

# Module 13 Session 1

## Facilitators' Checklist

<b>Handouts</b>	<input type="checkbox"/> Module 13 Scenario Summary (Appendix 1.1) <b>(Facilitator)</b> <input type="checkbox"/> Checklist for Missing Persons Investigation (Appendix 1.2) <input type="checkbox"/> CAPRA Worksheet (Appendix 1.3) <input type="checkbox"/> Tombstone Data (Appendix 1.4) <b>(Sequence Critical)</b>
<b>Equipment and Facilities</b>	<input type="checkbox"/> Computer classroom
<b>Training Aids</b>	<input type="checkbox"/> ES 1.1 – 1.4
<b>Resources</b>	

**Total time - 1 x 50 minute sessions**

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This lesson plan and all related appendices, training aids and resources are Protected "A" material.

Exhibit: National Inquiry into Missing and Murdered Indigenous Women and Girls

Location/Phase: Part 2: Regina

Witness: Brenda Lucki

Submitted by: Anne Turley, Canada

Add'l info: P02 P02 P01 01

Date: JUN 25 2018

Initials

63

I/D

Entered

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## **Session Outline**

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**Introduction** (3 minutes)

**CAPra and Risk Assessment** (45 minutes)

**Summary** (2 minutes)



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## Introduction (3 minutes)

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### Overview

Frontline police officers conduct missing person investigations on a daily basis. It is important that these types of calls are handled in a proper and timely fashion. Police officers must ensure all policies are followed, and that constant and professional communication occurs when dealing with complainants and their families.

Prior to this session, you have completed the online Missing Persons Investigations course. In Module 13, you will apply the knowledge and skills you have acquired thus far to a call for assistance involving a missing person. You will acquire additional knowledge and skills to enhance your ability to conduct a variety of missing person investigations.

Session 1 enables you to apply CAPra and a risk assessment to an online missing person scenario. The following CAPra objectives apply.

#### ES 1.1

### CAPra Objectives

At the end of this session, you will be able to:

- ▶ define who the client(s) is(are);
- ▶ define, where appropriate, with the client what the issues are, what the problem is; and
- ▶ acquire the skills, knowledge and information required to address the problem through research or consultation with the client and/or community resources (partnerships)

#### ES 1.2

### Objectives

At the end of this session, you will be able to:

- ▶ respond to a call of a missing person by:
  - ▶ applying a risk assessment at the information gathering, en route, and arrival stages.

**NTF**

This module investigation will be a simulated online investigation located on Agora, Module 13. Session 5 will temporarily be delivered in a regular classroom using scripts. In the future, it will move online. Cadets will start the investigation by applying CAPra and risk assessment to a scenario. They will be expected to take appropriate notes. Cadets will complete form 6473 for this missing person investigation. This online portion of the investigation will be conducted individually. Cadets will not be completing a PROS file for this module. Have the cadets use the **Checklist for Missing Persons Investigations (Appendix 1.2)** during this module to assist with their investigation. **Scenario Summary (Appendix 1.1) (Facilitator)** has been created for your convenience.

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## **CAPra and Risk Assessment (45 minutes)**

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**Method**

Have the cadets sign into Agora - Module 13 investigation. In this session they will apply CAPra and conduct a risk assessment to a missing person scenario. The investigation will continue in Session 5. Have the cadets complete the **CAPRA Worksheet (Appendix 1.3)** as they work through the scenario. They will need to bring this worksheet to session 5. Hand out **Tombstone Data (Appendix 1.4)** to the cadets so that they can fill out Form 6473 and their notebook.

**ES. 1.3****Task**

Sign into Agora and access the online Module 13 investigation.

- ▶ Complete the CAPRA Worksheet, Appendix 1.3. You will be continuing with this investigation in session 5. Bring this worksheet to session 5;
- ▶ Take detailed notes in your notebook;
- ▶ Complete form 6473 throughout your investigation, print the partially completed form, and bring to session 5;
- ▶ Form 6473 can be located on the Infoweb under Popular Links>Forms>Web Forms Catalogue;
- ▶ You will not be creating a PROS occurrence for this investigation.

## ES. 1.4

### Assignment

- ▶ By Module 13 Session 2:
  - ▶ have one cadet from your troop prepare an introduction of the Elder attending this session. This cadet will be presenting the Elder with a gift of tobacco.
- ▶ By Module 13 Session 6 , review:
  - ▶ Best Practices for Vulnerable Populations (Appendix 6.6)
- ▶ By Module 14 Session 1:
  - ▶ Complete the Crisis Intervention and De-escalation National Course (CID) found on Agora,
  - ▶ Conduct a search and register for the course.
  - ▶ You must receive a passing mark of 80%. You will have three attempts to complete the exam.
  - ▶ Complete the Excited Delirium course found in Agora – in the search box under Knowledge Center, enter “Excited Delirium”, then launch the national course. At the end of the course, you must complete the quiz with a passing score of 80%.
  - ▶ Bring the certificates of completion to your APS team.

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### Summary (2 minutes)

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In this session, you applied CAPra and conducted a risk assessment to a missing person investigation.

You determined through your initial investigation that you are assisting an indigenous family who has reported their daughter missing. Upon your arrival at your first posting, you may be policing Indigenous communities. In the next session, you will be experiencing the Kairos Blanket Exercise with a local elder from an indigenous community.



**Module 13 Facilitator Guide**  
**Appendix 1.1**

**Module 13 Session 1**

In this session cadets will start their missing persons investigation online. They will make notes while completing CAPra and a risk assessment. For session 7 they will need to turn in a completed 6473 along with their notes. There is no PROS occurrence for this file and cadets are to work independently on this investigation.

During this online scenario the cadets will be on their Recruit Field Training and will attend this call with their field trainer.

The following are the individuals that the cadets will deal with during this session.

**Clients introduced in Session 1:**

Katie FONTAINE-missing person

Dawn STRONG-mother of Katie

Simon FONTAINE-father of Katie

Caylee MILLER-best friend of Katie

Austin PORTIER-current boyfriend of Katie

Hudson DAVIS-ex-boyfriend of Katie

Eve HUNT-the bully

Mrs. Terry ANDERSON- Katie's principal

Charlotte FONTAINE -Katie's grandma

**Initial Dispatch:**

You receive a complaint at 23:30 hrs from Dawn STRONG about her daughter who is missing. Katie is 16 years old. She headed to the mall by city bus after school and was to meet up with her friend Caylee. Her curfew is 22:00 hrs. She has not yet arrived. She is not answering her cell phone. They phoned Caylee who says she was at theatre with Katie and after movie she went to ladies room, when she got back, Katie was gone. Dawn is concerned as Katie has never done this before and she has been the victim of some online bullying recently which has been escalating into bullying at school. Dawn wishes to speak to an officer.

The following information will be gathered from dispatch:

- First and last name of Com/DOB
- First and last name of missing person/DOB
- Home address of COM and missing person
- 10-29/CNI/CFRO/PROS on both Katie and Dawn are negative
- CFRO/PROS on the address is negative

## Module 13 Facilitator Guide

### Appendix 1.1

The following information is gathered when the cadets attend the home of **Dawn STRONG and Simon FONTAINE** the parents of Katie. The information is gathered while speaking with the parents and completing the 6473.

Information learned from Dawn and Simon Fontaine: (takes place at Simon/Dawn's home). Simon becomes part of the investigation at this point as he is home and is part of the conversation with the police.

- Dawn and Simon are Katie's parents
- Katie left the house at 4pm and was supposed to meet her best friend Caylee at the local mall for some shopping and dinner.
- She was to be home by 10:00 pm
- Katie is never late and always home on time, she is never out past her curfew
- Katie lives at home with mom and dad, Dawn and Simon. She has lived in the same home since birth.
- Address of Katie's home: 3101 Tregarva Drive , Buffalo, SK, S4V 0K5
- Katie's cell phone: 306-751-3165
- Land line at Dawn and Simon's: 306-789-6335
- Dawn's description: Indigenous, 5'6", 135 lbs, long black hair, brown eyes. 50 years old, birthday February 2<sup>nd</sup>
- Dawn's cell phone: 306-751-6549, uses cell for work
- Simon's description: Indigenous, 6'2", 200 lbs, brown eyes, short black hair, 50 years old, birthday October 10<sup>th</sup>.
- Simon's cell phone: 306-751-7012, work number 306-480-3635
- Parents phoned Katie's best friend, Caylee Miller to see if they met at South Buffalo mall. Caylee said they ended up at movie together, after movie they got split up and Katie disappeared
- South Buffalo Mall address: 15 Main Street, Buffalo SK, S4V 0P5
- Caylee's cell phone: 306-789-4589
- Katie is in grade 10.
- Katie descriptors: birthday June 29<sup>th</sup>, is 16 years old, 5'7", 130 lbs average build, long brown hair, brown eyes, no glasses, pierced ears, tattoo – red rose along her left calf,
- first name Katie (nickname Kat)
- Katie, clothing descriptors: wearing blue jeans, pink t-shirt, black DC shoes, carrying a blue Nike backpack, bunny hug in her backpack with high school logo. (Blue and Red in colour)
- Katie has a debit card from the Royal Bank with her, \$150 in her account, had \$20 cash in her backpack,
- Katie has a boyfriend, Austin Portier who has been dating Katie for the past 4 months, parents have met him and like him, sometimes Katie catches rides with Austin

**Module 13 Facilitator Guide**  
**Appendix 1.1**

- Austin plays lacrosse
- They do not have a phone number for Austin
- Katie usually uses the city transit bus to get around
- Eve is the female bully.
- Austin is Eve's ex-boyfriend
- The bullying is online through Snapchat, she is verbally abusive, there has been some physical encounters at school with bully, pushing and shoving. This bullying has escalated in the past week.
- The bullying has affected Katie, she has been having trouble sleeping and her grades have been going down. Katie is normally a good student. She has anxiety about going to school because she's afraid to come face to face with the bully.
- Parents have spoken to Principal Mrs. Anderson about the bullying but the behaviour continues. Katie was upset that they went to the principal as after that meeting the bullying escalated. Eve was angry that she had told someone.
- First time phoning police, concerned she hasn't come home. They were trying to problem solve through the school.
- School: Riffel High School
- School phone number: 306-780-3674 (learned from PROS-parents don't have)
- School address: 75 Arnold Mews, Buffalo, SK , S4P 3J7( learned from PROS-parents don't have)
- Principal: Mrs. Anderson, no additional details on Mrs. Anderson.
- Katie works on weekends at Shopper's Drug Mart in their neighbourhood (east end Shoppers) as she wants to be a Pharmacist
- Shoppers address: 72 Victoria Avenue, Buffalo SK, S4V 0K9 (learned from PROS-parents don't have)
- Shoppers phone number: 306-501-6396( learned from PROS-parents don't have)
- Hangout: Dairy Queen (east end Dairy Queen) in their neighbourhood
- Volunteers at the local friendship center, Healing Hearts
- Katie has an ex-boyfriend, been split up for 1 year, Hudson and Indigenous 16 year old, lives on the nearby reserve
- Name of reserve: Nelson Lake, SK
- They do not have a phone number for Hudson
- Katie broke up with him, he had a hard time of it at the beginning but seems to have moved on. They still talk to each other in school once in a while

Information gathered to complete the 6473:

- Katie has no history of drug and/or alcohol use
- No history of gambling



## **Module 13 Facilitator Guide**

### **Appendix 1.1**

- Katie does not have any health concerns
- She is not suicidal and no previous suicide attempts, no access to firearms
- Katie's prescription medication – birth control pill
- Katie does not have any phobias
- Does not hitchhike, no gangs, no financial concerns
- Indigenous, English and speaks Cree
- Participates in indigenous spirituality, is a dancer and dances at Pow Wows
- Her Elder is her Grandma Charlotte Fontaine who lives on Nelson Lake reserve, no phone
- Snapchat – parents do not know username and password
- Cell phone – iPhone (Sasktel)
- Laptop – MacBook
- Electronic photo available
- Royal Bank Card 4569 01 83904122 38



**Module 13 Facilitator Guide**  
**Appendix 1.1**

**Module 13 Session 5**

In this session cadets will continue their missing persons investigation. They will continue to make notes and work on CAPRA. For session 7 they will need to turn in a completed 6473 along with their notes.

**Clients introduced in Session 1:**

Katie FONTAINE-missing person

Dawn STRONG-mother of Katie

Simon FONTAINE-father of Katie

Caylee MILLER-best friend of Katie

Austin PORTIER-current boyfriend of Katie

Hudson DAVIS-ex-boyfriend of Katie

Eve HUNT-the bully

Mrs. Terry ANDERSON- Katie's principal

Charlotte FONTAINE -Katie's grandma

**Clients new to Session 5:**

Alyssa ROGERS-Eve's friend and a bystander to the bullying

Justin WALSH- party host

Amber CRAIGEN- friend of Katie and Caylee, attends Justin's party

Tricia HUNT- Eve's mom

Dennis HUNT -Eve's dad

The information learned from **Caylee MILLER**: (takes place at Caylee's home)

- Caylee and Katie are best friends
- Description of Caylee: Indigenous, 5'3", 110 lbs, long black hair, brown eyes, 16 years old, birthday May 12<sup>th</sup>
- Caylee's cell: 306-789-4589
- Caylee's address: 58 Melvin Crescent, Buffalo, SK S4V 0J4
- Met Katie and their other friend Amber at the South Buffalo mall at 4:30 pm

## Module 13 Facilitator Guide

### Appendix 1.1

- The three of them did some shopping and had dinner at 6 pm in the food court
- Katie and Caylee went to an early movie
- Amber was not interested in the movie.
- Amber's cell phone: 306-501-9632
- Amber was headed to a high school house party held at Justin's house.
- Katie was not interested in house party for fear of coming face to face with Eve.
- Caylee decided to stay with Katie and go to movie
- Caylee was given Justin's address by Amber
- Justin's address: 65 Royal Ave
- After the movie Caylee went to bathroom and was supposed to meet Katie near movie theater front door
- Caylee waited and sent texts to Katie several times, with no response tried to call Katie but there was no answer
- Katie has never done this before.
- Caylee had to be home by 2200
- Katie is being bullied by Eve and Eve's friend Alyssa
- Alyssa is more of a bystander, Eve is the aggressor
- Caylee and Katie talked about Eve, Katie is afraid of Eve and is stressing over the online bullying
- Eve has been spreading rumours about Katie, calling her names in the school hallway
- Katie has had damage (graffiti) happen to her locker at school but there are no witnesses
- Someone threw Katie's blouse down the toilet in the change rooms
- Eve is snap chatting false rumours about Katie saying she's a whore who sleeps around with all the grade 10 boys
- The last encounter was at school today, Eve cornered Katie in the bathroom and said "watch your back bitch, I'm going to get you"
- Caylee does not know Eve at all, she just knows about her from Katie.
- Alyssa is always with Eve when Eve is after Katie. Alyssa she doesn't participate but acts as back-up for Eve
- Caylee is concerned because she saw Eve and Alyssa in the food court when having dinner. Eve looked at Katie from a distance with angry look on her face.
- Katie was upset by seeing Eve and Alyssa
- Alyssa was with Eve at the time. Neither of the girls spoke to Katie or Caylee.
- Description of Eve seen at mall: Caucasian, 5'5", 120 lbs, long curly brown hair, blue eyes, 17 years old, tight jeans, pink top

**Module 13 Facilitator Guide**  
**Appendix 1.1**

- Description of Alyssa: 5'2", 105 lbs, red hair, green eyes, tight jeans, purple top
- Caylee received a phone call from Katie's dad stating that Katie did not go home
- Caylee knows that Katie's boyfriend Austin was working tonight and had a lacrosse practice.
- Austin's phone number : 306-501-6033
- Austin's address: 59 South Drive, Buffalo SK, S6V 6K9
- Austin had mentioned something about dropping in at Justin's party if he wasn't too tired
- Caylee knows Katie's computer password and snapchat password
- Katie's computer: Katnap16! Snapchat: user name Katnap34, password Katgreen45!

