

# MISSING PERSONS INVESTIGATIONS



Module 1 - Course Introduction

1 / 4

## Course Introduction



### Did you know ...

... that during the time it took for your coffee machine to brew this morning, someone has gone missing in Canada?

1. Course Introduction
2. Purpose
3. Course Objectives
4. Course Structure



If this average is realized, this year alone, to date, there will have been **5,527** people reported missing in this country.

For each individual that goes missing there are at least 12 people who are impacted. So, at this exact point in time there are **66,330** people affected by such an unfortunate occurrence.

« previous

next »

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: R02P02P0101

Date: JUN 25 2018

Initials

63

I/D

Entered

14

# MISSING PERSONS INVESTIGATIONS



Module 1 - Course Introduction

2 / 4

## Purpose

The effectiveness of current police practices in missing persons (MP) investigations has been questioned lately. MP investigations have attracted considerable media attention and become the target of public scrutiny. That was a call for action!

Since 2014, when its [National Missing Persons Strategy](#) was released, the RCMP has been adjusting its approach to missing persons cases with the intent to increase the quality and improve the efficiency of MP investigations.



As part of the MP Strategy, [chapter 37.3](#) of the Operational Manual (*Missing Persons* policy) has undergone revisions to introduce additional investigative steps and requirements during MP investigations, including the mandatory completion of [form 6473](#) (*Missing Persons Intake and Risk Assessment*).

This training is part of the RCMP's strategy to equip frontline members with the necessary tools to effectively conduct MP investigations. By providing you with effective tools to master the fundamentals of this type of investigation, the RCMP is responding to the public's expectation of a prompt and thorough investigation when a person goes missing.

We hope that you will enjoy your learning experience and that you will be able to apply the concepts presented in this course to all your MP investigations.

1. Course Introduction
2. Purpose
3. Course Objectives
4. Course Structure

« previous

next »



# MISSING PERSONS INVESTIGATIONS



Module 1 - Course Introduction

3 / 4

## Course Objectives



Upon successful completion of this online course, you will be able to:

- Recognize the importance of timely action in MP investigations;
- List all key investigative steps to be taken in an MP investigation in accordance with applicable policies and best practices;
  - Identify and apply division-specific requirements; and
  - Identify vulnerable populations and factors specific to these populations that affect the investigation;
- Use mandatory form [6473](#) – *Missing Persons Intake and Risk Assessment* – and databases (CPIC and MC/PUR) as investigative, dissemination, and reporting tools; and
- Recognize tools, resources, and best practices in the field of missing persons investigations.

1. Course Introduction
2. Purpose
3. **Course Objectives**
4. Course Structure

The duration of this online course will vary from learner to learner. The estimated duration is 3 hours.

The **Missing Persons Investigations** course will be updated annually. You can refer back to it in the event that operational policy changes occur or as a way to re-familiarize yourself with its contents. You can access it from Agora at any time under 'Completed Courses'.

Links to other [resources](#) are also available to you from the menu on the top right-hand corner of the screen.



Module 1 - Course Introduction

3 / 4

## Course Objectives



Upon successful completion of this online course, you will be able to:

- Recognize the importance of timely action in MP investigations;
- List all key investigative steps to be taken in an MP investigation in accordance with the Ontario Police Services Act.

1. Course Introduction
2. Purpose
3. **Course Objectives**
4. Course Structure

Please proceed to the next page to see how this course is structured.

« previous

next »



# MISSING PERSONS INVESTIGATIONS



Module 1 - Course Introduction

4 / 4

## Course Structure



**Missing Persons Investigations** has been created to equip RCMP Regular Members to effectively conduct MP investigations in a timely manner, in accordance with applicable policies and current best practices.

This introductory course is composed of a pre-test, five modules and a final exam. The modules are described as follows:

1. Course Introduction
2. Purpose
3. Course Objectives
4. **Course Structure**

### **Module 1 – Introduction to the Course**

This module describes the purpose of the **Missing Persons Investigations** course as well as its desired learning outcomes, target audience, and the way the course is structured.

