliance.org/)

The National Children's Alliance (NCA) is the national association and accrediting body for Children's Advocacy Centers (CACs). Formed in 1988, NCA has been providing support, technical assistance, and quality assurance for CACs, while serving as a voice for abused children for more than 25 years.

Childhelp USA (www.childhelpusa.org)

Childhelp® is a leading national non-profit organization dedicated to helping victims of child abuse and neglect. Childhelp's approach focuses on prevention, intervention and treatment. The Childhelp National Child Abuse Hotline, 1-800-4-A-CHILD®, operates 24 hours a day, seven days a week, and receives calls from throughout the United States, Canada, the U.S. Virgin Islands, Puerto Rico and Guam. Childhelp's programs and services also include residential treatment services; children's advocacy centers; therapeutic foster care; group homes; child abuse prevention, education and training.

CWLA (Child Welfare League of America) (www.cwla.org)

CWLA is a coalition of hundreds of private and public agencies serving children and families that are vulnerable. CWLA leads and engages its network of public and private agencies and partners to advance policies, best practices and collaborative strategies that result in better outcomes for children and youth who may have experienced abuse, neglect, family disruption, or a range of other factors that jeopardize their safety, permanence, or well-being. CWLA also focuses on the families, caregivers, and the communities that care for and support these children.

Child Welfare Information Gateway (www.childwelfare.gov)

The National Clearinghouse on Child Abuse and Neglect Information (NCCANCH) was established in 1974 by the Child Abuse Prevention and Treatment Act to collect, organize, and disseminate information on all aspects of child maltreatment. The National Adoption Information Clearinghouse (NAIC) was established by Congress in 1987 to provide free information on all aspects of adoption. The NAIC website is now the adoption section of the Child Welfare Information Gateway website, and provides comprehensive information on domestic and inter-country adoption. Through the Child Welfare Information Gateway, the Children's Bureau provides professionals working in child abuse prevention, family support, foster care, and many related fields with information and resources that span the full spectrum of child welfare topics to help protect children and strengthen families.

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A Future. Not A Past. (<http://afuturenotapast.org/>)

Spearheaded by the nonprofit youthSpark (formally known as the Juvenile Justice Fund), **A Future. Not A Past.** is a campaign to stop the prostitution of children. Designed to address the issue through research, prevention, intervention, and education, AFNAP's mission is to protect and inspire hope in victims, as well as to disable demand and prosecute the pimps and johns who make the prostitution of children a gruesome reality in Georgia.

Courtney's House (<http://www.courtneyshouse.org/>)

The Courtney's House initiative was started in August 2008 by a survivor of domestic child sex trafficking. Courtney's House serves the DC, northern Virginia, and southern Maryland area by providing intensive case management, educational assistance, and survivor led CSEC support groups, trauma recovery counseling, and group therapy to victims.

Fair Girls (<http://fairgirls.org/>)

FAIR Girls (Free, Aware, Inspired, Restored) works to prevent the exploitation of girls worldwide through education, compassionate care, and survivor inclusive advocacy. FAIR Girls is headquartered in Washington, D.C. and operates programs in Bosnia, Montenegro, Serbia, Russia, and Uganda. FAIR Girls offers emergency response care, long-term case management, counseling, survivor-based mentoring, life skills, art therapy, job finding, and court advocacy. FAIR Girls serves girls aged 11 to 21.

GEMS Girls (<http://www.gems-girls.org/>)

Girls Educational & Mentoring Services (GEMS) is the only organization in New York State specifically designed to serve girls and young women who have experienced commercial sexual exploitation and domestic trafficking. Founded in 1998 by a victim of sexual exploitation, GEMS has helped hundreds of young women and girls, ages 12–24, who have experienced commercial sexual exploitation and domestic trafficking to exit the commercial sex industry and develop their potential. GEMS provide young women with empathetic, consistent support and viable opportunities for positive change.