Information learned **Justin WALSH:** (takes place at the Justin's place, the location of the party)

- Justin is the party host
- Description of Justin: Caucasian, 6' , 175 lbs, brown eyes, black hair which is buzzed short, 17 years old, birthday March, 7<sup>th</sup>
- Justin's cell: 306-789-6589
- Justin's address: 65 Royal Ave, Buffalo, SK S4V 0J9
- Justin states he know nothing about Katie
- Katie was not at party
- Doesn't really know Katie
- Eve was no at party

Information learned from **Amber CRIAGEN:** (takes place at the Justin's place, the location of the party)

- Amber is friends with Caylee and Katie
- Amber is at Justin's party
- Description of Amber: Caucasian, 5'2", 110 lbs, long red hair, green eyes, 16 years old, birthday July 1<sup>st</sup>
- Amber's address: 45 Pritchard Ave, Buffalo, SK S4V 0K5
- Amber's cell: 306-501-9632
- Amber is drunk and sobbing
- She is mad at Eve because Eve cornered her at party giving her grief over hanging out with Katie
- Amber saw Eve run out the back door when the police arrived
- Alyssa was with Eve when they ran
- Amber is too drunk to answer any more questions



**Module 13 Facilitator Guide**  
**Appendix 1.1**

Information learned from **Austin PORTIER**: (takes place at Austin's home)

- Austin is Katie's boyfriend and ex-boyfriend of Eve
- Austin is a lacrosse player, in grade 11, age 17 years, birthday February 15<sup>th</sup>
- Description of Austin: 5'11", 160 lbs, Caucasian, Short blond hair, blue eyes,
- Austin's phone number : 306-501-6033
- Austin's address: 59 South Drive, Buffalo SK, S6V 6K9
- He has a license and a car
- Austin has been dating Katie for the past 4 months
- Austin tried to Facetime Katie before going to bed but she did not answer
- Austin saw Katie at school today, she mentioned was heading to mall with Caylee to go shopping
- Katie usually jumps on the bus at stop in front of mall unless he can pick her up
- Katie was in a relatively good mood although showing concern over recent bullying escalation.
- Katie has started to talk about changing schools
- Eve is Austin's ex-girlfriend as feels sorry for her.
- Eve is having a hard time with the split up
- Eve is upset that Austin has moved on and holds a grudge against Katie
- Austin knows Eve's address: 36 Maple Street,
- Austin knows Eve's cell number: 306-540-5645
- Eve was at the party
- Eve tried kissing Austin in front of everyone, he got mad and left
- Austin describes Eve as: Caucasian, cheerleader, 5'5", 120 lbs, long curly brown hair, blue eyes, contact info, 17 years old, birthday July 23<sup>rd</sup>
- Eve lives with mom who is a nurse at the Buffalo General Hospital, works shiftwork in emergency
- Eve's mom's name is Tricia Hunt

Information learned from **Tricia HUNT**: (at Buffalo General Hospital emergency)

- Tricia is Eve's mother
- Tricia is spoken to that the hospital
- Description of Tricia: Caucasian, 5'9", 150 lbs, brown hair, brown eyes, pixie cut, 52 y/o, birthday September 4<sup>th</sup>
- Phone of Tricia: 306-501-9164
- Home address: 36 Maple Street, Buffalo, SK, S4V 9K0
- Tricia is a nurse at the Buffalo General hospital
- Eve has had a hard time accepting the break up with Austin
- She knows Katie is Austin's new girlfriend
- Eve has not mentioned a conflict with Katie

**Module 13 Facilitator Guide**  
**Appendix 1.1**

- Eve was planning on attending a house party at a classmates house with Alyssa
- Eve should be home, if not she would be at her dad's
- Eve's dad Dennis HUNT
- Address of Dennis: 3 Beaver Lane
- Cell of Dennis: 306-501-2587

Information learned from **Dennis HUNT**: (takes place at his home)

- Dennis is Eve's dad
- Dennis is home with Eve
- Address of Dennis: 3 Beaver Lane, Buffalo, SK, S4V 9K0
- Cell of Dennis: 306-501-2587
- Description of Dennis: Caucasian, 6'4" 280 lbs, bald, blue eyes, 52 y/o, birthday June 14<sup>th</sup>
- Eve arrived his home at 1:30 am
- Dennis knows nothing about the bullying
- He does not know who Katie is, and that there has been issues with his daughter bullying her

Information learned from **Eve HUNT**: (takes place at Dennis' home)

- Eve is the bully
- Home address ( lives with Tricia Hunt): 36 Maple Street, Buffalo, SK, S4V 9K0
- Description of Eve: Caucasian, 5'5", 120 lbs, long curly brown hair, blue eyes, contact info, 17 years old, birthday July 23<sup>rd</sup>
- Eve's cell number: 306-540-5645
- Eve denies everything and is angry at police for questioning her
- Eve says that Katie is a big baby who complains too much.
- Katie stole her boyfriend Austin and she has no respect for Katie
- Eve questions the police lawful right to question her, "I know my rights, why are you talking to me?"
- She gives her dad a hard time for allowing police to question her
- Eve says she was just joking because she saw Katie crying and took a picture to prove how much of a baby Katie is she posted the picture to Snapchat

Information learned from follow up **phone call from Dawn and Simon**:

- Katie could have gone to her Grandma's
- Grandma's name is Charlotte Fontaine
- Address of Charlotte: 25 Park Street, Nelson Lake, SK, S5V 0J7 (learned from original conversation with parents)
- Grandma has no phone (learned from original conversation with parents)

**Module 13 Facilitator Guide**  
**Appendix 1.1**

Information learned from **Charlotte FONTAINE**: (takes place at Charlotte's home)

- Charlotte is Katie's grandma
- Charlotte's description: Indigenous, 80 years old, birthday May 19<sup>th</sup>, 5', 105 lbs, long grey hair, brown eyes
- Address of Charlotte: 25 Park Street, Nelson Lake, SK, S5V 0J7
- Charlotte does not have a phone
- She got home at 11:00 pm
- Hasn't seen Katie
- Katie may have gone to Hudson Davis' house on the reserve
- Hudson's address: 98 Eagle Road,
- Hudson's place does not have a landline and she does not know Hudson's cell phone number

Information learned from **Hudson DAVIS**: (takes place at Hudson's home)

- Hudson is Katie's ex-boyfriend
- Hudson's address: 98 Eagle Road, Nelson Lake, SK, S5V 0J7
- Hudson's cell phone: 306-789-3245
- Description of Hudson: Indigenous, 17 y/o, birthday December 26<sup>th</sup>, 6'1", 190 lbs, long black hair, brown eyes
- Katie is with him
- Katie upset but safe
- Hudson found Katie at the bus station in Nelson Lake
- He took Katie to her grandma's but she was not home so they came back to his place
- Hudson has been talking to her, trying to talk her into phoning home
- Katie is afraid she is in trouble for missing curfew, and sad she has disappointed her parents
- Katie told Hudson that she decided not to go home because last time she told her parents about the bullying they went to principal and things got worse with Eve
- Katie said her grandma's was a safe place and Eve would not be able to find her

Information learned from **Katie FONTAINE**: (takes place at Hudson's home)

- Address of Katie's home: 3101 Tregarva Drive, Buffalo, SK, S4V 0K5
- Katie's cell phone: 306-751-3165
- Description of Katie: birthday June 29<sup>th</sup>, is 16 years old, 5'7", 130 lbs average build, long brown hair, brown eyes, no glasses, pierced ears, tattoo – red rose along her left calf,

**Module 13 Facilitator Guide**  
**Appendix 1.1**

- Was at theatre waiting for Caylee when Eve and Alyssa cornered her at front doors, called her names, Eve said “you are going to get yours”
- After the altercation Eve posted on Snapchat a picture of her crying during altercation
- Katie took the bus to her Grandma’s
- Katie turned off her phone as did not want to deal with Eve and the bullying
- Embarrassed that police were called
- Katie is sad that she has disappointed her parents and feels she’s in big trouble for missing curfew
- Katie didn’t feel safe and she didn’t want to upset anyone



**BEST PRACTICES CHECKLIST FOR MISSING PERSONS INVESTIGATIONS**  
**Appendix 1.2**

As you know, risk assessment is a continuous exercise and, as the investigation progresses, you should constantly re-evaluate the situation to gauge if the level of risk has changed. Any decision to reduce the level of risk should be supported by your supervisor and – as with any decision - well documented.

**INITIAL RESPONSE**

- Consider a Missing Person investigation as top priority right from the onset!
- Complete form 6473 (Missing Persons Intake and Risk Assessment)
- Meet with your supervisor to discuss 6473, complete Risk Assessment, and establish a priority and directions for the investigation
- Open a file on the RMS (PROS, PRIME, VERSADEx etc) using the appropriate scoring
- Enter Missing Person on CPIC

**JURISDICTION**

- Determine where the person was last seen
- If outside your jurisdiction, modify the CPIC entry and advise the Police Agency involved
- Contact NCMPUR if necessary
- Provide contact numbers and new file number (if applicable) to the complainant
- Update your RMS accordingly

**PRIORITIZATION**

- Missing Persons cases are always a top priority. Assume foul play is involved until proven otherwise
- Ensure appropriate resources are immediately assigned
- Is the Missing Person a member of a vulnerable population?
- Consider involving supporting resources and escalating the file if foul play is suspected

**COMMUNICATION**

- Keep your supervisor updated on status
- Liaise with other assisting units such as Police Dog Services, Air Services etc
- Develop a communication schedule with the family\*/reporting party
  - \* **What to provide to the family?**
  - Your name and contact information
  - The file number of the investigation
  - An overview of the investigative process, including their role
  - The name and contact information of support services available to them (e.g. Victim Services and Aboriginal Liaison Officer)
  - Information/guidance to assist them in dealing with the media if approached

**GATHERING INFORMATION**

- Search site (e.g. last seen location and residence) for evidence
- Dental Records
- DNA samples
- Diary/journal/online blog information
- Use available database queries
- Conduct interviews and obtain statements from complainant, witnesses, neighbours etc.
- Check social media, banking and cellular phone activity.

**ANALYSIS (Continuous Risk Assessment)**

- Use NCMPUR's analysis tools/reports
- Review evidence gathered to determine
  - accuracy of info gathered
  - possible destination of missing person if they left willingly
  - possible reasons why the missing person is missing

**BEST PRACTICES CHECKLIST FOR MISSING PERSONS INVESTIGATIONS**  
**Appendix 1.2**

- possible location for search of missing person
- if you have unintentionally overlooked relevant information or evidence

**INFORMATION MANAGEMENT**

- Keep your RMS up-to-date with investigation notes (e.g. communication with family) and reports
- Modify CPIC entry as the investigation progresses (add photo, dental record etc)
- Manage the file using the Major Case Management principles if necessary

**SEARCH/RESCUE**

- Engage supporting resources such as Police Dog Service, Air Services, Neighbourhood Watch etc..
- Search all relevant locations, such as place last seen and other places the MP usually frequents
- Consider establishing a command post for the search site

**BROADCAST**

- AMBER Alert if criteria met
- Using Social Media such as Facebook, Twitter, etc.
- INTERPOL Notices (contact NCMPUR for assistance)
- Use Canadasmising.ca to solicit tips
- Use a media strategy involving the family
- Contact your agency's communication services for advice

**FILE ESCALATION**

- Seek assistance from specialized units such as Missing Persons or Major Crime Units to ensure a "fresh eyes" look at the file
- NCMPUR can assist as they have International partners

**RESOLVING/CLOSING OCCURRENCE**

If no foul play is determined and if no Criminal Code offences have been committed, a case can be closed when a missing person is located (dead or alive), or all remains have been located and identified.

- Ensure the safety of the missing person. (e.g. medical attention, rescue etc)
- Update the complainant/family
- Conduct a face to face interview to:
  - verify identity of the missing person
  - determine facts of the case
  - determine further action required to prevent reoccurrences
- Update notifications such as CPIC, AMBER Alerts, media alerts etc
- Document results on the RMS and score it appropriately

**SOME WARNING SIGNS**

Be mindful of the indicators below as they may signal a different avenue for your investigation.

- Missing person engages in a high-risk lifestyle
- Missing person is involved with a criminal organization
- Missing person has a criminal history
- Missing person is or may have been a "police informant"
- Missing person has had financial difficulties or is known to criminals
- Missing person has been the victim of elderly or child abuse
- Missing person was reported missing by someone other than the closet or most obvious person (e.g. husband)
- Database queries indicate the home has been the subject of domestic violence complaints in the past

**BEST PRACTICES CHECKLIST FOR MISSING PERSONS INVESTIGATIONS**

**Appendix 1.2**

- The missing person made comments prior to disappearing such as “Dad says we are going to live somewhere warm one day”
- During the search of a home there is evidence of a struggle

CAPRA Worksheet  
(Appendix 1.3)

**Instructions:**

Use the following sheets to work through CAPRA for each of the people you will encounter.

<b>Dispatch</b>	
<b>Problem</b>	
<b>CAPRA</b>	
<b>Clients</b> Direct Clients: Indirect Clients	(Below identify clients , direct and indirect, and document their needs/wants/expectations)

CAPRA Worksheet  
(Appendix 1.3)

<b>Acquire/Analyze</b>	
List the information you needed to acquire and what analysis you did.	
<b>Acquire &amp; Analyze</b>	

CAPRA Worksheet  
(Appendix 1.3)

<b>Partners:</b> List the partners you think you could use and indicate which ones you did use.	
<b>Partners</b>	



CAPRA Worksheet  
(Appendix 1.3)

<b>Response:</b> Describe why you did what you did during this investigation.	
<b>Response</b>	



CAPRA Worksheet  
(Appendix 1.3)

<b>Assessment:</b> Was the problem solved? Were the clients satisfied? Assess your performance.	
<b>Assessment</b>	

Tombstone Data  
Appendix 1.4

**Tombstone data of Dawn STRONG**

- ▶ Address: 3101 Tregarva Drive, Buffalo, SK S4V 0K5
- ▶ DOB: February 2<sup>nd</sup> (50-years old)
- ▶ Indigenous, Hair: long black, Eyes: brown, Height: 5'6", Weight: 135 lbs
- ▶ Cell phone number: 306-751-6549 ( uses this for work)
- ▶ Landline: 306-789-6335
- ▶ 10-29/CNI/CFRO/PROS: 10-10
- ▶ CFRO/PROS on address: 10-10

**Tombstone data of Simon FONTAINE**

- ▶ Address: 3101 Tregarva Drive, Buffalo, SK S4V 0K5
- ▶ DOB: October 10<sup>th</sup> (50-years old)
- ▶ Indigenous, Hair: short black, Eyes: brown, Height: 6'2", Weight: 200 lbs
- ▶ Cell phone number: 306-751-7012
- ▶ Landline: 306-789-6335
- ▶ Work phone number:306-780-3635
- ▶ 10-29/CNI/CFRO/PROS: 10-10
- ▶ CFRO/PROS on address: 10-10

## Module 13

## Session 2

### Facilitators' Checklist

<b>Handouts</b>	
<b>Equipment and Facilities</b>	<input type="checkbox"/> Kairos materials for the Blanket Exercise ( <b>Cultural Room</b> ) <input type="checkbox"/> Cultural Room <input type="checkbox"/> Tobacco to be presented to the Elder
<b>Training Aids</b>	
<b>Resources</b>	<input type="checkbox"/> Indigenous Elder <input type="checkbox"/> Two Kairos trained facilitators

**Total time - 3 x 50 minute sessions**

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## Session Outline

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**Introduction** (5 minutes)

**Kairos Blanket Exercise** (140 minutes)

**Summary** (5 minutes)

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## Introduction (5 minutes)

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### Overview

In session 1 you were dispatched to a call of a missing person. During the acquiring and analysing stage of CAPra you determined that the missing person is Indigenous.

Session 2 provides you with the opportunity to experience the Kairos Blanket Exercise focussing on the historic and contemporary relationship between Indigenous and non-Indigenous people in Canada.

### ES 2.1

### Objective

At the end of this session, you will be able to:

- ▶ explain the historic and contemporary relationship between Indigenous and non-Indigenous peoples in Canada.

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## Kairos Blanket Exercise (140 minutes)

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### NTF

Run the blanket exercise. Once it's over set up the Cultural room with the available chairs in a circle formation for a debriefing. The chairs are located in the supply room in the hallway. Please ensure that the chairs are returned to the supply room after the session. If any of the furniture is moved in the Cultural room it will need to be placed back in its original location.

### Method

Have the assigned cadet introduce the guest Elder and present a tobacco offering. The Elder and Kairos trained facilitators will guide the cadets through an experiential exercise.

Have the assigned cadet thank the Elder at the conclusion of the presentation.

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## Summary (2 minutes)

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In this session, you experienced the Kairos Blanket Exercise with a local Elder from an indigenous community. When policing our culturally diverse communities in Canada it is important to work with our clients in a respectful manner consistent with the RCMP core values.

In the next session, you will learn about the significance of Truth and Reconciliation. You will review operational policy on missing person investigations and discuss the Inquiry into Missing and Murdered Indigenous Women and Girls.

## Module 13

### Session 3

### Facilitators' Checklist

<b>Handouts</b>	<input type="checkbox"/> Truth and Reconciliation (Appendix 3.1)
<b>Equipment and Facilities</b>	
<b>Training Aids</b>	<input type="checkbox"/> ES 3.1 – 3.17
<b>Resources</b>	<input type="checkbox"/> National Centre for Truth and Reconciliation (found on the Internet) <input type="checkbox"/> Missing and Murdered Aboriginal Women: A National Operational Overview (found on the Internet) <input type="checkbox"/> The Role of the Royal Canadian Mounted Police during the Indian Residential School System (found on the Internet) <input type="checkbox"/> United Nations Declaration on Rights of Indigenous Peoples (found on the Internet) <input type="checkbox"/> Operational Manual. 37.3 (Missing Persons)

#### **Total time - 2 x 50 minute sessions**

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## Session Outline

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**Introduction** (5 minutes)

**Truth and Reconciliation** (45 minutes)

**Suggest Break Time**

**Introduction** (5 minutes)

**Missing Persons Investigations** (30 minutes)

**Missing Murdered Indigenous Women and Girls Inquiry**  
(10 minutes)

**Summary** (5 minutes)

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## Introduction (5 minutes)

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### Overview

In Session 2, you experienced the Kairos Blanket Exercise with a local Elder. You learned about the historical and present day relationship between Indigenous and non-Indigenous Canadians.

During the Blanket Exercise you learned about the Indian Residential School System and how it affected the Indigenous people of Canada. In the first part of this session, you will learn how Truth and Reconciliation is associated to the Indian Residential School System.

### ES 3.1

### Objectives

At the end of this session, you will be able to:

- ▶ explain the importance of Truth and Reconciliation;
- ▶ understand the RCMP's role in the Indian Residential School System;
- ▶ review the Truth and Reconciliation Commission's justice related calls to action;
- ▶ list actions that you can take towards reconciliation.

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## Truth and Reconciliation (45 minutes)

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### ITC

The Kairos Blanket Exercise allowed you to learn about the Indian Residential School system. It is important to understand Truth and Reconciliation and what this means to all Indigenous and Non-Indigenous Canadians. This understanding of the truth will allow you to determine your role in reconciliation as a police officer and as a Canadian citizen.

**ES 3.2** For over 150 years, 150,000 children attended residential schools operated in Canada. Many never returned to their families. Often underfunded and overcrowded, these schools were used as a tool of assimilation by the Canadian state and churches.

Thousands of students were physically and sexually abused, and suffered from loneliness and a longing to be home with their families which has caused irreparable damage.

**Method** Show ES 3.3 .Inform the cadets that this is a video of several survivors of the residential school system speaking about their experience. This video is 1:40 minutes.

**ES 3.3 Indian Residential School**

**Method** Ask the following QTC and obtain answers from the cadets, then show ES. 3.4, which is the anticipated response.