### **Module 2 – Overview of Missing Persons Investigations**

Module 2 focuses on defining the three types of MP investigations and on presenting applicable policies and regulations. In addition, this module introduces the National Centre for Missing Persons and Unidentified Remains (NCMPUR) as a key partner in MP investigations.

### **Module 3 – Key Elements of Missing Persons Investigations**

This module introduces the elements that comprise an MP investigation.

### **Module 4 – Tools, Resources, and Investigative Best Practices**

This module presents a number of tools, resources, and established best practices as they relate to MP investigations, for your reference.

### **Module 5 – Missing Indigenous Persons**

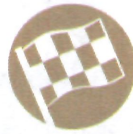
Module 5 examines specific Indigenous issues relevant to MP investigations. It describes considerations and actions to counter the unique challenges that may present themselves when conducting investigations involving missing Indigenous persons.

## *Target Audience*

The target audience of this course is all Regular Members. The course is also available to public servants, cadets, and civilian members.

Please go through the modules in sequential order. Once you have completed the

five modules, the final exam can be taken for HRMIS accreditation.



The module is now complete.

***CONTINUE TO MODULE 2***

« previous

next »



# MISSING PERSONS INVESTIGATIONS



## Module 5 - Missing Indigenous Persons

1 / 16

### Module Introduction



Take a minute to remember when you were a child and recall what your earliest childhood memory is. Perhaps it was a memorable birthday or your first pet? Or a fun activity with your family?

Now, imagine if your earliest childhood memory was being forcibly taken away from your family by the police to an unknown place, with unknown adults talking to you in an unknown language where you were to stay until adulthood... Sadly, this is a very real memory for approximately 80,000 Indigenous children across Canada who survived the Residential School system after being "uprooted", often at a very early age. In this module, you will learn how events like this and others have led to a history of mistrust by [Indigenous](#) communities towards the police.



In this last module, we will also cover the role that unconscious bias may have in missing persons investigations involving Indigenous people. Some of the factors that can make Indigenous people more vulnerable to going missing will also be discussed. Finally, we will provide tips that will improve your ability to approach families of missing Indigenous loved ones with empathy and in a culturally-sensitive manner.



Please note that even though the tools, resources, and investigative avenues that we have explored up until now are common to all missing persons cases, Indigenous-specific vulnerabilities may dictate a slightly different investigative approach. Additionally, you should not underestimate the value of your understanding the cultural uniqueness of the Indigenous community(ies) that you police.

1. **Module Introduction**
2. Module Objectives
3. Missing Indigenous Persons
4. Did you know...?
5. "Those Who Take Us Away"
6. Historical Events
7. Timeline
8. Unconscious Bias and Prejudice
9. Bias-free Policing
10. Investigative Considerations
11. Indigenous Cultural Awareness
12. Case Study 1
13. Case Study 2
14. Module Review
15. Module Summary
16. Next Steps

# MISSING PERSONS INVESTIGATIONS



## Module 5 - Missing Indigenous Persons

2 / 16

### Module Objectives



Module 5 examines specific Indigenous issues relevant to MP investigations. It describes considerations and actions to counter the unique challenges that may present themselves when conducting investigations involving missing Indigenous persons.

At the end of this module you will be able to:

- Identify some of the specific considerations and investigative practices as they pertain to Indigenous victims
- When presented with two case studies involving missing Indigenous persons, recognize the need to take those unique considerations and practices into account

1. Module Introduction
2. **Module Objectives**
3. Missing Indigenous Persons
4. Did you know...?
5. "Those Who Take Us Away"
6. Historical Events
7. Timeline
8. Unconscious Bias and Prejudice
9. Bias-free Policing
10. Investigative Considerations
11. Indigenous Cultural Awareness
12. Case Study 1
13. Case Study 2
14. Module Review
15. Module Summary
16. Next Steps

[<< previous](#)
[next >>](#)