MISSEY (<http://www.misseey.org/>)

MISSEY is a community-based organization in Alameda County, CA, founded in 2007 to respond to the heartbreaking epidemic of sexual exploitation. MISSEY provides comprehensive services in a safe environment to support and serve sexually exploited youth. MISSEY also works to provide information to the community and government about the commercial sexual exploitation of children.

**Informative material and not a part of this American National Standard (ANS)*

National Human Trafficking Resource Center (NHTRC) (www.traffickingresourcecenter.org)

The NHTRC is a toll-free, national hotline for the human trafficking field in the United States. The NHTRC provides emergency assistance 24 hours a day, 365 days a year. The purpose of the NHTRC is to increase the identification and protection of human trafficking victims in the U.S. by providing callers with a range of services, including crisis intervention; urgent and non-urgent service referrals; tip reporting to appropriate local, state, or federal law enforcement authorities; and comprehensive resources, training, and technical assistance for the human trafficking field and those who wish to get involved.

National Sex Offender Public Website (<http://www.nsopw.gov>)

The Dru Sjodin National Sex Offender Public Website (NSOPW) is an unprecedented public safety resource that provides the public with access to sex offender data nationwide. NSOPW is a partnership between the U.S. Department of Justice and state, territorial, and tribal governments, working together for the safety of adults and children. NSOPW is the only U.S. government Website that links public state, territorial, and tribal sex offender registries from one national search site. Parents, employers, and other concerned residents can utilize the Website's search tool to identify location information on sex offenders residing, working, and attending school not only in their own neighborhoods but in other nearby states and communities. In addition, the Website provides visitors with information about sexual abuse and how to protect themselves and loved ones from potential victimization.

Polaris Project (<http://www.polarisproject.org/>)

Polaris Project is a leading organization in the United States combating all forms of human trafficking and serving both United States citizens and foreign national victims, including men, women, and children. Polaris Project works to create long-term solutions for systemic change by advocating for stronger federal and state laws, operating the National Human Trafficking Resource Center hotline, and providing services to help victims of human trafficking.

Prax(us) (<http://www.praxus.org/>)

Prax(us) is dedicated to ending human trafficking by addressing the root causes of exploitation through systemic change and a comprehensive street outreach program. Prax(us) conducts street outreach through a harm-reduction lens that supports youth agency and facilitates access to resources. Prax(us) promotes change through collaborative relationships, community education, and policy work.

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Shared Hope International (<http://www.sharedhope.org/>)

Shared Hope International exists to rescue and restore women and children in crisis. They are leaders in a worldwide effort to prevent and eradicate sex trafficking and slavery through education and public awareness. Since 1998, Shared Hope International has worked on behalf of victims of sexual slavery. Shared Hope partners with local organizations to offer victims of the sex trade safe shelter, therapy, spiritual and physical healing, education, and vocational training.

STOP IT NOW!® (<http://www.stopitnow.org/>)

Stop It Now! prevents the sexual abuse of children by mobilizing adults, families and communities to take actions that protect children before they are harmed. They provide support, information and resources to keep children safe and create healthier communities. Since 1992, they have identified, refined and shared effective ways for individuals, families and communities to act to prevent child sexual abuse before children are harmed - and to get help for everyone involved.

StreetLightUSA (<http://streetlightusa.org/>)

StreetLightUSA Center for Excellence and Treatment is a leader in researching, assessing, and piloting healing methods. Through an Ambassadors for Change Program, StreetLightUSA brings national awareness to the sex trafficking and exploitation of minors by engaging the public in grassroots efforts to implement positive change.

Survivors of Incest Anonymous (www.siawso.org)

Survivors of Incest Anonymous is a 12-step, self-help recovery program for adult survivors of child sexual abuse. SIA provides literature and support groups throughout the United States and across the globe.