**QTC** Can anybody tell me about the Indian Residential Schools Settlement Agreement?

**ES 3.4 The Indian Residential Schools Settlement Agreement**

- ▶ largest class-action settlement in Canadian history
- ▶ began in 2007
- ▶ established the Truth and Reconciliation Commission (TRC) of Canada to facilitate reconciliation among former students, their families, their communities and all Canadians.

**ES 3.5 Truth and Reconciliation Commission of Canada**

- ▶ in 2009, began a multi-year process to listen to Survivors, communities and others affected by the Indian Residential School system;
- ▶ was part of a holistic and comprehensive response to the abuse inflicted on Indigenous peoples through the Indian

Residential School system, and the harmful legacy of those institutions.

**Method** Show ES 3.6. Inform the cadets that this video discusses the Indian Residential School settlement and the establishment of the Truth and Reconciliation commission. This video is 1:34 minutes.

**ES 3.6 Indian Residential Schools Settlement Agreement**

**Method** Ask the following QTC and obtain answers from the cadets, then show ES. 3.7, which is the anticipated response.

**QTC** What do you think is meant by truth?

**ES 3.7 What is meant by truth?**

- ▶ learning about what truly happened in the residential schools and informing all Canadians about it;
- ▶ reporting on the records documented and held by those who operated and funded the schools;
- ▶ obtaining testimony from:
  - ▶ officials of the institutions that operated the schools,
  - ▶ survivors, their families, communities who reported their experiences; and
  - ▶ anyone personally affected by the residential school experience and its subsequent impacts.

**Method** Show ES 3.8. Inform the cadets that this video is the testimony from survivors for the Residential School System. It is important to understand that the school system was not limited to one generation, there are many inter-generational survivors. This video is 1:38 minutes.

**ES 3.8 Survivors' Experiences**



**ITC**

It is important to understand the role the RCMP played in the Indian Residential School system. This understanding of the truth will allow the RCMP to move forward on the path of Reconciliation.

On March 2, 2014 former RCMP Commissioner Bob Paulson addressed the Truth and Reconciliation Commission. He reiterated the RCMP apology made in 2004 for the role the RCMP had in the Indian Residential School systems.

**Method**

Show ES 3.9. Inform the cadets that this is a video of former RCMP Commissioner Bob Paulson addressing the Truth and Reconciliation Commission apologizing for the role of the RCMP played in the residential school system. This video is 2:06 minutes.

**ES 3.9****RCMP's Role in the Residential School System****ES 3.10****Reconciliation**

The concept of reconciliation means different things to different people, communities, institutions, and organizations.

The Truth and Reconciliation Commission defined "reconciliation" as an ongoing process of establishing and maintaining respectful relationships.

It is important to keep in mind that:

- ▶ reconciliation is both an ongoing process and a goal;
- ▶ establishing respectful relationships also requires the revitalization of Indigenous law and legal traditions;
- ▶ First Nations, Inuit, and Métis peoples value traditional approaches to resolving conflict, repairing harm, and restoring relationships.

**ITC**

One approach in resolving conflict that has been successful is Restorative Justice which is a low cost and effective alternative response used in dealing with unacceptable behaviour that has caused harm to others. It can be used to deal with criminal investigations and non-criminal incidents. Sentencing circles are an example of a Restorative Justice approach to resolving these conflicts.



**Method** Show ES 3.11. Inform the cadets that this is a video about reconciliation. This video is 4:11 minutes.

**ES.3.11 Reconciliation**

**Method** Have the cadets take out **Truth and Reconciliation (Appendix 3.1)** and read the ten principles of reconciliation. Circulate and answer any questions the cadets may have.

The Truth and Reconciliation Commission of Canada believed that in order for Canada to flourish, reconciliation between Indigenous and non-Indigenous Canada must be based on the ten principles listed in **Appendix 3.1**.

**ITC** The principles of reconciliation are based on the framework of the United Nations Declaration on Rights of Indigenous Peoples. The TRC believed it provides the necessary principles, norms, and standards for reconciliation to flourish.

**ES 3.12 United Nations Declaration on Rights of Indigenous Peoples**

This declaration sets out:

- ▶ the individual and collective rights of Indigenous peoples
- ▶ their rights to culture, identity, language, employment, health, education and other issues
- ▶ the rights of Indigenous peoples to maintain and strengthen their own institutions, cultures and traditions
- ▶ to prohibit discrimination against Indigenous peoples
- ▶ to promote full and effective participation in all matters that concern Indigenous peoples and their right to remain distinct

**ITC** In order to redress the legacy of the residential schools and advance the process of Canadian reconciliation, the Truth and Reconciliation Commission made 94 calls to action. Of the 94 calls to action, 18 related specifically to justice.

You will find the 18 justice specific calls to action in **Appendix 3.1**, these are to be reviewed on your own time.

**Method** Show ES 3.13 and task the cadets. Clarify any questions the cadets may have.

**ES. 3.13 Task**

**Step One**

In your learning team, take up to 10 minutes to list actions you can take towards reconciliation.

**Step Two**

- ▶ Have a spokesperson from your learning team prepared to present your findings.

**AR**

- ▶ **understand the history and legacy of the Indian Residential School System (IRS)**
- ▶ **understand the role the RCMP played in the IRS**
- ▶ **understand the Indigenous communities we will police**
- ▶ **recognize the contributions that Indigenous peoples have made and continue to make in Canada**
- ▶ **educate those who may not understand**
- ▶ **determining on a personal level what reconciliation means to yourself and take action**



**Suggested Break Time**

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## Introduction (5 minutes)

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### Overview

During this portion of the session we will review operational policy on missing person investigations and apply it to our scenario. We will discuss the purpose of the Missing and Murdered Indigenous Women and Girls Inquiry.

#### ES 3.14 CAPRa objectives:

You will be able to:

- ▶ analyse the information obtained in consultation with clients and partners;
- ▶ generate alternative solutions in consultation with clients and/or partners;
- ▶ decide on a response in consultation with clients and partners; and
- ▶ implement the selected response with the assistance of clients and/or community resources (partnerships).

#### ES 3.15 Objectives

At the end of this session, you will be able to:

- ▶ apply Operational Manual 37.3 to a missing person investigation;
- ▶ list the consequences of poor file management.

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## Missing Persons Investigations (30 minutes)

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#### QTC

In your module investigation, Katie has been reported missing by her parents. You have just received this call for service while on route to a previously scheduled interview with a witness on one of your active investigations. What should you do next?

- AR**
- ▶ **Re-scheduled the interview**
  - ▶ **Immediately attend the residence of Katie's parents and start your investigation.**
- QTC** What are the potential consequences of choosing to deal with the previously arranged appointment and delaying your response to this call?
- AR**
- ▶ **Potential harm to Katie**
  - ▶ **Loss of valuable time at the early stages of an investigation into the disappearance of a person.**
  - ▶ **Parents could feel that their needs are not important to you and the organization.**
  - ▶ **Parents complaining about your choice.**
- QTC** What previously acquired knowledge or skills do you need to complete this investigation?
- AR**
- ▶ **Notetaking**
  - ▶ **Report writing**
  - ▶ **Communication**
  - ▶ **Interviewing skills**
  - ▶ **Using community partners to help**
- QTC** What new knowledge or skills do you need to address this situation?
- AR**
- ▶ **knowing the National policy related to missing person's investigations.**
  - ▶ **how to properly complete form 6473**
  - ▶ **knowing your detachment area**
- NTF** The following QTC's are covering Operational Manual 37.3 (Missing Persons), policy on missing person investigations, which was reviewed during the online Missing Persons course. If the cadets struggle answering the questions below, bring up the policy as an aid.



**QTC** What is considered high risk and high risk lifestyle for missing person investigations?

- AR**
- ▶ **High Risk**
    - ▶ **means that the missing person's health or wellbeing may be in immediate danger due to:**
      - ▶ **their own vulnerability,**
      - ▶ **the weather or physical conditions where the missing person is believed to be**
      - ▶ **reasonable grounds to believe they may be the victim of a crime**

**ITC** Examples of persons considered high-risk include: children; the elderly; a person with a physical, mental, or sensory disability; a person with a medical condition, mental illness, or who is suicidal; sex trade workers; gang or drug-trade associates; court witnesses; victims of abduction; victims of domestic violence and elder abuse; victims of bullying; transient/homeless persons; runaways; and those involved in high-risk activities such as hitchhiking and drug or alcohol abuse.

- AR**
- ▶ **High Risk Lifestyle**
    - ▶ **means the engagement in or the association with others involved in dangerous activities and/or frequenting or residing in dangerous environments, either by personal choice or circumstance.**

**QTC** When should you notify your supervisor of a missing person investigation?

- AR**
- ▶ **Regular course of duties;**
  - ▶ **Immediately if the person is deemed high risk or in a high risk lifestyle.**

**QTC** If you receive an initial complaint and your detachment does not have jurisdiction, what must you do?

- AR**
- ▶ **immediately communicate the missing person information, and any investigational steps taken, to the**



**detachment or agency of jurisdiction, verbally by telephone, followed by electronic written correspondence;**

- ▶ **open a file and document the transfer of information;**
- ▶ **Inform the complainant if the investigation has been transferred to another jurisdiction and provide the contact information of the receiving jurisdiction.**

**ES 3.16** The following points highlight crucial steps when conducting missing person investigations:

- ▶ immediate action, communication, and the use of community partners
- ▶ adherence to policy
- ▶ proper documentation of files and notes
- ▶ review of all previous PROS files which may contain crucial information available to you as a result of previous police contact

**ITC** Your ability to thoroughly investigate every lead no matter its size or perceived importance could result in the discovery of key information you may not have typically gathered. Ask questions, do research, and document your efforts. Your job is not to judge, it's to gather facts, and find answers. Don't let your biases stop you from checking all leads.

**QTC** If your missing person is on PROS as a witness to an assault in your community, what information may you be able to gather from this previous file?

- AR**
- ▶ **potential suspect who may harbour a grudge**
  - ▶ **location where she has been found in the past**
  - ▶ **potential associates/friends**

**QTC** What may happen to an investigator if he/she is found to have mishandled a missing person investigation?

- AR**
- ▶ **public complaint**
  - ▶ **Code of Conduct investigation**

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## Missing and Murdered Indigenous Women and Girls Inquiry (10 minutes)

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### ITC

In late 2013, the Commissioner of the RCMP initiated an RCMP-led study of reported incidents of missing and murdered Aboriginal women across all police jurisdictions in Canada. This study provides Canadian Police a solid foundation to use more targeted crime prevention, better community engagement and enhanced accountability for criminal investigations. It provides processes which assists operational planning from the detachment to national level.

### ES. 3.17

The study revealed the following:

- ▶ Police-recorded incidents of Aboriginal female homicides and unresolved missing Aboriginal females in this review:
  - ▶ In 2011, there were 718,500 Aboriginal females in Canada, representing 4.3% of the overall female population.
  - ▶ On November 4, 2013, CPIC was reporting 164 missing women in Canada for more than 30 days.
  - ▶ Between 1980 and 2012 Canadian police agencies reported a total of 6,551 female homicides.
  - ▶ A total of 1,017 were Aboriginal women. The Aboriginal female proportion is 16% of the female homicide victims.
- ▶ These totals indicated that Aboriginal women were over-represented among Canada's murdered and missing.
- ▶ There were similarities across all female homicides. Most homicides were committed by men and most of the perpetrators knew their victims —whether as an acquaintance or a spouse.
- ▶ The majority of all female homicides were solved (close to 90%) and there was little difference in solve rates between Aboriginal and non-Aboriginal victims.

### QTC

Can anybody explain what the Missing and Murdered Indigenous Women and Girls inquiry is about?

AR

- ▶ **an inquiry launched on September 1, 2016 by the Government of Canada looking into missing and murdered Indigenous Women and Girls;**
- ▶ **its purpose is to examine and report on**
  - ▶ **systemic causes of all forms of violence against Indigenous Women and Girls in Canada; and**
  - ▶ **institutional policies and practices implemented in response to this violence.**

ITC

The Inquiry is not affiliated with the RCMP. It is an independent body created under the *Inquiries Act*. It has the authority to request documents and records, and to compel witnesses to testify. The RCMP has a team at National Headquarters managing the Inquiry's requests and working closely with representatives in each division.

The Inquiry will not re-investigate any cases. The outcome of the Inquiry may result in recommendations on how police conduct investigations.

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## Summary (5 minutes)

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In this session we discussed the importance of understanding Truth and Reconciliation and how it influences policing today. We reviewed our roles and responsibilities as per National Operational Policy on missing person's investigations, and we discussed the Missing and Murdered Indigenous Women and Girls Inquiry.

In the next session you will apply the principles and terminology of the IMIM and the law based on information provided in various scenarios.



## **Appendix 3.1 Truth and Reconciliation**

### **Principles of Reconciliation**

The Truth and Reconciliation Commission of Canada believes that in order for Canada to flourish in the twenty-first century, reconciliation between Aboriginal and non-Aboriginal Canada must be based on the following principles.

1. The United Nations Declaration on the Rights of Indigenous Peoples is the framework for reconciliation at all levels and across all sectors of Canadian society.
2. First Nations, Inuit, and Métis peoples, as the original peoples of this country and as self-determining peoples, have Treaty, constitutional, and human rights that must be recognized and respected.
3. Reconciliation is a process of healing of relationships that requires public truth sharing, apology, and commemoration that acknowledge and redress past harms.
4. Reconciliation requires constructive action on addressing the ongoing legacies of colonialism that have had destructive impacts on Aboriginal peoples' education, cultures and languages, health, child welfare, the administration of justice, and economic opportunities and prosperity.
5. Reconciliation must create a more equitable and inclusive society by closing the gaps in social, health, and economic outcomes that exist between Aboriginal and non-Aboriginal Canadians.
6. All Canadians, as Treaty peoples, share responsibility for establishing and maintaining mutually respectful relationships.
7. The perspectives and understandings of Aboriginal Elders and Traditional Knowledge Keepers of the ethics, concepts, and practices of reconciliation are vital to long-term reconciliation.
8. Supporting Aboriginal peoples' cultural revitalization and integrating Indigenous knowledge systems, oral histories, laws, protocols, and connections to the land into the reconciliation process are essential.
9. Reconciliation requires political will, joint leadership, trust building, accountability, and transparency, as well as a substantial investment of resources.
10. Reconciliation requires sustained public education and dialogue, including youth engagement, about the history and legacy of residential schools, Treaties, and Aboriginal rights, as well as the historical and contemporary contributions of Aboriginal peoples to Canadian society.

## **Appendix 3.1 Truth and Reconciliation**

The United Nations Declaration on Rights of Indigenous Peoples sets out the individual and collective rights of indigenous peoples, as well as their rights to culture, identity, language, employment, health, education and other issues. It also "emphasizes the rights of indigenous peoples to maintain and strengthen their own institutions, cultures and traditions, and to pursue their development in keeping with their own needs and aspirations". It "prohibits discrimination against indigenous peoples", and it "promotes their full and effective participation in all matters that concern them and their right to remain distinct and to pursue their own visions of economic and social development". The goal of the Declaration is to encourage countries to work alongside indigenous peoples to solve global issues, like development, multicultural democracy and decentralization.

The following information is from "Honouring the Truth, Reconciling for the Future, Summary of the Final Report of the Truth and Reconciliation Commission of Canada"

### **Calls to Action**

In order to redress the legacy of residential schools and advance the process of Canadian reconciliation, the Truth and Reconciliation Commission made the 94 calls to action. Several of the 94 there were several calls to action related to justice. Listed below are the calls to action number 25-42, all relating to justice.

### **Justice**

- 25.** We call upon the federal government to establish a written policy that reaffirms the independence of the Royal Canadian Mounted Police to investigate crimes in which the government has its own interest as a potential or real party in civil litigation.
- 26.** We call upon the federal, provincial, and territorial governments to review and amend their respective statutes of limitations to ensure that they conform with the principle that governments and other entities cannot rely on limitation defences to defend legal actions of historical abuse brought by Aboriginal people.
- 27.** We call upon the Federation of Law Societies of Canada to ensure that lawyers receive appropriate cultural competency training, which includes the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.
- 28.** We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.



### **Appendix 3.1 Truth and Reconciliation**

29. We call upon the parties and, in particular, the federal government, to work collaboratively with plaintiffs not included in the Indian Residential Schools Settlement Agreement to have disputed legal issues determined expeditiously on an agreed set of facts.
30. We call upon federal, provincial, and territorial governments to commit to eliminating the overrepresentation of Aboriginal people in custody over the next decade, and to issue detailed annual reports that monitor and evaluate progress in doing so.
31. We call upon the federal, provincial, and territorial governments to provide sufficient and stable funding to implement and evaluate community sanctions that will provide realistic alternatives to imprisonment for Aboriginal offenders and respond to the underlying causes of offending.
32. We call upon the federal government to amend the Criminal Code to allow trial judges, upon giving reasons, to depart from mandatory minimum sentences and restrictions on the use of conditional sentences.
33. We call upon the federal, provincial, and territorial governments to recognize as a high priority the need to address and prevent Fetal Alcohol Spectrum Disorder (FASD), and to develop, in collaboration with Aboriginal people, FASD preventive programs that can be delivered in a culturally appropriate manner.
34. We call upon the governments of Canada, the provinces, and territories to undertake reforms to the criminal justice system to better address the needs of offenders with Fetal Alcohol Spectrum Disorder (FASD), including:
  - i. Providing increased community resources and powers for courts to ensure that FASD is properly diagnosed, and that appropriate community supports are in place for those with FASD.
  - ii. Enacting statutory exemptions from mandatory minimum sentences of imprisonment for offenders affected by FASD.
  - iii. Providing community, correctional, and parole resources to maximize the ability of people with FASD to live in the community.
  - iv. Adopting appropriate evaluation mechanisms to measure the effectiveness of such programs and ensure community safety.
35. We call upon the federal government to eliminate barriers to the creation of additional Aboriginal healing lodges within the federal correctional system.
36. We call upon the federal, provincial, and territorial governments to work with Aboriginal communities to provide culturally relevant services to inmates on issues such as substance abuse, family and domestic violence, and overcoming the experience of having been sexually abused.
37. We call upon the federal government to provide more supports for Aboriginal programming in halfway houses and parole services.