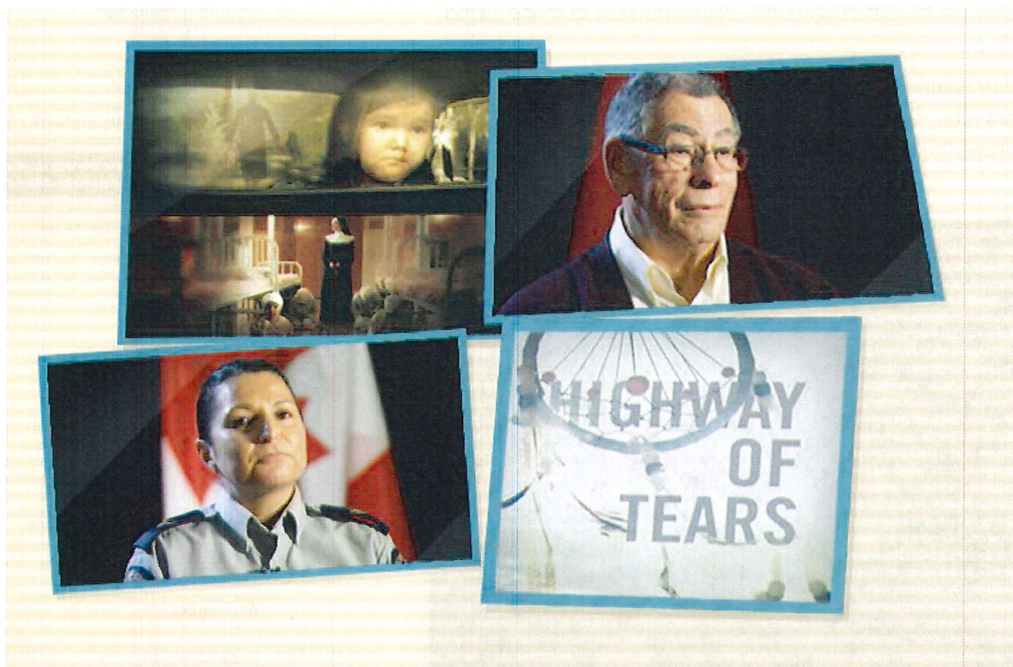
# MISSING PERSONS INVESTIGATIONS



## Module 5 - Missing Indigenous Persons

3 / 16

# Missing Indigenous Persons



1. Module Introduction
2. Module Objectives
3. **Missing Indigenous Persons**
4. Did you know...?
5. "Those Who Take Us Away"
6. Historical Events
7. Timeline
8. Unconscious Bias and Prejudice
9. Bias-free Policing
10. Investigative Considerations
11. Indigenous Cultural Awareness
12. Case Study 1
13. Case Study 2
14. Module Review
15. Module Summary
16. Next Steps

« previous

next »



# MISSING PERSONS INVESTIGATIONS



## Module 5 - Missing Indigenous Persons

4 / 16

### Did you know... ?

- There are currently [over 2,000](#) Indigenous RCMP employees, with almost  $\frac{3}{4}$  of those being Regular Members.
- In 2004, the Commissioner of the RCMP issued an [apology](#) for the police force's involvement in the residential school legacy. Ten years later, Commissioner Bob Paulson spoke to the Truth and Reconciliation Commission and reinforced the original RCMP apology.



[Click here](#) to view the transcript of the video.

- There are over [1.4 million](#) Indigenous people in Canada. For a map of First Nations and Inuit communities in Canada, [click here](#).
- From the 1940s to the 1980s, Inuit – who did not have surnames, but rather soul names - had to wear numbered Eskimo Identification Tags around their necks or sewn to their coats, mainly because white social and medical aid administrators couldn't pronounce their names.

1. Module Introduction
2. Module Objectives
3. Missing Indigenous Persons
4. **Did you know...?**
5. "Those Who Take Us Away"
6. Historical Events
7. Timeline
8. Unconscious Bias and Prejudice
9. Bias-free Policing
10. Investigative Considerations
11. Indigenous Cultural Awareness
12. Case Study 1
13. Case Study 2
14. Module Review
15. Module Summary
16. Next Steps





- [Official statistics](#) indicate that the overall violent victimization rate among Indigenous people in Canada — which includes sexual assault, robbery and physical assault — was more than double the rate observed among non-Indigenous people.
- Indigenous women and girls are 3 times as likely to go missing and 4 times as likely to be murdered than non-Indigenous women.