TurnAround (<http://www.turnaroundinc.org/>)

Founded in 1978, TurnAround, Inc. provides counseling and support services to victims of sexual assault, domestic violence, and sex trafficking in Maryland. The TurnAround, Inc. Anti-Trafficking program provides comprehensive, trauma-informed care from emergency response to ongoing services and support for survivors of sex trafficking ages 12-30.

Humantrafficking.org (www.humantrafficking.org)

This website brings Government and NGOs around the globe together to cooperate and learn from each other's experiences in their efforts to combat human trafficking. Country-specific organization and contact information is provided to promote cooperation and partnership among governments, NGOs, international organizations, private sector, and civil society organizations in prevention, protection, reintegration and prosecution aspects of trafficking in persons.

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Appendix B*: What Can NCMEC Do For You?²

EXPLOITED CHILD SERVICES

IDENTIFICATION OF CHILD VICTIMS

The National Center for Missing & Exploited Children®, through the Child Victim Identification Program® (CVIP), serves as the central repository in the U.S. for information relating to child victims depicted in sexually exploitive images and videos. CVIP services are available to investigating law enforcement agencies.

CVIP was launched in 2002 after NCMEC analysts repeatedly saw images of the same child victims in their reviews and began tracking which victims had been previously identified by law enforcement. The project became more significant after the Supreme Court held that the criminalization of child pornography applies only to images depicting “real” children. (*Ashcroft v. Free Speech Coalition*, 535 U.S. 234 (2002)).

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

- Federal and state law enforcement agencies and prosecutors with child pornography investigations.
- Law enforcement in identifying child victims so law enforcement can locate and rescue them from exploitive situations.

Law enforcement officers submit copies of seized child pornography images to federal law enforcement agents co-located at NCMEC. CVIP analysts review the copies of the seized images and videos and determine which images contain previously identified child victims. Through June 2014 analysts have reviewed more than 114 million images and videos. Many children have been rescued from ongoing exploitation as a result of CVIP's assistance to law enforcement.

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

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

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² The information in this section is adapted from and reprinted with permission from *Nationwide Support Services for Families and Professionals in the Prevention, Investigation, and Prosecution of Abducted, Endangered, and Sexually Exploited Children*. Alexandria, Virginia: National Center for Missing & Exploited Children, 2001 and 2007. All rights reserved.

ONLINE REPORTING OF CHILD SEXUAL EXPLOITATION

The CyberTipline is operated in partnership with the FBI, Immigration and Customs Enforcement, U.S. Postal Inspection Service, U.S. Secret Service, Military Criminal Investigative Organizations, U.S. Department of Justice, Internet Crimes Against Children Task Force program, as well as other state and local law enforcement agencies.

Reports to the CyberTipline are made by the public and Electronic Service Providers (ESPs). ESPs are required by law to report apparent child pornography to law enforcement via the CyberTipline (18 U.S.C. § 2258A).

Reports are continuously triaged to help ensure children in imminent danger get first priority.

CyberTipline analysts review reports and:

- Examine and evaluate the content.
- Add related information that may be useful to law enforcement.
- Use publicly available search tools to determine the geographic location of the apparent criminal act.
- Provide all information to the appropriate law enforcement agency for potential investigation.

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

In addition to referring CyberTipline reports to law enforcement for potential investigation, the National Center for Missing & Exploited Children® engages with the Internet industry on voluntary initiatives to reduce child sexual exploitation online. Learn more at www.cybertipline.com

Lastly, if you have information regarding possible child sexual exploitation, report it to the CyberTipline.