**Appendix 3.1**  
**Truth and Reconciliation**

38. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to eliminating the overrepresentation of Aboriginal youth in custody over the next decade.
39. We call upon the federal government to develop a national plan to collect and publish data on the criminal victimization of Aboriginal people, including data related to homicide and family violence victimization.
40. We call on all levels of government, in collaboration with Aboriginal people, to create adequately funded and accessible Aboriginal-specific victim programs and services with appropriate evaluation mechanisms.
41. We call upon the federal government, in consultation with Aboriginal organizations, to appoint a public inquiry into the causes of, and remedies for, the disproportionate victimization of Aboriginal women and girls. The inquiry's mandate would include:
  - i. Investigation into missing and murdered Aboriginal women and girls.
  - ii. Links to the intergenerational legacy of residential schools.
42. We call upon the federal, provincial, and territorial governments to commit to the recognition and implementation of Aboriginal justice systems in a manner consistent with the Treaty and Aboriginal rights of Aboriginal peoples, the Constitution Act, 1982, and the United Nations Declaration on the Rights of Indigenous Peoples, endorsed by Canada in November 2012.

## Module 13

### Session 5

### Facilitators' Checklist

<b>Handouts</b>	<input type="checkbox"/> Missing Person Investigation Script (Appendix 5.1) ( <b>Blue Room</b> )
<b>Equipment and Facilities</b>	<input type="checkbox"/> APS classroom
<b>Training Aids</b>	<input type="checkbox"/> ES 5.1 – 5.13
<b>Resources</b>	<input type="checkbox"/> Module 13 Scenario Summary (Appendix 1.1) ( <b>Facilitator</b> ) <input type="checkbox"/> Checklist for Missing Persons Investigation (Appendix 1.2) <input type="checkbox"/> CAPRA Worksheet (Appendix 1.3) <input type="checkbox"/> Form 6473 (found on the Infoweb under Forms)

**Total time - 2 x 50 minute sessions**

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## Session Outline

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**Introduction** (5 minutes)

**Missing Person Investigation** (90 minutes)

**Summary** (5 minutes)



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## Introduction (5 minutes)

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### Overview

Prior to this session, you have reviewed the Operational Manual on Missing Person Investigations. You've participated in the Blanket Exercise and have discussed Truth and Reconciliation.

Session 5 enables you to apply your knowledge on missing person investigations to a scenario in progress.

#### ES 5.1

### Objectives

At the end of this session, you will be able to:

- ▶ respond to a call of a missing person by applying CAPRA to the situation;
- ▶ apply the National Operational policy on a missing person investigation.

#### NTF

Use **Module 13 Scenario Summary (Appendix 1.1)** to assist you in answering any questions from the cadets. This session is temporarily delivered using a role playing method. In the future the entire investigation will be online.

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## Missing Person Investigation (90 minutes)

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#### Method

Ask the following QTC's to re-cap the start of the missing persons investigation conducted in session 1.

#### QTC

In session 1, what did you identify as the problem?

#### AR

- ▶ **Katie Fontaine has not arrived home as per her curfew of 22:00 hrs. It is now 23:30 hrs;**
- ▶ **Her parents are concerned, Katie has been the victim of some online bullying;**
- ▶ **Caylee Miller was the last person with Katie and does**



**not know what happened to her.**

**ITC** In session 1, you started to complete Form 6473. This contains tombstone data of all people involved and many details about Katie. She has been entered on CPIC. It would be very important to have all of the details possible in order to properly complete your PROS file in the field.

**QTC** What additional information did we learn from the interview with Dawn Strong and Simon Fontaine?

- AR**
- ▶ **Katie has never been late;**
  - ▶ **Her parents have tried calling Katie's cell and cannot get a hold of her;**
  - ▶ **Katie came home after school and jumped on the city bus to meet Caylee at the South Buffalo Mall;**
  - ▶ **Her parents spoke to Caylee who stated that she and Katie got separated after the movie;**
  - ▶ **Her parents have never called the police before;**
  - ▶ **There has been some bullying by Eve Hunt online and at school;**
  - ▶ **Her parents met with the school principal and were trying to deal with it there, it has now escalated at school;**
  - ▶ **It started on Snapchat a couple of weeks ago;**
  - ▶ **The bullying is affecting Katie, she has trouble sleeping, and her grades are declining;**
  - ▶ **Katie has a boyfriend named Austin Portier, they think Eve is angry at Katie as Austin used to be her boyfriend;**
  - ▶ **Katie has an ex-boyfriend named Hudson Davis. They broke up a year ago. He lives on the Nelson Lake Reserve;**
  - ▶ **Katie hangs out at the east side Dairy Queen and the Healing Hearts Friendship Center;**
  - ▶ **Katie works at Shoppers Drug Mart**
  - ▶ **Katie had \$20 on her and her debit card which has a balance of \$150;**

- ▶ **Katie has a grandmother living on the Nelson Lake Reserve. Her name is Charlotte Fontaine.**

**QTC** Who would you go speak to next?

**AR** ▶ **Caylee Miller as she is the last person who saw and spoke to Katie.**

**ITC** You attend Caylee Miller's residence at 00:05 hrs.

**Method** The cadets will now participate in some role playing with the use of a script, **Missing Person Investigation Script (Appendix 5.1) (Blue Room)**. Work through the scripts one interview at a time. Have the cadets take turns role playing the various characters. The role of the Field Coach, Cst. Napier, does not have any dialogue, so she will be excluded in the role plays.

After each role play, ask the corresponding QTC's and ensure all cadets make notes in their notebook. Cadets will need to update form 6473 and the **CAPRA Worksheet (Appendix 1.3)** on their own time. Display the ES with the corresponding tombstone data of the person or persons interviewed, once the role play is completed.



Allow for a break at an appropriate time.

Show ES 5.2 in preparation for the role plays.

## **ES. 5.2 Task**

- ▶ Take detailed notes in your notebook as you observe each of the following role plays;
- ▶ If you are chosen to act, you will be given time after the role play to get caught up on your notes. Speak slowly and allow the observers to take notes;
- ▶ Complete form 6473 and CAPRA Worksheet (Appendix 1.3) throughout your investigation;
- ▶ Use Checklist for Missing Persons Investigation (Appendix 1.2) to assist you.

## **Caylee Miller Role Play**

### **ES. 5.3 Tombstone data of Caylee Miller**

- ▶ Address: 58 Melvin Crescent, Buffalo, SK S4V 0J4
- ▶ DOB: May 12<sup>th</sup> (16-years old)
- ▶ Indigenous, Hair: long black, Eyes: brown, Height: 5'3", Weight: 110 lbs
- ▶ Cell phone number: 306-789-4589
- ▶ 10-29/CNI/CFRO/PROS: 10-10
- ▶ CFRO/PROS on address: 10-10

**QTC** What additional information did we learn from the interview with Caylee Miller?

- AR**
- ▶ **Caylee and Amber Craigen met Katie at the mall at 16:30 hrs;**
  - ▶ **They were eating dinner together at the food court at around 18:00 hrs;**
  - ▶ **During dinner, they spotted Eve and Alyssa in the food court. They didn't speak to each other but Eve looked "pissed" and Katie got nervous;**
  - ▶ **Amber decided to go to a party at Justin's house;**
  - ▶ **Katie and Caylee decided to catch a movie at the theatre in the mall;**
  - ▶ **Katie told Caylee that Eve and Alyssa cornered her in school today. Eve said "Watch your back bitch, I'm going to get you". Katie found graffiti on her locker today and her gym clothes had been dumped into a toilet in the girl's locker room a week ago;**
  - ▶ **Alyssa's last name is Rogers;**
  - ▶ **Justin's party is at his residence located at 65 Royal Avenue;**
  - ▶ **The username and password for Katie's Snapchat account are: Username - Katnap34, password - Katgreen45!;**
  - ▶ **Katie's MacBook password is: Katnap16!;**

- ▶ **Katie's boyfriend Austin was at work after school, and then lacrosse. He had mentioned going to Justin's party if he wasn't too tired;**
- ▶ **Austin's address and phone number: 59 South Drive, 306-501-6033.**

**QTC** Who would you go speak to next?

**AR** ▶ **Austin, we could phone or attend his house.**

**ITC** Austin is not answering his phone, and there is no answer at his residence.

**QTC** What should you do next?

**AR** ▶ **Go to Justin's party to see if you can find Austin.**

**ITC** You attend Justin Walsh's residence at 01:00 hrs.

### **Justin Walsh and Amber Craigen Role Play**

**ES. 5.4 Tombstone data of Justin Walsh**

- ▶ Address: 65 Royal Avenue, Buffalo, SK. S4V 0J9
- ▶ DOB: March 7 (17-years old)
- ▶ Caucasian, Hair: black buzzed short, Eyes: brown, Height: 6', Weight: 175 lbs
- ▶ Cell phone number: 306-789-6589
- ▶ 10-29/CNI/CFRO: 10-10, PROS: numerous PROS entries as SOC in noise complaints/house parties
- ▶ CFRO/PROS on address: PROS shows numerous entries for noise complaints



**ES. 5.5 Tombstone data of Amber Craigen**

- ▶ Address: 45 Pritchard Avenue, Buffalo, SK., S4V 0K5
- ▶ DOB: July 1 (16-years old)
- ▶ Caucasian, Hair: long red hair, Eyes: green, Height: 5'2", Weight: 110 lbs
- ▶ Cell phone number: 306-501-9632
- ▶ 10-29/CNI/CFRO/PROS: 10-10
- ▶ CFRO/PROS on address: 10-10

**QTC** What additional information did we learn from the interview with Justin Walsh?

- AR**
- ▶ **Katie and Eve are not at his party;**
  - ▶ **Amber is wasted and sitting on the couch.**

**QTC** What additional information did we learn from the interview with Amber Craigen?

- AR**
- ▶ **Eve and Alyssa were at the party and ran out the back door when someone yelled, "Cops are here!"**

**QTC** Who would you go speak to next?

- AR**
- ▶ **Keep trying to contact Austin. Call him to see if he answers, and then make arrangements to go see him.**

**ITC** Austin answers his phone and is at home. You attend Austin Portier's residence at 01:30 hrs.

**Austin Portier Role Play**

**ES. 5.6 Tombstone data of Austin Portier**

- ▶ Address: 59 South Drive, Buffalo, SK., S6V 6K9
- ▶ DOB: February 15 (17-years old)
- ▶ Caucasian, Hair: short blond, Eyes: blue ,Height: 5'11", Weight: 160 lbs



- ▶ Cell phone number: 306-501-6033
- ▶ 10-29/CNI/CFRO/PROS: 10-10
- ▶ CFRO/PROS on address: 10-10

**QTC** What additional information did we learn from the interview with Austin Portier?

- AR**
- ▶ **Katie's been having a hard time with Eve bullying her and has been talking about changing schools;**
  - ▶ **He tried to Facetime Katie before he went to bed, but she didn't answer;**
  - ▶ **Eve is his ex-girlfriend. She's having a hard time with the break up, and is jealous of Katie;**
  - ▶ **Eve was at Justin's party, she tried to kiss him, so he got mad and left;**
  - ▶ **Eve's mom, Tricia Hunt, works at the General Hospital in Emergency;**
  - ▶ **Eve's address and cell phone number are: 36 Maple Street, 306-540-5645.**

**QTC** Who would you go speak to next?

- AR**
- ▶ **Eve at her house. If there is no answer then last resort call her.**

**ITC** Eve is not at home and is not answering her cell.

**QTC** What should you do next?

- AR**
- ▶ **Go find Eve's mom at the hospital.**

**ITC** You attend Tricia Hunt's place of work at 02:00 hrs.

### **Tricia Hunt Role Play**

#### **ES. 5.7 Tombstone data of Tricia Hunt**

- ▶ Address: 36 Maple Street, Buffalo, SK., S4V 9K0
- ▶ DOB: September 4 (52-years old)
- ▶ Caucasian, Hair: brown pixie cut, Eyes: brown, Height: 5'9", Weight: 150 lbs
- ▶ Cell phone number: 306-501-9164
- ▶ 10-29/CNI/CFRO/PROS: 10-10
- ▶ CFRO/PROS on address: 10-10

**QTC** What additional information did we learn from the interview with Tricia Hunt?

- AR**
- ▶ **Eve told her she was going to a party with Alyssa;**
  - ▶ **She should be home now, but may be at dad's, Dennis Hunt;**
  - ▶ **Dennis lives at 3 Beaver Lane, his cell number is 306-501-2587**
  - ▶ **Katie is Austin's new girlfriend and Eve is upset about the break up.**

**QTC** Who would you go speak to next?

- AR**
- ▶ **Dennis Hunt.**

**ITC** You attend Dennis Hunt's residence at 02:30 hrs.

### **Dennis and Eve Hunt Role Play**

#### **ES. 5.8 Tombstone data of Dennis Hunt**

- ▶ Address: 3 Beaver Lane, Buffalo, SK., S4V 9K0
- ▶ DOB: June 14 (52-years old)
- ▶ Caucasian, Hair: bald, Eyes: blue, Height: 6'4", Weight: 280 lbs
- ▶ Cell phone number: 306-501-2587

- ▶ 10-29/CNI/CFRO/PROS: 10-10
- ▶ CFRO/PROS on address: 10-10

**ES. 5.9 Tombstone data of Eve Hunt**

- ▶ Address: 36 Maple Street, Buffalo, SK., S4V 9K0
- ▶ DOB: July 23 (17-years old)
- ▶ Caucasian, Hair: long curly brown, Eyes: blue, Height: 5'5", Weight: 120 lbs
- ▶ Cell phone number: 306-540-5645
- ▶ 10-29/CNI/CFRO/PROS: 10-10
- ▶ CFRO/PROS on address: 10-10

**QTC** What additional information did we learn from the interview with Dennis Hunt?

- AR**
- ▶ **Eve got home at approximately 01:30 hrs;**
  - ▶ **He knows nothing about Katie.**

**QTC** What additional information did we learn from the interview with Eve Hunt?

- AR**
- ▶ **Katie is a "bitch". It's her fault Austin broke up with her and ruined her life;**
  - ▶ **She has no idea where Katie is;**
  - ▶ **Katie is a "fucking baby". Katie made a fuss after Eve took a picture of her crying and posted it on Snapchat.**

**ITC** You receive a phone call from Dawn Strong at 03:30 hrs. She thinks that Katie may have gone to grandma's house, Charlotte Fontaine. She has no phone. She lives at 25 Park Street, in Nelson Lake.

**QTC** Who would you go speak to next?

- AR**
- ▶ **Charlotte Fontaine**

**ITC** You attend Charlotte Fontaine's residence at 04:00 hrs.

### **Charlotte Fontaine Role Play**

#### **ES. 5.10 Tombstone data of Charlotte Fontaine**

- ▶ Address: 25 Park Street, Nelson Lake, SK., S5V 0J7
- ▶ DOB: May 19 (80years old)
- ▶ Indigenous, Hair: long grey, Eyes: brown, Height: 5', Weight: 105 lbs
- ▶ Phone: none
- ▶ 10-29/CNI/CFRO/PROS: 10-10
- ▶ CFRO/PROS on address: 10-10

**QTC** What additional information did we learn from the interview with Charlotte Fontaine?

- AR**
- ▶ **Got home at 23:00 hrs;**
  - ▶ **Hasn't seen Katie today;**
  - ▶ **Katie could be on the reserve at her old boyfriend's place, Hudson Davis, 98 Eagle Road.**

**QTC** Who would you go speak to next?

- AR**
- ▶ **Hudson Davis.**

**ITC** You attend Hudson Davis' residence at 05:00 hrs.

### **Hudson Davis and Katie Fontaine Role Play**

#### **ES. 5.11 Tombstone data of Hudson Davis**

- ▶ Address: 98 Eagle Road, Nelson Lake, SK., S5V 0J7
- ▶ DOB: December 26 (17-years old)
- ▶ Indigenous, Hair: long black, Eyes: brown, Height: 6'1", Weight: 190 lbs
- ▶ Cell phone number: 306-789-3245



- ▶ 10-29/CNI/CFRO/PROS: 10-10
- ▶ CFRO/PROS on address: 10-10

**QTC** What additional information did we learn from the interview with Hudson Davis?

- AR**
- ▶ **Katie is at the house with him;**
  - ▶ **He was trying to get Katie to call home, but she's afraid that mom and dad will be upset as she's out past her curfew;**
  - ▶ **Katie is worried that if she mentions to her folks that the bullying is getting worse, they will go back to the school and things will further escalate;**
  - ▶ **He found her at the bus station on the reserve, and they went to her grandma's but she wasn't home so they went to his place.**

**QTC** What additional information did we learn from the interview with Katie Fontaine?

- AR**
- ▶ **Things got really bad today;**
  - ▶ **She was at the mall, went to a movie with Caylee;**
  - ▶ **She in the lobby when Caylee went to the washroom. Eve and Alyssa came up to her and Eve said "you're going to get yours bitch!" She got scared and started to cry;**
  - ▶ **Eve took a picture and posted it on Snapchat;**
  - ▶ **She hopped on the bus and turned off her phone.**

**QTC** What should you do next?

- AR**
- ▶ **Take Katie off of CPIC;**
  - ▶ **Cancel the BOLO;**
  - ▶ **Notify your supervisor;**
  - ▶ **Update the file;**
  - ▶ **Update Katie's parents;**
  - ▶ **Follow-up on the bullying issue.**

**ITC** Please keep in mind that if you speak to a youth without a parent present, it would be your responsibility to track down the parent and notify them of your interaction.

The following information would be gathered through PROS checks to complete your 6473.