« previous

next »

# MISSING PERSONS INVESTIGATIONS



## Module 5 - Missing Indigenous Persons

5 / 16

# THOSE WHO TAKE US AWAY

The Tachie reserve in northern British Columbia. In Carrier, the Indigenous language in Tachie and many Indigenous communities in northern BC, the literal translation of the word for police is "those who take us away". An [RCMP report](#) on the historical involvement of the police in Canada's residential school system found that "The police were not perceived as a source for help but rather as an authority figure who takes members of the community away from the reserve or makes arrests for wrong-doing."

Taken from the 2013 Human Rights Watch Report entitled "[Those Who Take Us Away – Abusive Policing and Failures in Protection of Indigenous Women and Girls in Northern British Columbia, Canada](#)".

1. Module Introduction
2. Module Objectives
3. Missing Indigenous Persons
4. Did you know...?
5. "Those Who Take Us Away"
6. Historical Events
7. Timeline
8. Unconscious Bias and Prejudice
9. Bias-free Policing
10. Investigative Considerations
11. Indigenous Cultural Awareness
12. Case Study 1
13. Case Study 2
14. Module Review
15. Module Summary
16. Next Steps

« previous

next »



# MISSING PERSONS INVESTIGATIONS



## Module 5 - Missing Indigenous Persons

6 / 16

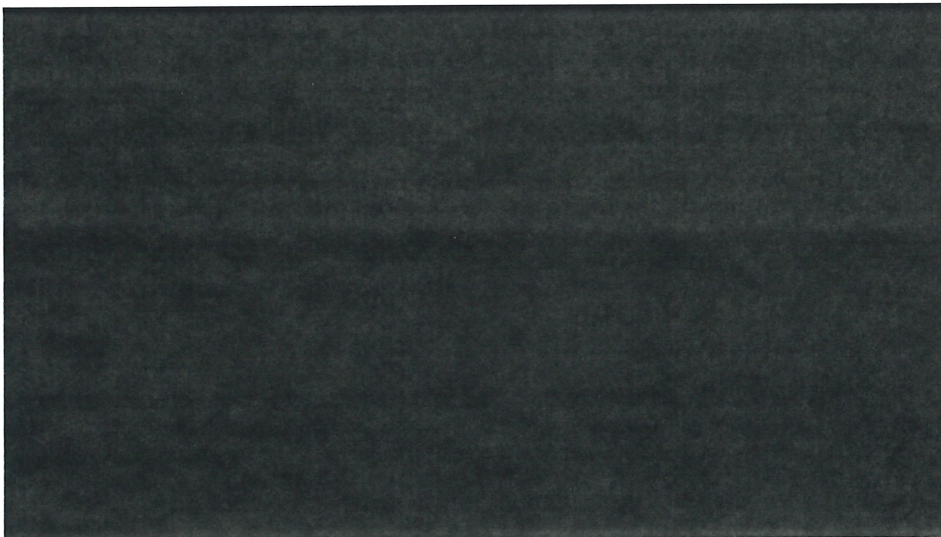
### The Historical Events that Led to Mistrust

Conflict between the Crown and Indigenous groups began centuries ago when the French and the British colonized North America. Throughout the process of colonization, the police, as agents of the Crown, were responsible to enforce federal policies and legislation that were frequently in opposition with Indigenous peoples' interests.

This enforcement role resulted in an increased sense of mistrust from Indigenous people toward the police. So much so that we, the RCMP, became the face of the policies that separated children from families and isolated people on reserves.



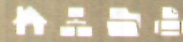
Watch the short extract of the film [Highway of Tears](#) where you will hear about the origin of the expression "those who take us away" and the low levels of trust between Indigenous persons and the police



[Click here](#) to view the transcript of the video.

1. Module Introduction
2. Module Objectives
3. Missing Indigenous Persons
4. Did you know...?
5. "Those Who Take Us Away"
6. **Historical Events**
7. Timeline
8. Unconscious Bias and Prejudice
9. Bias-free Policing
10. Investigative Considerations
11. Indigenous Cultural Awareness
12. Case Study 1
13. Case Study 2
14. Module Review
15. Module Summary
16. Next Steps

# MISSING PERSONS INVESTIGATIONS



Module 5 - Missing Indigenous Persons

7 / 16

## Historical Timeline



To gain a better understanding of the current status of the relationship between Indigenous peoples and the Canadian government, hover over each element of the historical timeline below for a brief description of the event.