MISSING CHILDREN SERVICES

CALLS FOR SERVICE REGARDING MISSING AND EXPLOITED CHILDREN

NCMEC's Call Center receives toll-free calls from many countries throughout the world via a 24- hour, toll-free Hotline at **1-800-THE-LOST (1-800-843-5678)**; handles lead/sighting information received from the public via the toll-free Hotline and voice-over calls received through NCMEC's website; provides assistance to professionals and families in the search for missing children and attempt to assist sexually exploited children; handles requests from families with travel-reunification needs; assists hearing-impaired callers and coordinates access to communicate with callers in over 180 different languages; provides direct after-



hours assistance to law enforcement; and provides safety information to help prevent the abduction and sexual exploitation of children. The NCMEC Call Center also manages the Child Pornography Tipline® on behalf of ICE, the U.S. Postal Inspection Service, and the FBI.

ASSISTANCE IN MISSING-CHILDREN CASES

The National Center for Missing & Exploited Children® is ready to assist families and law enforcement agencies 24 hours a day. Each case brings its own set of unique challenges, and NCMEC is prepared to help meet those challenges.

NCMEC's case management teams work each case on an individual basis by providing coordinated support and access to analytical and technological resources. NCMEC is prepared to assist in all missing child cases, even when a child has been missing for a long period of time, was abducted internationally by a parent or has special needs.

Many services are provided within the National Missing Children's Division, including:

FORENSIC ASSISTANCE

NCMEC offers forensic services to help law enforcement and families find long term missing children and provides resources to help solve child abduction homicides. The Forensic Services Unit calls upon subject matter experts from a wide array of disciplines to help develop comprehensive investigative strategies, including the latest technologies, ensuring all possible avenues have been considered.

BIOMETRICS ASSISTANCE

The objective of the Biometrics Team is to aid in the identification of unknown children through the collection and sharing of enhanced data and biometrics. Once collected this information is uploaded into the National Missing and Unidentified Persons System, known as NamUs, and the FBI's National Crime Information Center database, known as NCIC. These databases are searched and the information submitted is compared to that of unknown victims believed to be children. NCMEC works closely with the NamUs program to help ensure the most up-to-date and accurate information available is being used in this important initiative.

ON-SITE ASSISTANCE TO LAW ENFORCEMENT AGENCIES

On Jan. 29, 2003, NCMEC launched Team Adam, a quick response team of consultants deployed in critical cases. Consultants provide rapid on-site technical assistance to law enforcement agencies investigating cases of missing, abducted and sexually exploited children.

Team Adam consultants are retired law enforcement officers specially selected for their training, knowledge, and prior investigative case experience including missing or abducted children, command post operations, search and rescue operations, and multijurisdictional case management.

Project ALERT® works closely with the Forensic Services Unit to provide on-site support to law enforcement agencies with long term missing child cases. They assist law enforcement with case review, comprehensive analysis, search and rescue, biometrics collection and integration of all other available NCMEC resources to help find the missing child.

CASE ANALYSIS

MISSING AND UNIDENTIFIED CHILD ANALYSIS

The Case Analysis Unit is responsible for providing direct analytical support to law enforcement for missing and unidentified child cases. Analysts perform the following actions and services:

- Provide technical assistance and analytical support to NCMEC Case Managers, law enforcement, social services, and school officials using NCMEC internal systems, public records databases, NCIC/Nlets, and Internet searches
- Search NCIC to check hot files and confirm status for children or abductors; search Nlets for vehicle registration and driver's license information
- Search the NCMEC and NCIC databases for possible matches to an unidentified child
- Analyze all leads and sightings reported to NCMEC and facilitate the distribution of leads to the state missing child clearinghouses and law enforcement
- Batch active cases through public record and federal databases to locate names/aliases, addresses, phone numbers, Social Security numbers, dates of birth, dates of death, and potential booking or incarceration information
- Produce timelines of offender histories including places of residence, employment, and travel
- Assist in cold case reviews, possibly by locating family members for DNA submission
- Provide aerial and topographic maps to law enforcement for grid searching purposes for critical missing child cases
- Conduct attempted abduction radius search analysis and sex offender searches for critical missing child cases

To request searches on a missing or unidentified child case please contact **1-800-THE-LOST (1-800-843-5678)** or e-mail: _CAUAnalysts@ncmec.org.