**Method** Please show ES. 5.12, and allow the cadets to write in information in their notebook.

**ES. 5.12 PROS Data**

- ▶ School address: Riffel High School, 75 Arnold Mews, Buffalo, SK. S4P 3J7, phone – 306-780-3674;
- ▶ Shoppers Drug Mart: 72 Victoria Avenue, Buffalo, SK., S4V 0K9, phone – 306-501-6396;
- ▶ South Buffalo Mall: 15 Main Street, Buffalo, SK., S4V 0P5, phone-306-501-3666.

**Method** Show ES 5.13 to the cadets and outline the assignment.

**ES. 5.13 Assignment**

- ▶ By Module 13 Session 7
  - ▶ Complete all notes in your notebook, form 6473, and the CAPRA worksheet (Appendix 1.3);
  - ▶ Bring a copy of your notes, and your completed 6473.

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## Summary (2 minutes)

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In this session, you applied CAPRA and followed policy while conducting a missing person investigation.

In the next session you will be working through missing person investigations related to various client groups who may require specialized considerations.

**Appendix 5.1**  
**Missing Person Investigation Script**

**Role Play with Caylee Miller**

**Actors needed:**

- ▶ **Lead police officer (male or female)**
- ▶ **Caylee (female)**

<b>CAYLEE MILLER</b>	
<b>LEAD POLICE OFFICER</b>	<b>CAYLEE</b>
Hello I'm Cst. _____ and this is Cst. Napier, we're here to speak to Caylee?	Yeah I'm Caylee.
<b>LEAD POLICE OFFICER</b>	<b>CAYLEE</b>
It's about Katie. Could we come in and talk?	Sure.
<b>LEAD POLICE OFFICER</b>	<b>CAYLEE</b>
Are your parents at home?	No, they're in Saskatoon for a concert and are staying overnight. They'll be back tomorrow.
<b>LEAD POLICE OFFICER</b>	<b>CAYLEE</b>
Ok. Can we sit down to talk?	Sure.
<b>LEAD POLICE OFFICER</b>	<b>CAYLEE</b>
We understand that you were with Katie Fontaine at the mall earlier today. Katie never came home and we need to find out what happened. Can you tell us when you last saw Katie?	I met Kat and Amber at the mall at 4:30. We did some shopping, ate at the food court, maybe around 6:00. Then Kat and I decided to go to the early movie, but Amber had made plans to go to Justin's house party. We didn't want to go because Kat was worried about running into Eve. After the movie, I went to the washroom and was supposed to meet Kat in the lobby but she wasn't there. I looked for her and couldn't find her. I texted her and I even <b>called</b> her, but she never answered. Kat and I have been friends for a long time. She's never done this before. This isn't like her at all.



**Appendix 5.1**  
**Missing Person Investigation Script**

<b>LEAD POLICE OFFICER</b>	<b>CAYLEE</b>
Why was Kat worried about running into Eve?	Eve has been spreading rumours online about Kat saying she's a whore and that she's sleeping around with all the boys in our school. Eve has called her all kinds of names and has been pushing and shoving her at school. Today, Kat told me that Eve and Alyssa cornered her and said "Watch your back bitch, I'm gonna get you!" During gym class last week, someone threw some of her clothes in the toilet.  I saw Katie's locker today, and it had graffiti on it.
<b>LEAD POLICE OFFICER</b>	<b>CAYLEE</b>
Do you know Alyssa's last name and is she part of the bullying that's been going on?	Her last name is Rogers. She's friends with Eve and spends a lot of time with her, but I've never seen her bully anyone and said Alyssa is more like Eve's back-up.
<b>LEAD POLICE OFFICER</b>	<b>CAYLEE</b>
What does Alyssa look like and do you remember what was she wearing?	She's the same size as me, but has red hair. She had jeans and I think a purple top on. I just remembered that we ran into Eve and Alyssa at the food court. We didn't talk to them but Eve looked pissed off and Kat got really nervous.
<b>LEAD POLICE OFFICER</b>	<b>CAYLEE</b>
Ok. Do you know Eve's last name and can you describe what she was wearing when you saw her?	It's Hunt.  I think she had jeans and a pink top on.
<b>LEAD POLICE OFFICER</b>	<b>CAYLEE</b>
Can you describe her for me?	I think she's a little taller than me and I'm 5'3". She's heavier....maybe...120lbs? She's got long, brown, curly hair.
<b>LEAD POLICE OFFICER</b>	<b>CAYLEE</b>
Is she Caucasian?	Yeah



**Appendix 5.1**  
**Missing Person Investigation Script**

<b>LEAD POLICE OFFICER</b>	<b>CAYLEE</b>
So earlier you mentioned that Amber was with you. What's Amber's last name?	Amber's last name is Craigen.
<b>LEAD POLICE OFFICER</b>	<b>CAYLEE</b>
Do you have an address and a phone number for her?	I don't know where she lives but her cell number (PAUSE...looking at her phone) is 306-501-9632.
<b>LEAD POLICE OFFICER</b>	<b>CAYLEE</b>
You mentioned a party at Justin's. Do you have Justin's last name and his address?	I don't know his last name but Amber had given me his address in case we changed our minds. (Looking at her phone) It's 65 Royal Avenue.
<b>LEAD POLICE OFFICER</b>	<b>CAYLEE</b>
I understand that Kat has been seeing Austin. Do you think he might have picked her up at the mall?	No, because he had lacrosse practice after school and had to work. He mentioned maybe going to Justin's party after if he wasn't too tired.
<b>LEAD POLICE OFFICER</b>	<b>CAYLEE</b>
Do you have a phone number or address for Austin?	Yeah, it's on my phone. (PAUSE) Ok, he's at 59 South Drive. His cell his 306-501-6033.
<b>LEAD POLICE OFFICER</b>	<b>CAYLEE</b>
Do you remember what time it was when you last saw Katie?	I had to be home by 10 so I think it was 9:30 or whatever. When I got home, Kat's dad called to ask if she was with me. I told him I hadn't seen her since leaving the mall.
<b>LEAD POLICE OFFICER</b>	<b>CAYLEE</b>
Caylee, I know you're best friends with Katie. Would you happen to know any of her user names or passwords?	I know that her MacBook password is Katnap16! Her snapchat user name is Katnap34, and the password is Katgreen45!
<b>LEAD POLICE OFFICER</b>	<b>CAYLEE</b>
Caylee, do you have a driver's license I could see?	Yes. (Pause) Here you go.

**Appendix 5.1**  
**Missing Person Investigation Script**

<b>LEAD POLICE OFFICER</b>	<b>CAYLEE</b>
Takes notes  <b>Note for actor: Inform the class that they would normally confirm the licence information. The info from the licence is on a slide.</b>	<b>Note for Actor: No need to say anything here.</b>  <b>What you learn from Caylee's DL:</b> <b>C-A-Y-L-E-E M-I-L-L-E-R</b> Address: 58 Melvin Crescent Buffalo, SK S4V 0J4. DOB: May 12 (16-years old) Hair: Black Eyes: Brown Height: 5'3"
<b>LEAD POLICE OFFICER</b>	<b>CAYLEE</b>
Do you have a phone number I can reach you at?	My cell is 306-789-4589.
<b>LEAD POLICE OFFICER</b>	<b>CAYLEE</b>
Thank you. Here's my card. If you hear from Katie, can please give me a call?	For sure!

**Appendix 5.1**  
**Missing Person Investigation Script**

**Role Play with Justin Walsh and Amber Craigen**

**Actors needed:**

- ▶ **Lead police officer (male or female)**
- ▶ **Amber (female)**
- ▶ **Justin (male)**

<b>JUSTIN WALSH and AMBER CRAIGEN</b>	
<b>LEAD POLICE OFFICER</b>	<b>JUSTIN</b>
Hello I'm Cst. _____ and this is Cst. Napier. We're looking for Justin. Is he here?	Yeah, I'm Justin. What do you want? We're not making any noise!
<b>LEAD POLICE OFFICER</b>	<b>JUSTIN</b>
We need to come in to check if Katie Fontaine, Eve Hunt or Amber Craigen are here.	Yeah, you can come in, but Katie and Eve aren't here.  Amber's the wasted chick cryin' on the couch over there!
<b>LEAD POLICE OFFICER</b>	<b>JUSTIN</b>
OK. We need to see your driver's license Justin?	I've got to get it first. (PAUSE) Here you go officer!
<b>Note for actor: Inform the class that they would normally confirm the licence information. The info from the licence is on a slide.</b>	<b>Note for Actor: No need to say anything below.</b>  <b>What you learn from Justin's DL:</b> <b>J-U-S-T-I-N W-A-L-S-H</b> Address: 65 Royal Avenue Buffalo, SK S4V 0J9. DOB: March 7 (17-years old) Hair: Black Eyes: Brown Height: 6'
<b>LEAD POLICE OFFICER</b>	<b>JUSTIN</b>
Do you have a cell number?	Yeah... 306-789-6589.
<b>LEAD POLICE OFFICER</b>	<b>JUSTIN</b>
Have you talked or seen Katie Fontaine today?	No, I don't really know her.



**Appendix 5.1**  
**Missing Person Investigation Script**

<b>LEAD POLICE OFFICER</b>	<b>JUSTIN</b>
Justin, we need to go speak with Amber and we'll come back to talk to you before we leave.	Yeah sure, whatever!
<b>LEAD POLICE OFFICER</b>	<b>AMBER</b>
Hello Amber. I'm Cst. _____ and this is Cst. Napier. We understand you were at the mall with Katie Fontaine and Caylee Miller earlier. Katie never came home from the mall. Do you know anything about that?	I don't know anything about Katie not coming home. I left them to come to the party.  It's been a shitty party. Eve's been on my back about hanging out with Katie. She ran out the back door with Alyssa when someone yelled "the cops are here."  I don't want to answer any more questions, I'm not feeling so good.
<b>LEAD POLICE OFFICER</b>	<b>AMBER</b>
Ok, but I need to see your driver's license.  <b>Note for actor: Inform the class that they would normally confirm the licence information. The info from the licence is on a slide.</b>	Oh God! Ok... Here's my learners'  <b>Note for Actor: No need to say anything below.</b>  <b>What you learn from Amber's DL:</b> <b>A-M-B-E-R CRAIGEN</b> Address: 45 Pritchard Avenue Buffalo, SK S4V 0K5. DOB: July 1 (16-years old) Hair: Red Eyes: Green Height: 5'2"
<b>LEAD POLICE OFFICER</b>	<b>AMBER</b>
Do you have a phone number Amber?	Yeah, it's 306-501-9632.
<b>LEAD POLICE OFFICER</b>	<b>AMBER</b>
Thank you. This is Cst. Dowler. He's going to take you home.	Whatever!
<b>LEAD POLICE OFFICER</b>	<b>JUSTIN</b>
Justin, these officers are going to make sure everybody gets home safe.	Shit man! You're shutting the party down? That's not cool dude!



**Appendix 5.1**  
**Missing Person Investigation Script**

**Role Play with Austin Portier**

**Actors needed:**

- ▶ **Lead police officer (male or female)**
- ▶ **Austin (male)**

<b>AUSTIN PORTIER</b>	
<b>LEAD POLICE OFFICER</b>	<b>AUSTIN</b>
Hello I'm Cst. _____ and this is Cst. Napier. Are you Austin Portier?	Yeah, that's me.
<b>LEAD POLICE OFFICER</b>	<b>AUSTIN</b>
We understand that you're Katie Fontaine's boyfriend. What was the last time you saw her or heard from her?	Why? Did something happen to her? Is Katie ok?
<b>LEAD POLICE OFFICER</b>	<b>AUSTIN</b>
She went to the mall with friends and never came home.	I saw her today and she mentioned that she was going to the mall with Caylee after school. She was happy about that because Eve had been giving her a rough time again. It's been so bad that Katie's been talking about moving or changing schools.  I tried to Facetime her before going to bed, but she didn't answer.
<b>LEAD POLICE OFFICER</b>	<b>AUSTIN</b>
What can you tell me about Eve?	Eve's my ex-girlfriend and I kinda feel sorry for her. She's been having a hard time dealing with us splitting up. She's jealous because I'm with Katie now.  I saw her at Justin's party. She tried to kiss me in front of everybody. I got so mad that I left.

**Appendix 5.1**  
**Missing Person Investigation Script**

<b>LEAD POLICE OFFICER</b>	<b>AUSTIN</b>
Do you have an address and phone number for Eve?	Yeah, she lives with her mom at 36 Maple Street. I'll get her number off my cell...PAUSE...Ok, it's 306-540- 5645.  Her mom often works the night shift in Emergency at the General Hospital.  Her mom's name is Tricia Hunt if that helps.
<b>LEAD POLICE OFFICER</b>	<b>AUSTIN</b>
Can I see your driver's license please Austin?	Sure. PAUSE. Here you go.
<b>Note for actor: Inform the class that they would normally confirm the licence information. The info from the licence is on a slide.</b>	<b>Note for Actor: No need to say anything here.</b>  <b>What you learn from Austin's DL:</b> <b>AUSTIN PORTIER</b> Address: 59 South Drive Buffalo, SK. S6V 6K9. DOB: February 15 (17-years old) Hair: Blond Eyes: Blue Height: 5'11"
<b>LEAD POLICE OFFICER</b>	<b>AUSTIN</b>
What's your cell number Austin?	It's 306-501-6033.
<b>LEAD POLICE OFFICER</b>	<b>AUSTIN</b>
Thank you. If you hear from Katie, can you please let us know? Here's my card	I will. I'll keep trying her cell.

**Appendix 5.1**  
**Missing Person Investigation Script**

**Role Play with Tricia Hunt**

**Actors needed:**

- ▶ **Lead police officer (male or female)**
- ▶ **Tricia (female)**

<b>TRICIA HUNT</b>	
<b>LEAD POLICE OFFICER</b>	<b>TRICIA</b>
Hello I'm Cst. _____ and this is Cst. Napier. We're here to see TRICIA Hunt.	<b>PAGING TRICIA HUNT....</b> Hi, I'm Tricia. What can I do for you?
<b>LEAD POLICE OFFICER</b>	<b>TRICIA</b>
We need to speak to you about your daughter Eve. Do you know where we could find her?	She told me that she was going to a party with her friend Alyssa, but she should be home by now, or she's over at her dad's. She's been spending a lot of time with him lately.  Why? What's going on?
<b>LEAD POLICE OFFICER</b>	<b>TRICIA</b>
We're trying to locate one of her classmates, Katie Fontaine. Do you know her?	Yes, she's Austin's new girlfriend. Eve's talked a bit about her....she's still upset about the breakup....but how's this connected to Eve?
<b>LEAD POLICE OFFICER</b>	<b>TRICIA</b>
We understand that there's been some conflict between Eve and Katie at school. Do you know anything about that?	No. It's the first time I've heard about it.
<b>LEAD POLICE OFFICER</b>	<b>TRICIA</b>
We do need to speak to Eve. Can we get her dad's name, address and phone number please?	Yes, of course. His name's Dennis Hunt. He lives at 3 Beaver Lane. His cell number is 306-501-2587. I'm sorry, but I really need to get back to work.

**Appendix 5.1**  
**Missing Person Investigation Script**

<b>LEAD POLICE OFFICER</b>	<b>TRICIA</b>
Ok. Before you go, can we get your driver's license and phone number please?	Sure. My number is 306-501-9164...(PAUSE)...and here's my license:
<b>Note for actor: Inform the class that they would normally confirm the licence information. The info from the licence is on a slide.</b>	<b>Note for Actor: No need to say anything here.</b>  <b>What you learn from TRICIA's DL:</b> <b>T-R-I-C-I-A H-U-N-T</b> Address: 36 Maple Street Buffalo, SK S4V 9K0. DOB: September 4 (52-years old) Hair: Brown Eyes: Brown Height: 5'9"
<b>LEAD POLICE OFFICER</b>	<b>TRICIA</b>
Thank you Tricia. Here's my card	You're welcome. If you can't find Eve at her dad's, can you please let me know? I'll try to get a hold of her. Bye.
<b>LEAD POLICE OFFICER</b>	<b>TRICIA</b>
I will. Thanks for your help.	No problem. Bye.



**Appendix 5.1**  
**Missing Person Investigation Script**

**Role Play with Dennis and Eve Hunt**

**Actors needed:**

- ▶ **Lead police officer (male or female)**
- ▶ **Eve (female)**
- ▶ **Dennis (male)**

<b>DENNIS HUNT and EVE HUNT</b>	
<b>LEAD POLICE OFFICER</b>	<b>DENNIS</b>
Hello I'm Cst. _____ and this is Cst. Napier. Are you Dennis Hunt?	Yes I am. Come in. How can I help you?
<b>LEAD POLICE OFFICER</b>	<b>DENNIS</b>
We're looking for Eve and need to speak to her. Have you seen her?	Yeah, she got here at about 1:30 but she's sleeping. Why do you need to talk to her?
<b>LEAD POLICE OFFICER</b>	<b>DENNIS</b>
There's been some conflict reported between Eve and a girl named Katie Fontaine. Katie never made it home from the mall today and there are allegations that Eve's been bullying her at school. Has she ever spoken about Katie?	I'm so sorry to hear that! I've never heard Eve mention Katie, but you know what, I'll go wake her up. I think she should talk to you.
<b>LEAD POLICE OFFICER</b>	<b>EVE</b>
Hello Eve, I'm Cst. _____ and this is Cst. Napier. We're here to speak to you about Katie. Can you tell me what's been going on between the two of you?	Nothing's been going on! Katie's a bitch, that's all! It's her fault Austin broke up with me. I hate her! She's ruined my life!  Why am I talking to you anyway!? I don't have to! I know my rights!
<b>LEAD POLICE OFFICER</b>	<b>DENNIS</b>
Observes the scene and listens...	Eve, stop it! The officers are only trying to do their job. You should tell them what you know.