ERROR: Could not load the file '0\_content/data.swf'

1. Module Introduction
2. Module Objectives
3. Missing Indigenous Persons
4. Did you know...?
5. "Those Who Take Us Away"
6. Historical Events
7. **Timeline**
8. Unconscious Bias and Prejudice
9. Bias-free Policing
10. Investigative Considerations
11. Indigenous Cultural Awareness
12. Case Study 1
13. Case Study 2
14. Module Review
15. Module Summary
16. Next Steps



# MISSING PERSONS INVESTIGATIONS



## Module 5 - Missing Indigenous Persons

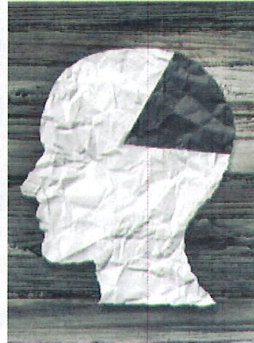
8 / 16

# Unconscious Bias and Prejudice



In the previous module we presented the [definition of bias](#) and the importance of policing all populations, including the most vulnerable ones, using investigative approaches that are free of bias and prejudice.

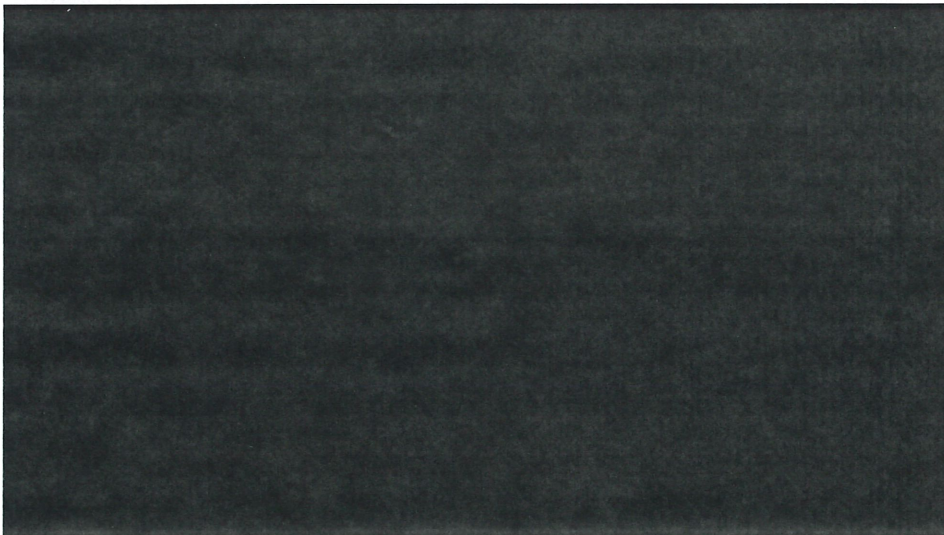
We do recognize that there are difficulties associated with freeing oneself from implicit biases, but pursuing greater self-awareness regarding your own personal biases and prejudices is the first step toward making a significant change in your practice.



1. Module Introduction
2. Module Objectives
3. Missing Indigenous Persons
4. Did you know...?
5. "Those Who Take Us Away"
6. Historical Events
7. Timeline
8. Unconscious Bias and Prejudice
9. Bias-free Policing
10. Investigative Considerations
11. Indigenous Cultural Awareness
12. Case Study 1
13. Case Study 2
14. Module Review
15. Module Summary
16. Next Steps

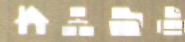


In the video below an RCMP Indigenous Member describes how she suffered from prejudice at a young age and how she overcame the feelings associated with a particular event to become a successful agent of law enforcement





# MISSING PERSONS INVESTIGATIONS



## Module 5 - Missing Indigenous Persons

9 / 16

### Bias-free policing

While we must recognize that on almost every indicator of social, economic, and environmental well-being, Canada's Indigenous people are at the bottom of the scale (e.g. statistically higher rates of substance and alcohol abuse, unemployment and domestic violence, sexual exploitation etc, when compared to their non-Indigenous counterparts), to police in a bias-free manner we must make a conscious effort to move past the known vulnerability affecting that population and provide the same level of service to all.