ATTEMPTED ABDUCTIONS

The Case Analysis Unit collects information about attempted abductions, short term "abduct and release" incidents and other types of suspicious incidents involving children in an effort to identify possible patterns and provide technical assistance and resources to law enforcement. Analysts perform the following actions and services:

- Distribute a regionalized report summarizing the attempted abduction incidents recently confirmed

- Identify and analyze regional trends and patterns among cases using NCMEC databases, external data sources and geographic information databases
- Analyze similar incidents of attempted abductions occurring within a certain mile radius
- Review past crimes and unresolved long-term cases for similarities in an effort to develop investigative links
- Confirm incident details for use in developing data driven safety tips
- Law enforcement can request technical assistance resources or report an incident occurring in their jurisdiction by emailing: **attempts@ncmec.org**

SEX OFFENDER TRACKING

The Sex Offender Tracking Team® (SOTT) supports law enforcement by providing technical assistance and analysis in locating noncompliant sex offenders. Analysts perform the following actions and services:

- Conduct searches for noncompliant sex offenders through public record databases, online open-source sites, and other internal and external systems
- Provide law enforcement with comprehensive analytical reports to help them locate and apprehend noncompliant sex offenders
- Compare data relating to attempted abductions, online sexual exploitation of children, and child abductions for potential linkages with noncompliant sex offenders
- Produce timelines of an offender's history
- Act as liaisons between state registries; the U.S. Marshals Service; and other federal, state and local law enforcement agencies
- Provide analytical reports to law enforcement on located offenders as they are building an Adam Walsh Act violation case for noncompliance
- Conduct biannual surveys of sex offender registries and maintain a count of registered sex offenders in the United States
- Make publicly available the numbers of registered offenders for each state
- To request assistance, simply send an email to: **nsotc@ncmec.org**

CHILD SEX TRAFFICKING

The Child Sex Trafficking Team (CSTT) supports law enforcement agencies that are working to identify and recover children in the United States who have been victimized through sex trafficking. Analysts perform the following actions and services:

- Process and analyze reports related to possible child sex trafficking received through the CyberTipline and disseminate these reports to the appropriate law enforcement agency for potential investigation and prosecution, as appropriate
- Support law enforcement nationwide in their efforts to address child sex trafficking in the US through the provision of technical assistance and analytical support
- Compare and analyze images from online advertisements as well as unidentified victims located by law enforcement with missing children information taken by NCMEC
- Provide technical assistance and analysis including full biographical reports on suspects involved in the prostitution and sex trafficking of domestic minor victims

- Conduct link analysis of the data available through NCMEC systems showing potential relationships of both child victims and suspects to other missing or exploited child cases
- Provide timeline reports
- Support large special law enforcement operations after hours, when coordinated in advance
- To request assistance, simply send an email to: **CSTTreporting@ncmec.org** or for an immediate response after hours or on weekends call **1-800-THE-LOST (1-800-843-5678)**

RESEARCH

The Research Team reviews and analyzes the vast amount of data collected at NCMEC in an effort to produce reports and statistical information on missing/exploited child issues. Analysts perform the following actions and services:

- Produce monthly reports in response to internal and external requests regarding the quantity, characteristics, status, type, and locations of missing children information taken by NCMEC
- Respond to requests for information maintained in the missing children's system for use internally and externally
- Review and analyze data available in NCMEC systems and other external sources on a variety of topics related to children's issues.
- Produce maps utilizing NCMEC data and provide a visual representation of nationwide and/or regional data.
- Provide results of research, analysis and mapping to law enforcement to aid in case investigations
- Produce short and long term analytical research reports regarding missing child data compiled by NCMEC for use by internal staff and law enforcement