**Appendix 5.1**  
**Missing Person Investigation Script**

<p><b>LEAD POLICE OFFICER</b></p> <p>If you know where Katie is, it would be important for you tell us.</p>	<p><b>EVE</b></p> <p>Dad! I can't believe you're not sticking up for me! I have no idea where she is! Katie's a fucking baby. She made a big fuss about me taking a picture of her crying after I posted it on snapchat. It was just a joke! O.M.G.!</p> <p>Screw this! I'm done! I'm going back to bed.</p>
<p><b>LEAD POLICE OFFICER</b></p> <p>We may have to speak to Eve again, but for now, could I get your driver's license and phone number please?</p>	<p><b>DENNIS</b></p> <p>Sure, no problem. My cell phone is 306-501-2587. I'll go grab my license.....PAUSE....Here it is:</p>
<p><b>Note for actor: Inform the class that they would normally confirm the licence information. The info from the licence is on a slide</b></p>	<p><b>Note for Actor: No need to say anything here.</b></p> <p><b>What you learn from Dennis' DL:</b> <b>D-E-N-N-I-S H-U-N-T</b> Address: 3 Beaver Lane Buffalo, SK S4V 9K0. DOB: June 14 (52-years old) Hair: Bald Eyes: Blue Height: 6'4"</p>
<p><b>LEAD POLICE OFFICER</b></p> <p>Thank you Mr. Hunt. Could you also give us her date of birth and her cell phone number? Here's my card.</p>	<p><b>DENNIS</b></p> <p>Sure. Eve's date of birth is July 23, (YEAR). She's 17- years old. Her cell phone number: 306-540-5645</p>

**Appendix 5.1**  
**Missing Person Investigation Script**

## Role Play with Charlotte Fontaine

**Actors needed:**

- ▶ **Lead police officer (male or female)**
- ▶ **Charlotte (female)**

<b>GRANDMA CHARLOTTE FONTAINE</b>	
<b>LEAD POLICE OFFICER</b>	<b>CHARLOTTE</b>
Hello I'm Cst. _____ and this is Cst. Napier. Are you Charlotte Fontaine?	Yes, I am. Please come in. What's going on?
<b>LEAD POLICE OFFICER</b>	<b>CHARLOTTE</b>
Dawn and Simon asked me to come by to see if you have heard from Katie. She never came home from the mall tonight, and they're hoping she might be with you?	Oh no!!  Well no, she's not here and I haven't seen her. I was out and got home at 11:00. Maybe she's with her old boyfriend, Hudson! That Hudson Davis is such a sweetheart! He's over on Eagle Road. I think the house number is 98! I don't have a phone number for his place, but maybe try going over there?
<b>LEAD POLICE OFFICER</b>	<b>CHARLOTTE</b>
Thank you Mrs. Fontaine. Before I go, could I see your driver's license?	Sure....(GETS LICENSE)
<b>Note for actor: Inform the class that they would normally confirm the licence information. The info from the licence is on a slide.</b>	<b>Note for Actor: No need to say anything here.</b>  <b>What you learn from CHARLOTTE's DL:</b> Address: 25 Park Street Nelson Lake, SK S5V 0J7. DOB: May 19 (80 years old) Hair: Grey Eyes: Brown Height: 5'
<b>LEAD POLICE OFFICER</b>	<b>CHARLOTTE</b>
Thank you. Do you have a phone number?	No. Never needed one.

**Appendix 5.1**  
**Missing Person Investigation Script**

<b>LEAD POLICE OFFICER</b>	<b>CHARLOTTE</b>
Ok. Thank you. Here's my card. We're going to go over to Hudson's.	Ok. Good luck. Goodbye!



**Appendix 5.1**  
**Missing Person Investigation Script**

## **Role Play with Hudson Davis and Katie Fontaine**

**Actors needed:**

- ▶ **Lead police officer (male or female)**
- ▶ **Katie (female)**
- ▶ **Hudson (male)**

<b>HUDSON DAVIS and KATIE FONTAINE</b>	
<b>LEAD POLICE OFFICER</b>	<b>HUDSON</b>
Hello I'm Cst. _____ and this is Cst. Napier. Are you Hudson Davis?	Yes I am. If you're looking for Katie, she's inside.
<b>LEAD POLICE OFFICER</b>	<b>HUDSON</b>
Can we come in to talk to her?	Sure, I guess so.
<b>LEAD POLICE OFFICER</b>	<b>KATIE</b>
Hi Katie, I'm Cst. _____ and this is Cst. Napier. Are you ok?	Yes....I'm just really upset!
<b>LEAD POLICE OFFICER</b>	<b>KATIE</b>
Why are you upset?	I've been having problems with one of the girls at school and things got really bad today.

**Appendix 5.1**  
**Missing Person Investigation Script**

<b>LEAD POLICE OFFICER</b>	<b>HUDSON</b>
Listening....	<p>I've been trying to get Kat to call home, but she's afraid she'll get in trouble for missing her curfew, and that her mom and dad will be upset with her.</p> <p>She's also worried that if she mentions that the bullying is getting worse, her mom will go back to the principal. Eve would make Kat's life Hell if that happened.</p> <p>I found her at the bus station here on the reserve and asked if she needed a ride. She said she was heading to her Grandma's so I drove her there. She said her Grandma's was the safest place to get away from Eve. When we got there, no one was home, so we came here.</p>
<b>LEAD POLICE OFFICER</b>	<b>KATIE</b>
Katie, can you tell us exactly what happen tonight?	<p>I was at the mall and went to a movie with my friend Caylee. After the movie, Caylee went to the washroom and I was in the lobby waiting for her.</p> <p>That's when Eve and Alyssa came up to me and said, "You're going to get yours bitch!" I got scared and started to cry. Eve took a picture and posted it on snapchat. I hopped on the bus and turned off my phone.</p> <p>I'm really sorry. I didn't feel safe and just needed to get away. I didn't mean to get anybody upset.</p>

**Appendix 5.1**  
**Missing Person Investigation Script**

<b>LEAD POLICE OFFICER</b>	<b>KATIE</b>
I understand. We've already let your parents know that you're safe. We'll drive you home if that's ok?	Yes, thank you. I'm really sorry.
<b>LEAD POLICE OFFICER</b>	<b>HUDSON</b>
Hudson, thank you for looking after Katie. I'll need to see your driver's please?	Yeah, no problem.
<b>Note for actor: Inform the class that they would normally confirm the licence information. The info from the licence is on a slide.</b>	<b>Note for Actor: No need to say anything here.</b>  <b>What you learn from Hudson's DL:</b> <b>H-U-D-S-O-N D-A-V-I-S</b> Address: 98 Eagle Road Nelson Lake, SK S5V 0J7. DOB: December 26 (17-years old) Hair: Black Eyes: Brown Height: 6'1"
<b>LEAD POLICE OFFICER</b>	<b>HUDSON</b>
And what's your phone number Hudson?	It's 306-789-3245.
<b>LEAD POLICE OFFICER</b>	
Thank you for your help. We're going to take Katie home to her mom and dad.	Ok. Thanks. Night.

## Module 13

## Session 6

### Facilitators' Checklist

<b>Handouts</b>	<input type="checkbox"/> Introduction to the PROS Case File (Appendix 6.1) <input type="checkbox"/> PROS Court Documents (Appendix 6.2) <input type="checkbox"/> Other Federal Statutes Resource Material (Appendix 6.3) <input type="checkbox"/> Federal Statutes Review (Appendix 6.4) <input type="checkbox"/> Best Practices for Vulnerable Populations (Appendix 6.5) <input type="checkbox"/> Vulnerable Populations Scenarios (Appendix 6.6) ( <b>Blue Room</b> )
<b>Equipment and Facilities</b>	
<b>Training Aids</b>	<input type="checkbox"/> ES 6.1 – 6.11
<b>Resources</b>	<input type="checkbox"/> Checklist for Missing Persons Investigation (Appendix 1.2)

**Total time - 2 x 50 minute sessions**

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*This lesson plan and all related appendices, training aids and resources are Protected "A" material.*



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## **Session Outline**

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**Introduction** (2 minutes)

**Vulnerable Populations- Special Investigational Considerations** (85 minutes)

**Preparing for PROS Certification Exam** (5 minutes)

**Assignment** (5 minutes)

**Summary** (3 minutes)

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## Introduction (2 minutes)

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### Overview

Frontline police officers conduct missing person investigations on a daily basis. Some of these investigations involve vulnerable people. As a police officer you need to be aware of policy specific to these groups and apply special considerations when investigating these matters.

#### ES 6.1

### CAPRa Objectives

At the end of this session, you will be able to:

- ▶ define who the client(s) is(are);
- ▶ define, where appropriate, with the client what the issues are, what the problem is;
- ▶ acquire the skills, knowledge and information required to address the problem through research or consultation with the client and/or community resources (partnerships);
- ▶ analyze the information obtained in consultation with clients and partners;
- ▶ decide on a response in consultation with clients and/or partners.

#### ES 6.2

### Objectives

At the end of this session, you will be able to:

- ▶ identify special considerations and tactics you can use based on the situation when involving vulnerable populations;
- ▶ use Form 6473 and National Policy to consider the risk to the missing person; and
- ▶ identify whether they are identified as high risk and/or in a high risk lifestyle.

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## **Vulnerable Populations– Special Investigational Considerations (85 minutes)**

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### **Method**

Hand out **Vulnerable Populations Scenarios (Appendix 6.6) (Blue room)**. Have the cadets work in their learning teams through all five scenarios by applying CAPRA to each scenario. For each scenario have them identify whether the missing person is considered high risk.

### **ES. 6.3**

### **Task**

#### **Step One**

In your learning team, take up to 35 minutes to:

- ▶ apply CAPRA to each scenario in Vulnerable Populations Scenarios (Appendix 6.6);
- ▶ use Investigative Best Practices for Vulnerable Populations (Appendix 6.5) as a reference;
- ▶ when applying the response to each scenario, identify special considerations and tactics you can use based on the situation;
- ▶ identify whether the missing person falls under the high risk and/or high risk lifestyle category;
- ▶ record your findings on blank paper.

#### **Step Two**

- ▶ Have a spokesperson from your learning team prepared to present your findings on one of the scenarios which will be assigned to you by your facilitator.



### **Suggested Break Time**

**Method** Have each learning team present on one of the five scenarios. Only the special considerations and tactics will be shown in an ES. The CAPRA analysis will be presented as an AR for your reference.

- AR**
- ▶ **Scenario 1: Elderly Person with Dementia**
    - ▶ **Direct clients: David, Henry, daughter-in-law and granddaughter**
      - ▶ **Needs, wants, and expectations**
        - ▶ **David, daughter-in-law, and granddaughter : expect the police to attend quickly to the situation and use all possible resources to find Henry ASAP**
        - ▶ **Henry: would want to be found, treated with dignity and respect**
    - ▶ **Indirect clients: neighbours, people in the subdivision, community at large**
      - ▶ **Needs, wants, and expectations**
        - ▶ **For the police to respond and find Henry safe**
    - ▶ **Acquire and Analyze:**
      - ▶ **has Henry wandered off before, if so where was he located**
      - ▶ **is there a place Henry likes to go in the neighbourhood**
      - ▶ **will he answer to his name**
      - ▶ **does he take insulin and if so when is his next dose**
      - ▶ **does Henry wear a tracking device**
      - ▶ **what is Henry wearing**
      - ▶ **does Henry have any vision or hearing problems**
      - ▶ **what is the location of Henry's previous residence**



- ▶ **do you need to consider if elder abuse is occurring**
- ▶ **there will need to be a lot more information obtained in order to complete the 6473**
- ▶ **Partners: PDS, media, neighbourhood watch, taxi and bus companies,**
- ▶ **Level of risk: Henry –high risk he is elderly and suffers from dementia and diabetes. Police-low.**

#### **ES. 6.4 Response: Elderly Person with Dementia**

- ▶ identify that Henry is a high risk person, time is critical
- ▶ add to CPIC
- ▶ notify your supervisor
- ▶ complete the 6473
- ▶ send BOLO
- ▶ establish a search and rescue team
- ▶ call PDS
- ▶ have a member attend and search Henry's former home;
- ▶ look at the immediate area where Henry disappeared and identify possibly direction of travel

**Note:** Alzheimer's patients tend to walk in a straight line, is there a back gate that Henry walked out of

- ▶ establish a search grid based on timeline, people with dementia are usually located within 2.5 kms of where they disappear, extend the grid as needed

#### **AR Scenario 2: High Risk Lifestyle**

- ▶ **Direct clients: London, Angel**
  - ▶ **Needs, wants, and expectations**
    - ▶ **London: wants the police to treat this as a priority with no biases in play**
    - ▶ **Angel: be treated with respect, she may not want to be found so her privacy**

should be respected if this is the case.

**Note: If Angel doesn't want people to know where she is, you still have a duty to find her, but you must respect her privacy and not share her whereabouts if that's what she wants.**

- ▶ **Indirect clients: sex trade workers in the area, friends and family of Angel, Angel's "pimp", community**
  - ▶ **Needs, wants, and expectations**
    - ▶ **treat Angel like you would anyone else**
  - ▶ **Acquire and Analyze:**
    - ▶ **when was Angel last seen and where**
    - ▶ **does she have a "pimp"**
    - ▶ **who does Angel associate with**
    - ▶ **what is her history of drug use**
    - ▶ **does she use a specific dealer**
    - ▶ **do we know where she lives or where she may stay**
    - ▶ **description, any tattoos or "branding"**
    - ▶ **has she been involved in other crimes, what and where**
    - ▶ **what was her state of mind when last seen**
    - ▶ **has she been diagnosed with any mental health issues**
    - ▶ **has she been reported missing before and if so where was she located**
    - ▶ **does she speak English, is she from a foreign country**
    - ▶ **there will need to be a lot more information obtained in order to complete the 6473**
  - ▶ **Partners: social service groups, safe injection site workers, media, taxi companies, Divisional task forces such as "D" divisions Project Devote, local safe house workers, soup kitchen staff, women's shelter, local hospital**

- ▶ **Level of risk: Angel –high risk she has a history of drug use and is a sex trade worker. Police-low.**

**ES. 6.5      Response: Sex Trade Worker**

- ▶ Identify that Angel is a high risk person and in a high risk lifestyle, time is critical
- ▶ add to CPIC
- ▶ notify your supervisor
- ▶ complete 6473
- ▶ send BOLO
- ▶ ping her phone
- ▶ speak with Angel’s associates and drug dealer
- ▶ search any known places that she stashes her drugs
- ▶ obtain video from any area where she is known to frequent
- ▶ consider if Angel would cooperate with police, this could complicate the investigation

**AR            ▶      Scenario 3: Mental Illness**

- ▶ **Direct clients: Eric, Jacob**
  - ▶ **Needs, wants, and expectations**
    - ▶ **Eric: wants you to silently deal with this disappearance, locate Jacob for him, treat them both with respect free of biases**
    - ▶ **Jacob: when located, to be treated fairly, with compassion and free of biases**
- ▶ **Indirect clients: family and friends of Eric and Jacob, co-workers, RCMP, co-workers**
  - ▶ **Needs, wants, and expectations**
    - ▶ **Make every effort to locate Jacob while respecting his rights,**
- ▶ **Acquire and Analyze:**
  - ▶ **is there a place Jacob likes to go to think**

- ▶ **previously when Jacob had suicidal thoughts did he have a plan**
- ▶ **what was Jacob's state of mind when Eric spoke to him last**
- ▶ **consider any kind of domestic violence**
- ▶ **does Jacob have a therapist**
- ▶ **is Jacob on any meds or does he have any medical conditions that could cause concern**
- ▶ **is Jacob on modified work status, have access to his service pistol and where is it stored. Does he have access to other firearms**
- ▶ **there will need to be a lot more information obtained in order to complete the 6473**
- ▶ **Partners: counsellors, Spiritual support people, hospital, therapist**
- ▶ **Level of risk: Jacob-high risk suffering from mental illness. Police-medium, high awareness and need to continually reassess**

**ES. 6.6      Response: Mental Illness**

- ▶ Identify Jacob is a high risk person, time is critical
- ▶ add to CPIC
- ▶ notify your supervisor
- ▶ you cannot keep this to yourself, it has to be properly investigated and a file must be opened
- ▶ complete 6473
- ▶ send BOLO
- ▶ speak to anyone who may have had contact with Jacob
- ▶ you must consider that suicide is a possibility and continually reassess your risk

**AR      ▶      Scenario 4: Repeat Runaways**

- ▶ **Direct clients: the group home, Kelly, Mackenzie**



- ▶ **Needs, wants, and expectations**
  - ▶ **Kelly/group home: assist in locating Mackenzie and help deal with her constant breaching of her conditions**
  - ▶ **Mackenzie: may not want to be found, however if and when she is found she would want the police to deal with her fairly**
- ▶ **Indirect clients: other residents and staff of the group home, Probation officer, Cory Rundel, family**
  - ▶ **Needs, wants, and expectations**
    - ▶ **Staff/other residents: locate Mackenzie however respect the privacy of the other occupants of the group home**
    - ▶ **Cory: doesn't want anything to do with Mackenzie, as legal consequences may arise if he does**
    - ▶ **Probation Officer: wants Mackenzie found so she can face the consequences of her breaches and hopefully get back on track**
- ▶ **Acquire and Analyze:**
  - ▶ **Physical and clothing descriptors**
  - ▶ **who does she associate with**
  - ▶ **does she have any family in the community**
  - ▶ **does she hang out in certain locations**
  - ▶ **what can we learn from PROS-known associates, locations**
  - ▶ **when and who saw her last**
  - ▶ **does she have a phone**
  - ▶ **what is the connection with Cory Rundel and the history behind the probation order**
  - ▶ **by what means does she return to the group home**
  - ▶ **when Mackenzie returns to the group home, is she usually intoxicated or high**
  - ▶ **there will need to be a lot more information**

obtained in order to complete the 6473

- ▶ **Partners: school counsellors, social services, drop in centres,**
- ▶ **Level of risk: Mackenzie-high risk (when someone under the age of 18 goes missing, this person is defined as a missing child). Police-low**

**ES. 6.7      Response: Repeat Runaway**

- ▶ Identify that Mackenzie is a high risk person and in a high risk lifestyle, time is critical
- ▶ add to CPIC
- ▶ notify your supervisor
- ▶ complete 6473
- ▶ send BOLO
- ▶ don't let your personal frustrations that this is the fourth night in a row that Mackenzie has gone AWOL impact your investigation.
- ▶ don't become complacent and have the frame of mind that "if I wait until 0200hrs she will return and I won't have to do anything"
- ▶ conduct a non-threatening interview once located to ascertain why she keeps running away
- ▶ check any previous locations where Mackenzie has been located

**AR            ▶      Scenario 5: Missing Child**

- ▶ **Direct clients: Brad, Whitney, parents on their return**
  - ▶ **Needs, wants, and expectations**
    - ▶ **Brad: wants his sister located safe**
    - ▶ **Whitney: wants to be found if she is lost**
    - ▶ **Parents: want their child found safe and sound**
- ▶ **Indirect clients: family and friends, neighbours,**

- ▶ **Needs, wants, and expectations**
  - ▶ **All: have an interest in Whitney being located ASAP, probably want to help in any way they can**
- ▶ **Acquire and Analyze:**
  - ▶ **is there a place Whitney likes to play**
  - ▶ **has Brad looked for Whitney and where**
  - ▶ **attempt to narrow the time frame down**
  - ▶ **does she have any friends or family that she visits**
  - ▶ **is there anyone who could have possibly had an interest in picking her up for the afternoon**
  - ▶ **has Brad notified their parents**
  - ▶ **does Whitney have an area she is allowed to play within (nearby school, parks)**
  - ▶ **there will need to be a lot more information obtained in order to complete the 6473**
- ▶ **Partners: PSD, Search and rescue, public transit, media, AMBER alert,**
- ▶ **Level of risk: Whitney-high risk. Police-low.**

**ES. 6.8      Response: Missing Child**

- ▶ Identify that Whitney is a high risk person, time is critical
- ▶ add to CPIC
- ▶ notify your supervisor
- ▶ complete 6473
- ▶ send BOLO
- ▶ consider if the case qualifies for an AMBER alert, each province has its own policy on activating an alert
- ▶ call out Search and Rescue to assist as well as PDS
- ▶ initial hours are critical
- ▶ search the house in case she is hiding, search it even if the family has done so already (small spaces, search

everywhere)

- ▶ you are in a cottage community, are you near water-dispatch personal immediately
- ▶ consider if the child likes certain things to assist your search
- ▶ get a recent picture and share it with everyone who can help

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## Preparing for PROS Certification Exam

(5 minutes)

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**Method** Advise the cadets that they will be completing an on-line PROS Certification Exam in Module 15 Session 4. Go over the information on ES 6.9 and 6.10 with them.

**NTF** Note that all members of the troop will complete the Certification Exam regardless of which division they are being posted to. Even though E Division is not a PROS division, there is a definite advantage to all cadets certifying on PROS. Cadets are in the best position to pass the Certification Exam at this time. In the event an E Division-posted cadet transfers to a PROS division at some point in the future, they will have completed the training and certification process. This will provide them with easier access to PROS in their new division.

### **ES 6.9 PROS Certification Exam**

- ▶ Written during Module 15 Session 4.
- ▶ Will be written by all cadets, regardless of which Division you are posted to.
- ▶ Was designed by National PROS training branch.
- ▶ Will be written online.
- ▶ Is a benchmark and must be passed before you leave Depot.
- ▶ Can be rewritten once per day.



## ES 6.10 Preparing for the PROS End-User Exam

- ▶ On your own time:
  - ▶ Review your PROS Manual (Module 1 Appendix 7.2);
  - ▶ Rewrite the PROS quizzes in preparation for the Certification Exam;
  - ▶ Complete PROS Quiz #3 (online in Agora).
- ▶ In-class review:
  - ▶ Will be done during Module 15 Session 4 (right before exam).

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### Assignment (5 minutes)

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## ES 6.11 Assignment

By Module 15 Session 1:

- ▶ Use Introduction to the PROS Case File (Appendix 6.1) and PROS Court Documents (Appendix 6.2) to construct a PROS case file for your Module 10 (impaired) occurrence
- ▶ Note: This assignment will teach you how to use the PROS Case File. This work will **not** be reviewed by the facilitators. However, knowledge of these processes is necessary for the End-User exam.

By Module 15 Session 7:

- ▶ Read Other Federal Statutes Resource Material (Appendix 6.3)
- ▶ Individually complete Federal Statutes Review (Appendix 6.4)
- ▶ Watch Terrorism: A New Dimension in Front Line Policing: Introduction to Terrorism and Who Am I Going to Call? (found on Agora under APS Module 13)

**NTF** The first part of this assignment is an introduction to the court package. It is used in different ways in different detachments. This report will not be reviewed but is meant to familiarize the cadets with another function of PROS.

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## **Preparation for Final Detachment**

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**NTF** Ensure that Buffalo Detachment prepares and sets up a schedule for your troop's Final Detachment practice. Consult your troop schedule for exact dates. Your responsibilities are addressed in the Final Detachment Practice session.

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## **Summary (3 minutes)**

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In this session, you applied CAPRA to various scenarios involving missing persons from vulnerable populations.

In the next session you will assess your performance in the module scenario and review form 6473.

## **Best Practices for Vulnerable Populations**

### **Appendix 6.5**

The most critical investigative practice; the one that applies to all missing persons complaints, is that they must be investigated promptly and thoroughly. Time is of the essence!

Your investigative approach and the possible avenues available to you are the same whether you are investigating a missing persons case involving an adult, a child, a repeat runaway etc. However, there are some nuances and additional considerations to apply to cases of missing persons who belong to a vulnerable population.

### **Children**

The initial hours of a child's disappearance are considered critical for their survival, especially in extreme weather conditions. This is a reason to consider activating an AMBER Alert.

According to a study by the Canadian Centre for Child Protection, of the victims under the age of 16 who were abducted and then murdered:

- 70% were murdered within three hours of the abduction;
- 84% were female;
- the victims' average age was 11.6 years old;
- 55% of the offenders had a previous criminal record;
- the motivation for abducting the child was determined to be sexual in 77% of the instances that involved a convicted offender; and;
- 41% of the abductions occurred in June, July or August and 45% occurred on a Friday or Saturday.

### **Best Practices for Missing Children Investigations**

- Treat each case as critical. Children, especially young ones, may have an impaired sense of danger and face immediate risk
- Search the house in case they are hiding on purpose
- Search water first. Dispatch personnel to nearby bodies of water (pools, rivers, ponds etc) immediately
- Ask caregivers about other dangers that the child may be attracted to: busy roads, highways, construction sites, etc. and immediately dispatch personnel to secure those areas

## **Best Practices for Vulnerable Populations**

### **Appendix 6.5**

- Ask about child's likes that may assist in search efforts – will they be drawn to certain music, favorite characters, fire trucks etc?
- Ask about the child's dislikes and fears or sensory issues that may hinder search efforts (e.g. large dogs, sirens, aircraft, bright lights, shouting)
- Remember that kids may not even realize that they are being abducted, especially if the abductor is known to them
- Gather descriptors that are clear and thorough enough to make for an effective AMBER Alert
- Consider factors such as:
  - Who has legal custody of the child?
  - Is s/he the subject of a custody battle? Do not assume that this is a civil matter only; continue to investigate the criminal aspect of the case.
  - Have family dynamics deteriorated in the recent past?
  - The National Sex Offenders Registry (NSOR) may be able to produce a list of suspects who are convicted sex offenders/child predators in the area. Contact the NSOR Provincial Centre of jurisdiction for further information.

### **AMBER Alert**

AMBER Alert is a voluntary partnership between law enforcement agencies and broadcasters to activate an urgent bulletin in the most serious child abduction cases.

Statistics show that time is of the essence when it comes to locating a child who has been abducted.

Canada also adopted this program. It is provincially-owned; each Province/Division has AMBER Alert Activation Criteria that must be met. In general, criteria for activation include:

- The missing person is under the age of 18 or a vulnerable adult (e.g. the elderly or an adult with a proven mental or physical disability);
- The investigation has confirmed either abduction by a stranger or a parent where circumstances lead police to believe that an abducted person is in danger of serious bodily harm or death;



## **Best Practices for Vulnerable Populations**

### **Appendix 6.5**

- Sufficient information exists to share with the public that could assist in locating the abducted person and/or apprehension of the suspect; and
- The alert can be issued in a time frame that would provide reasonable expectation that the child could be returned or the abductor could be apprehended prior to fleeing.

In circumstances where you believe an AMBER Alert is required, contact your divisional AMBER Alert coordinator for assistance. This person will also assist in the de-activation of the AMBER Alert.

Reasons for de-activation include the recovery of the child, evidence that the child is no longer in danger or you have reached the prescribed time dictated by the provincial program.

### **Repeat Runaways**

According to CPIC statistics, approximately 75% of missing children/youth reports are runaways.

Despite these high numbers, you are strongly cautioned against complacency with resources and personnel dealing with repeat runaway complaints. Take the complaint seriously every time!

Be aware of heightened levels of frustration that you may experience for being called to investigate the same missing person numerous times. Try not to let it affect your judgement.

### **Best Practices for Repeat and Chronic/Habitual Runaways**

- Document the number of times the person has been reported missing and for how long
- How soon does the person typically return and by what means? (i.e. return on their own, or found by police)
- Are there patterns associated with where the person is usually located or is known to frequent?
- Who does the person associate with?

## **Best Practices for Vulnerable Populations**

### **Appendix 6.5**

- Is there anything unusual in this investigation that places the person at higher risk? Is the urgency of this incident different than previous incidents’?
- Document why the person is frequently leaving their residence but not returning, i.e. wants to be with friends, doesn’t like the home setting etc.
- Finally, one best practice that seems to generate positive results is conducting a non-threatening interview when the missing child/youth is located. By trying to, empathetically, identify and address the root cause of the runaway’s disappearances, you can help to diminish the odds of reoccurrences

### **The Elderly and Dementia/Alzheimer’s Patients**

Alzheimer’s patients who go missing have a 50% chance of being injured or dying from exposure, hypothermia, dehydration or drowning if they are not found within the first 12 hours.

The elderly, particularly those living with dementia, are one of the groups in our community most at risk of going missing. As people age, mental and physical health issues can force them to become more isolated from family and friends, which can put them at a greater risk of becoming a missing person.

Symptoms that may cause someone to go missing include forgetting well-known people or places, an inability to process questions or instructions, and emotional unpredictability.

Wandering is quite common among people living with dementia.

People suffering from Alzheimer’s disease who wander, will often walk in a straight line until they become stuck? Therefore it’s helpful to know through which door the person exited.

### **Best Practices for The Elderly and Dementia / Alzheimer’s Patients**

- Respond without delay
- Ask the caregiver if the missing person is wearing a tracking device
- Once you have established that the missing person is missing due to Alzheimer’s disease or Dementia, the focus of the investigation should turn to search and rescue

## **Best Practices for Vulnerable Populations**

### **Appendix 6.5**

- 94% of dementia/Alzheimer's patients who wander are found within 1.5 miles of where they disappeared
- When creating your victim's profile, be aware that the elderly are sometimes victims of abuse. If you identify abuse, document it on form 6473 under 'Missing Person Risk' by selecting "Elderly Abuse".

### **People Suffering from Mental Illness**

Autism, bipolar disorder, schizophrenia, suicidal tendencies, depression, PTSD are only a few examples of mental health problems that people may be battling. It is important to educate yourself.

#### **Best Practices for Persons Suffering from Mental Illness**

- Treat each case as high priority. Persons suffering from mental illness may have an impaired sense of danger and face immediate risk.
- If appropriate to the situation, dispatch personnel to nearby bodies of water (pools, rivers, ponds etc).
- Interview and listen to caregivers. They have first-hand knowledge of the missing person's history of behaviours that may indicate his/her whereabouts.
  - Ask about dangers that the missing person may be attracted to: busy roads, highways, construction sites, etc. and immediately dispatch Member to secure those areas.
  - Ask about factors that may assist in search/rescue efforts – will they be drawn to certain music, favourite TV characters, fire trucks etc?
  - Ask about the person's dislikes and fears or sensory issues that may hinder search efforts (e.g. dogs, sirens, aircraft, bright lights, shouting).
- Determine if the person wears a tracking device. If so, immediately initiate tracking measures.
- Ask if the person will respond to his/her name when called. If not, determine what the person will respond to and ensure search groups are notified.
- Once the missing person is found, maintain a calm and relaxed environment. Speak in a normal tone of voice using simple phrases.



**Best Practices for Vulnerable Populations**  
**Appendix 6.5**

- Bring caregiver to the recovery site as quickly as possible.
- Give consideration to officer safety, and if possible avoid the use of restraints.

### **High Risk Lifestyle**

Often, people who lead a high-risk lifestyle are socially disconnected and they sometimes have extensive histories of abuse and trauma. This harsh reality is conducive to a lack of trust towards those around them, including the police.

People who lead a high-risk lifestyle may have no choice but to live in the shadows and “stay invisible” if they want to stay safe. They face struggles that often make it very difficult for police to keep track of them

### **People Suffering from Addiction**

People suffering from addiction will often withdraw from social contact due to shame. In many cases, the addict may consume their illicit substance alone, and even in secret. Some of their usual social activities are given up because of their addiction and they often lie to those close to them about their whereabouts to enable them to indulge in their addiction undisturbed.

### **Investigative Considerations for People Suffering from Addiction**

- Consider that it is common for addicts to resort to other forms of crimes in order to maintain their addiction. It is a good idea to try to identify the people they normally associate with, such as drug dealers.
  - Someone with an addiction will often take risks to make sure s/he can obtain his/her substance, such as stealing or trading sex for money/drugs.
- People who suffer from addiction frequently have a history of problems with the police, and may be involved in legal proceedings, experiencing financial difficulties etc. These may turn into barriers for finding this person as s/he will avoid contact with police for fear that this could result in their being placed into custody or being the subject of criminal charges.
- Information gathered from form 6473, especially the section on “Lifestyle Risk Factors”, may guide you towards the best locations to search for the missing



## **Best Practices for Vulnerable Populations**

### **Appendix 6.5**

person (e.g. if the person suffers from alcoholism and attends Alcoholics Anonymous meetings, who is their sponsor?).

- Addicts often have “stash” of their substance hidden away in unlikely places. Keep in mind that you may need to search these unlikely places.

### **Sexual Exploitation**

Those who are sexually exploited are in a particularly vulnerable situation. Sexual exploitation can be a result of human trafficking activity and/or be compounded by the need to fund a life of addiction.

### **Investigative Considerations for Victims of Sexual Exploitation**

- Victims of sexual exploitation are hardly ever reported; either because they might have gone missing willingly or because their client or pimp might have been responsible for their disappearance. In either circumstance, if the family or close friends are not aware that their loved one is missing, the likelihood of a missing person report being made is very slim.
- For victims of human trafficking, consider that:
  - they may be unaware of their location;
  - they may be intimidated or afraid of leaving their “job”;
  - there may be signs of physical abuse if they have a pimp or have been sexually exploited;
  - they usually have “branding” descriptive markers (that show ownership by their trafficker);
  - there may be language barriers if they were trafficked from a foreign country and cannot speak English or French; and
  - out of fear for their families or loved ones’ well-being, they may not cooperate with law enforcement.

## **Vulnerable Populations Scenarios**

### **Appendix 6.6**

#### **Scenario 1**

You are on patrol when you receive a call of a missing person from telecoms. David has called to report that his father Henry, is missing from his residence. Henry is described as an eighty year old male, 5'5" and around 120 lbs with short white hair. David is very concerned because his father suffers from dementia and has some other health concerns. Henry was last seen an hour ago sitting on the patio in the back yard.

You attend David's residence, which is located in a new subdivision of a large city. This subdivision backs onto a large forested area. The home is a block from the forested area.

You learn that Henry has been living with his son, daughter-in-law and one teenage granddaughter for the past month. It became necessary due to health concerns for David to remove his father from his lifelong home. This is the first time that David has not been able to locate Henry. David is very concerned because of his father's dementia and diabetes. All computer checks on David and Henry are 10-10.

#### **Scenario 2**

You are on foot patrol in an area of a large urban centre that is known to be frequented by sex trade workers. During your patrol, you are approached by one of the workers known to you as London. London is concerned because he has not seen Angel this evening. He and Angel were supposed to meet up and he cannot get a hold of her by phone. Angel has been struggling with an addiction to pain killers. London is worried because of all the fentanyl overdoses occurring in the community. Computer checks on Angel reveal a history of drug possession. Angel has been a sex trade worker in this community for three years.

#### **Scenario 3**

You are on patrol when you receive a call on your personal cell phone. The call is from your good friend Eric. Eric is upset and very concerned for the wellbeing of his husband, Jacob. Jacob has been diagnosed with PTSD and has had thoughts of suicide in the past. Eric informs you that he has just returned home after being away for work the past two days. Jacob is not at home and he has not been able to contact Jacob all day. Jacob's phone, wallet and vehicle are still at home. Eric states that he tried to call Jacob at work and discovered that Jacob had called in sick today. Eric is requesting that you make a patrol but keep the matter to yourself. Jacob is a constable at your detachment.

## **Vulnerable Populations Scenarios**

### **Appendix 6.6**

#### **Scenario 4**

You are on patrol at 2300hrs when you receive a call of a missing person from telecoms. A local group home is calling to report that one of their residents has not returned and is breaching her curfew.

You attend the group home and speak with Kelly the staff member on duty. Kelly reports to you that Mackenzie Rolls who is 16 years old has gone AWOL again from the home, breaching her curfew. This is the fourth night in a row this week. Computer checks reveal that Mackenzie is on Probation for assault with the following conditions: a curfew from 2200-0600 daily, no contact with Cory Rundel, not to possess or consume alcohol and keep the peace and be of good behavior. The previous four nights Mackenzie has returned on her own around 0200hrs. Mackenzie has a history of partying and drug use. PROS shows that Mackenzie had been previously associated with a local drug dealer, Lee.