FAMILY ADVOCACY SERVICES

The Family Advocacy Division of the National Center for Missing & Exploited Children® is made up of a specialized team of master-level trained child and family advocates. The Family Advocacy Division provides emotional support to families experiencing trauma when a child is missing or sexually exploited and offers expert guidance about how families can move forward. The Family Advocacy Division's family-centered approach helps create a collaborative environment to assist families identify areas of need and find the right community-based resources to address those needs. With support from a committed network, including mental health providers, crisis intervention services, social service agencies, and law enforcement, the foundation is laid for the bright future every family wants and deserves. Additionally, the Family Advocacy Division manages Team HOPE (Helping Offering People Empowerment), a volunteer based peer support network of trained volunteers comprised of parents, grandparents, siblings and other extended family members who have had or still have a missing or exploited child.

TRAINING

NCMEC is committed to provide training, technical assistance and resources at no cost to law enforcement personnel and others who investigate cases of crimes committed against children, specifically cases of missing children and child sexual exploitation.

NCMEC hosts traditional classroom training sessions at its headquarters in Alexandria, VA, in the Jimmy Ryce Law Enforcement Training Center. Online courses are available through NCMEC's distance learning program, NCMEC University Online.

In addition to providing law enforcement with the investigative skills needed to respond to missing and sexually exploited children cases, NCMEC provides healthcare professionals training regarding the prevention of and response to infant abductions.

TECHNICAL ASSISTANCE TO PROSECUTORS AND OTHERS IN THE LEGAL COMMUNITY

NCMEC's Office of Legal Counsel provides technical assistance to prosecutors, civil attorneys who represent children, law enforcement, legislators at the state and federal levels, and other child-exploitation-related professionals. Additionally the office writes and files *amicus* briefs with the U.S. Supreme Court, and other courts nationwide, in cases of significance to NCMEC's mission and goals.

PROMOTION OF COMMUNITY AWARENESS:

CHILD-PROTECTION EDUCATION AND PREVENTION

NCMEC/Florida Regional Office is the central point for NCMEC child safety. To learn more about child safety programs and publications to assist with educational needs, call 561-848-1900 or email flbranch@ncmec.org.

NETSMARTZ® WORKSHOP

NetSmartz Workshop is an interactive, educational program of the National Center for Missing & Exploited Children® (NCMEC) that provides age-appropriate resources to help teach children how to be safer online. The program is designed for children ages 5-17, parents and guardians, educators, and law enforcement. With resources such as videos, games, activity cards, and presentations, NetSmartz entertains while it educates. The resources can be accessed at www.NetSmartz.org.

Appendix C*: Additional Child Protection Resources and Training

The National Criminal Justice Training Center (www.NCJTC.org)

The National Criminal Justice Training Center (NCJTC) leverages the skills and abilities of more than 300 experienced criminal justice practitioners as well as the resources developed over our 20-year history of providing training and technical assistance to every state and U.S. territory. Participants receive ongoing support through our experienced staff and online resources, including the NCJTC web site. NCJTC offers a wide range of training and technical assistance programs that can be adapted and tailored to meet your specific needs.

NCJTC is one of the leading national trainers and educators in the field of criminal justice today. NCJTC is comprised of a number of [major program areas](#):

- The AMBER Alert Training & Technical Assistance Program
- Bureau of Justice Assistance - Electronic and Cybercrime National Training and Technical Assistance Program
- Bureau of Justice Assistance - Tribal Probation Academy
- Internet Crimes Against Children Training and Technical Assistance Program
- Missing and Exploited Children's Program
- Office of Community Oriented Policing Services - Tribal Resources Grant Program
- Office of Sex Offender Sentencing, Monitoring, Apprehending, Registering, and Tracking (SMART) - Sex Offender Registration and Notification Act
- Office for Victims of Crime Mass Casualty and Violence at Home and Abroad Training and Technical Assistance Program

**Informative material and not a part of this American National Standard (ANS)*



Notes:



Leaders in Public Safety Communications™

351 N. Williamson Blvd.

Daytona Beach, FL 32114 USA