#### **Scenario 5**

You are on patrol when you receive a call of a missing person from telecoms. Brad has called 911 stating he has lost his little sister. Few details are available at this time.

You meet with Brad who is at his home. Brad is 14 years old and has been left at home to look after his little sister Whitney while his parents are out of town for the afternoon. Whitney is 4 years old and described as being tiny for her age. She has long black hair and was wearing a pink dress. Brad is not able to say when he last saw Whitney but she was in the downstairs family rec room playing after lunch. The residence is located in a cottage community. All computer checks are 10-10.

**Module 13**  
**Session 7**

**Facilitators' Checklist**

<b>Handouts</b>	<input type="checkbox"/> Completed 6473 (Appendix 7.1) ( <b>Sequence Critical</b> )
<b>Equipment and Facilities</b>	
<b>Training Aids</b>	<input type="checkbox"/> ES 7.1 – 7.5
<b>Resources</b>	<input type="checkbox"/> Module 13 Scenario Summary (Appendix 1.1) ( <b>Facilitator</b> ) <input type="checkbox"/> Missing and Murdered Aboriginal Women: 2015 Update to the National Operational Overview (found on the Infoweb) <input type="checkbox"/> Operational Manual 2.13

**Total time - 1 x 50 minute sessions**

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*This lesson plan and all related appendices, training aids and resources are Protected "A" material.*



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## **Session Outline**

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**Introduction** (3 minutes)

**Correction of 6473** (10 minutes)

**Assessment** (15 minutes)

**RCMP Service Standards and Strategic Priorities**  
(5 minutes)

**Review of Module 12 Occurrence** (15 minutes)

**Summary** (2 minutes)

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## Introduction (3 minutes)

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### Overview

In the previous session you had the opportunity to apply CAPRA to several missing person scenarios involving a variety of vulnerable populations.

Session 7 allows you to review your completed 6473 and assess how well you performed your missing person investigation. You will have an opportunity to explore steps necessary to address the issue of bullying in the high school.

#### ES 7.1

#### CAPRA

You will be able to:

- ▶ assess, in partnership with clients how well the situation was handled, including:
  - ▶ how well the problem or issues were defined;
  - ▶ how well the necessary information was acquired and analysed;
  - ▶ how well the response, service or solution worked; and
  - ▶ whether there are better ways to handle similar situations or creative ways to prevent them from recurring.

#### ES 7.2

#### Objectives

At the end of this session, you will be able to:

- ▶ review your completed 6473;
- ▶ assess how well you performed your missing persons investigation;
- ▶ identify steps necessary to address the ongoing bullying issues at school; and
- ▶ identify common errors detected in the completion of the Module 12 CDSA occurrence.

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## Review of the 6473 (10 minutes)

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### Method

Have the cadets pass their completed 6473 to another cadet to correct. Handout **Completed 6473 (Appendix 7.1) (Sequence Critical)** once corrected have the 6473 returned to the cadet for review. Discuss and clarify as needed.

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## Assessment (15 minutes)

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### QTC

How would you assess your performance?

### AR

- ▶ **I successfully located Katie in a timely and professional manner fashion following Operational policy**
- ▶ **I was sensitive to the needs of Katie's family**
- ▶ **I still need to address the ongoing issue of bullying at school**

### QTC

What follow-up steps are you going to take to address the issue of bullying at school?

### AR

- ▶ **meet with the principal to discuss the bullying occurring at school and work with her on strategies to resolve these issues**
- ▶ **have the school liaison officer assist and offer any information he/she may have**
- ▶ **meet with Eve and her mom to discuss the allegations of bullying Katie**
- ▶ **work with school liaison to present something on bullying to the school**
- ▶ **develop a strategy to bring all parties together and discuss the situation in order to get buy in and resolve this.**

**Method** Read the following ITC, show ES. 7.3 then ask the QTC.

**ITC** The missing person investigation has ended successfully, however your clients still require some assistance. We identified through CAPra that part of the problem had to do with online bullying (also known as cyberbullying).

The missing person file would come a conclusion and a new file would be required to deal with the cyberbullying problem. Operational Manual 2.13 specifies a definition of cyberbullying as well as offences which may be linked to cyberbullying, and roles and responsibilities when investigating these files.

**ES. 7.3**      **Operational Manual 2.13.1.2**

Cyberbullying may be described as telecommunication that is sent with the intent to injure, to alarm, to annoy, to harass a person or persons, or to make indecent communication.

Cyberbullying occurs by electronic means through, but not limited to: social networking sites, websites, email, text messages, and instant messaging.

**ES. 7.4**      **Operational Manual 2.13.2**

Cyberbullying in itself is not a designated criminal offence. Actions that constitute cyberbullying that can relate to criminal offences may include:

- ▶ an intimate image that is a visual recording of a person made by any means, including a photographic, film, or video recording (Sec 162.1 C.C.)
- ▶ uttering threats (Sec 264.1 C.C.);
- ▶ false information, indecent/harassing communications (Sec 372 C.C.);
- ▶ criminal harassment (Sec 264 C.C.);
- ▶ intimidation (Sec 423(1) C.C.);
- ▶ mischief in relation to computer data (Sec 430.1.1 C.C.);
- ▶ unauthorized use of computer (Sec 342.1 C.C.);
- ▶ identity fraud (Sec 403 C.C.);
- ▶ extortion (Sec 346 C.C.);



- ▶ counselling suicide (Sec 241 C.C.);
- ▶ defamatory libel (Sec 298 to 301 C.C.);
- ▶ incitement of hatred (Sec 319 C.C.);
- ▶ child pornography offences (Sec 163.1 C.C.); or
- ▶ luring children (Sec 172.1 C.C.).

**QTC** With the information received so far, which sections of the Criminal Code **may** apply to this scenario?

- AR**
- ▶ **uttering threats (Sec 264.1 C.C.);**
  - ▶ **assault (Sec 266 C.C.)**
  - ▶ **false information, indecent/harassing communications (Sec 372 C.C.);**
  - ▶ **Mischief Under \$5000 (Sec 430(4) C.C.)**
  - ▶ **Publishing Defamatory Libel Known to be False (Sec 300 C.C.)**
  - ▶ **Publishing Defamatory Libel (Sec 301 C.C.)**

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## **RCMP Service Standards and Strategic Priorities (5 minutes)**

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**QTC** What Service Standards apply to this situation?

- AR**
- ▶ **Service Standards #s 1, 2, 3, 8, 9, 10, 11, 13 and 14**

**QTC** Which of the RCMP's strategic priorities have been addressed in this module?

- AR**
- ▶ **Aboriginal communities**
  - ▶ **Youth**

**Method** Read the following ITC to the class and then show ES. 7.3.

**ITC**

The RCMP has now begun the next phase in their global response to the challenge of missing and murdered Aboriginal women. The RCMP have developed strategic goals in an effort to support an effective, comprehensive and coordinated response to missing person investigations in RCMP jurisdictions.

**ES 7.5****The Four Pillars**

- ▶ Demonstrating Accountability: Investigation/Intelligence
- ▶ Partnerships: Consultation and Integrated Service Delivery
- ▶ Supporting Families: Assistance and Communication
- ▶ Increasing Awareness: Prevention and Communication

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**Review of Module 12 Occurrence (15 minutes)**

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**Method**

Review the common errors made by cadets in completing their drug occurrence from Module 12. Answer any questions the cadets may have in relation to feedback received from the other facilitators.

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**Summary (2 minutes)**

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In this session, you reviewed your completed 6473. You assessed your missing person investigation and explored steps you could take to address the ongoing issue of bullying at school.

The next module will introduce you to a call for service involving a client suffering from a mental health crisis.



### Missing Persons Intake and Risk Assessment

This form must be completed by the investigating member upon the initial contact with the Complainant. In the event that the Missing Person returns prior to or upon initial contact with the complainant, this form is not required.

Occurrence No. 2017689	Date (yyyy-mm-dd) 20xx-xx-xx	Time (hh:mm) 23:00
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#### Complainant

Name Dawn STRONG	Home Telephone No. 306-789-6335	Cell Phone No. 306-751-6549	Work Telephone No. 306-751-6549
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Relationship to Missing Person mother	Address 3101 Tregarva Drive, Buffalo SK S4V 0K5
--	--

Previous Actions Taken Prior to Contacting the Police  
Called Katie's best friend, Caylee Miller

#### Next of Kin

Complainant is Next of Kin

Name Simon FONTAINE	Home Telephone No. 306-789-6335	Cell Phone No. 306-751-7012	Work Telephone No. 306-780-3635
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Relationship to Missing Person father	Address 3101 Tregarva Drive, Buffalo SK S4V 0K5
--	--

#### Missing Person Information

Name Katie FONTAINE	DOB (yyyy-mm-dd) 20xx-06-29	Height (m) 1.68	Weight (kg) 61	Sex <input type="radio"/> Male <input checked="" type="radio"/> Female <input type="radio"/> Transgender
------------------------	--------------------------------	--------------------	-------------------	---

Alias/Nicknames Kat	Home Address 3101 Tregarva Drive, Buffalo SK S4V 0K5
------------------------	---

In the care of social services? <input type="radio"/> Yes <input checked="" type="radio"/> No	Social services contacted? <input type="radio"/> Yes <input checked="" type="radio"/> No	Child welfare involved? <input type="radio"/> Yes <input checked="" type="radio"/> No	Sexual Orientation heterosexual
--	---	--	------------------------------------

Ethnic Origin Indiginous	Cultural Affinity Cree	Languages Spoken English and Cree
-----------------------------	---------------------------	--------------------------------------

Eye Colour <input type="radio"/> Amber <input type="radio"/> Blue <input checked="" type="radio"/> Brown <input type="radio"/> Grey <input type="radio"/> Green <input type="radio"/> Other specify:
---

Eyewear <input type="radio"/> Contacts <input type="radio"/> Glasses <input type="radio"/> Both <input checked="" type="radio"/> None	Hair Length <input type="radio"/> Bald/None <input type="radio"/> Short <input type="radio"/> Medium <input checked="" type="radio"/> Long
--	---

Hair Colour <input type="radio"/> Black <input checked="" type="radio"/> Brown <input type="radio"/> Blond <input type="radio"/> Red <input type="radio"/> Gray/White <input type="radio"/> Other specify:
---

Facial Hair <input checked="" type="radio"/> None <input type="radio"/> Moustache <input type="radio"/> Goatee <input type="radio"/> Full Beard	Build <input type="radio"/> Slim <input checked="" type="radio"/> Average <input type="radio"/> Stocky <input type="radio"/> Heavy
--	---

Distinguishing Marks / Tattoos / Scars / Physical Limitations  
pierced ears, tattoo of a red rose along her left calf

Clothing Description  
blue jeans, pink T-shirt, black DC shoes, carrying blue Nike backpack, blue/red bunny hug

Other Police Agency / Detachment to be Notified  
n/a

School Riffel High School	School Address 75 Arnold Mews, Buffalo SK, S4P 3J7
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#### Place of Employment

Name Shoppers Drug Mart	Address 72 Victoria Avenue, Buffalo SK, S4V 0K9	Telephone No. 306-501-6396
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# Missing Persons Intake and Risk Assessment

Protected B  
once completed

## Missing Person Risk

Possible Reasons Person Went Missing (check all that apply)

Abduction   
  Transient   
  Homeless   
  Bullying   
  Elderly Abuse   
  Involved in Violent or Threatening Incident  
 Relationship Status   
  Violence in Relationship History   
 Other Reasons:

Does the missing person have a history of going missing?

No History   
  Chronic/Habitual   
  Repeat

If the missing person has previously been reported missing, specify where the missing person was located.

Never happened before today.

If the missing person has previously been reported missing, did he/she suffer any harm? If yes, specify the harm suffered.

No   
  Yes Harm Suffered:

## Medical/Psychological Risk Factors

Physical Disabilities/Concerns (e.g. co-ordination/dexterity, speech impairment, blind / visual impairment, deaf / hard of hearing, mobility)

n/a

Psychological Concerns (e.g. Alzheimer's, bipolar, dementia, depression, developmental disorder, fetal alcohol spectrum disorder, PTSD, schizophrenia)

n/a

Prescription Medications

birth control

Last Known Psychological Status/Mood

upset about bullying

Recent Changes in Behaviour/Situation/Habits

trouble sleeping and grades are going down

Suicidal? <input checked="" type="radio"/> No <input type="radio"/> Yes	Access to Firearms? <input checked="" type="radio"/> No <input type="radio"/> Yes	Previous Suicide Attempts? If yes, specify by which methods. <input checked="" type="radio"/> No <input type="radio"/> Yes Methods:
--	--	--

Fears/Phobias

no phobias

## Lifestyle Risk Factors

Alcohol Use? <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Unknown	Drug Use? <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Unknown	If the missing person uses drugs, please specify which and frequency of use
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Gambling? <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Unknown	Hitchhiking? <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Unknown	Known to use prostitution services? <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Unknown	Victimized in the Sex Trade? <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Unknown
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Associated with a Gang / Organized Crime? <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Unknown	If the missing person is associated with a gang / organized crime, please specify
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Involved in any legal proceeding? <input type="radio"/> Suspect <input type="radio"/> Witness <input type="radio"/> Victim <input checked="" type="radio"/> No	Next/Last Court Date (yyyy-mm-dd)	Financial Concerns? <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Unknown
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Other Possible Risk Factors (i.e. weather, inadequate clothing, terrain or lack of proper equipment)

weather if Katie goes missing in winter

## Last Location/Communication

Last Known Address

South Buffalo Mall 15 Main Street, Buffalo SK, S4V 0P5

Location Last Seen South Buffalo Mall	Is the missing person familiar with the area? <input checked="" type="radio"/> Yes <input type="radio"/> No
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Last Person who Saw the Missing Person Caylee Miller	Date Last Seen (yyyy-mm-dd) 20xx-xx-xx	Time Last Seen (hh:mm) 21:30
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Last Means of Communication with the Missing Person

In Person   
  Text   
  Social Media   
  Phone   
  Email   
  Other specify:

Last Person who Communicated with the Missing Person Caylee Miller	Date of Last Communication (yyyy-mm-dd) 20xx-xx-xx	Time of Last Communication (hh:mm) 21:30
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# Missing Persons Intake and Risk Assessment

Protected B  
once completed

Relationships / Affiliations / Social Medias				
Family Dynamics <input type="radio"/> Single Parent <input type="radio"/> Child Custody <input checked="" type="radio"/> Both Parents <input type="radio"/> Foster Care <input type="radio"/> No Known Family <input type="radio"/> Unknown <input type="radio"/> N/A				
Marital Status <input type="radio"/> Single <input checked="" type="radio"/> Dating <input type="radio"/> Married <input type="radio"/> Common Law <input type="radio"/> Divorced <input type="radio"/> In the Process of Separating <input type="radio"/> Unknown <input type="radio"/> N/A				
Name of Person in Relationship With Austin PORTIER		Telephone No. 306-501-6033	Address 59 South Drive, Buffalo SK, S6V 6K9	
Religious/Spiritual Affiliation Indigenous Spirituality-Cree			Spiritual Elder (if applicable) Grandma Charlotte Fontaine	
Friend/Associate		Telephone No.	Address	
Caylee Miller		306-789-4589	58 Melvin Crescent, Regina SK, S4V 0J4	
Hudson Davis		306-789-3245	98 Eagle Road, Nelson Lake SK, S5V 0J7	
Amber Craigen		306-501-9632	45 Pritchard Avenue, Buffalo SK, S4V 0K5	
Known Social Media Site the Missing Person Uses		User Name / ID	Password	
Snapchat		Katnap34	Katgreen45!	
Computer password			Katnap16!	
Habits/Hobbies/Interests Dances in Pow Wows, volunteers at the Healing Hearts Friendship Centre				
Has the missing person developed any new interests? If yes, please specify. n/a				
Frequent Hangouts Dairy Queen - east Buffalo				
Participated in New Events?		If the missing person participated in any new events, please specify which and when?		
<input type="radio"/> Yes <input checked="" type="radio"/> No				
Items/Money				
Money / Methods of Payment Cash: \$20.00 <input type="checkbox"/> Credit Cards <input checked="" type="checkbox"/> Debit Cards		Credit/Debit Card Numbers 4569 01 83904122 38 Royal Bank debit		
Electronic Devices <input checked="" type="checkbox"/> Smart Phone <input type="checkbox"/> iPad/Tablet <input checked="" type="checkbox"/> Other		Cell Phone No. 306-751-3165	Cell Phone Provider Sasktel	
<input type="checkbox"/> Passport	Other Personal Items n/a			
Mode of Transportation Used/Available				
<input type="checkbox"/> Personal Vehicle	Make and Model: _____	Year: _____	Colour: _____	Licence Plate: _____
<input type="checkbox"/> Other Vehicle	Make and Model: _____	Year: _____	Colour: _____	Licence Plate: _____
<input checked="" type="checkbox"/> Bus	<input type="checkbox"/> Taxi	<input type="checkbox"/> Bicycle	<input checked="" type="checkbox"/> Foot	<input type="checkbox"/> Hitchhiking <input type="checkbox"/> Airplane
Forensic Evidences				
Forensic Evidence		Seized?		To be Returned?
Diary		<input type="radio"/> Yes	<input checked="" type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Photo		<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
DNA		<input type="radio"/> Yes	<input checked="" type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Dental Records		<input type="radio"/> Yes	<input checked="" type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other:		<input type="radio"/> Yes	<input checked="" type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Completed by				
Rank Cst.	Full Name Eva WILSON	HRMIS 000256896	Signature <i>Eva Wilson</i>	Date (yyyy-mm-dd) 20xx-xx-xx
Reviewed by (Supervisor)				
Rank Cpl.	Full Name Steve PETTINGER	HRMIS 000044789	Signature <i>Steve Pettinger</i>	Date (yyyy-mm-dd) 20xx-xx-xx