Retired Inspector Jim Potts says: "Communities in general are not against police, they are against poor policing. No-one wants or deserves a second-class police service."

Don't lose sight of the fact that when responding to a call, you are not responding to a stereotype or to statistics; you are responding to an individual or a family.



### Over-policing and under-policing

While overrepresentation may be the most obvious manifestation of the problems Indigenous people have historically had with the criminal justice system, in many ways over- and under-policing are equally serious.

**Over-policing** refers to the practice of police targeting people of particular ethnic or racial backgrounds or people who live in particular neighbourhoods. The origin of over-policing Indigenous communities dates back to when the police were used to further the objectives of the government in terms of Residential Schools, child welfare agencies (Sixties Scoop), and to support many provisions of the *Indian Act*.

Over-policing affected both ends of the spectrum:

- it translated into a great distrust of the police by Indigenous people; and
- it was conducive to police's view of Indigenous people as violent, dangerous, and prone to criminal behaviour.

**Under-policing** – allegedly, Indigenous people are sometimes seen as less worthy victims by the police;

1. Module Introduction
2. Module Objectives
3. Missing Indigenous Persons
4. Did you know...?
5. "Those Who Take Us Away"
6. Historical Events
7. Timeline
8. Unconscious Bias and Prejudice
9. **Bias-free Policing**
10. Investigative Considerations
11. Indigenous Cultural Awareness
12. Case Study 1
13. Case Study 2
14. Module Review
15. Module Summary
16. Next Steps



thus requests for assistance can go ignored or downplayed.

Just as over-policing has a significant impact on Indigenous people's attitudes toward the police, under-policing also plays a great role in fostering a deep distrust of police. **Under-policing and over-policing are really two sides of the same coin.**

Here are a few tips for you to police in as bias-free a manner as possible, neither over- nor under-policing Indigenous people:

- ✓ Relate to Indigenous victims and family members as individuals, not as a "category" of people. Treat victims and families in a caring and respectful manner. Find common ground.
- ✓ It is natural for an MP's loved ones to "wall-off" or "pull back". They are suffering; this is "unfamiliar territory" for them. But they still need a tremendous amount of support. Do not take this personally. Don't let your personal beliefs get in the way of your continued contact.
- ✓ If you are met with biased/prejudicial comments toward you, as a representative of law enforcement or the Crown, do not take them personally either. They likely stem from historical experience: a world where police was seen as "those who watch us" as opposed to "those who watch over us".
- ✓ Be yourself! Never talk down to anyone. Be confident without sounding arrogant. Avoid acronyms.
- ✓ LISTEN! Respect silence. Listen to what they say, watch for what they don't say. Take your time.

[« previous](#)

[next »](#)

# MISSING PERSONS INVESTIGATIONS



## Module 5 - Missing Indigenous Persons

10 / 16

### Investigative Considerations

Indigenous people are often subject to some specific conditions that may help explain the root causes of their vulnerability. Examples of circumstantial conditions that put them at higher risk of victimization include low income, geographic location, use of intoxicants, domestic violence, low education attainment, being sexually exploited, and the legacy of the Residential School system (whose impact is intergenerational).

#### *Some Investigative Considerations*

##### *Low Income*

Employment status may be a factor in the disappearance of an Indigenous victim. Are they currently employed? Are they in receipt of welfare assistance? Have they incurred large debt? Are they addicted to any illicit substance which they must finance? Is there any indication that they may be involved in criminal activities to obtain money for survival (theirs and their families')?

As an investigator, you can try to determine what social services they are receiving (e.g. social assistance, unemployment insurance, government cheques etc). Then, consider factors such as, is s/he cashing cheques, do they indicate where s/he may be? Are their bills getting paid? Are they still sending money home regularly?

##### *Geographic location*

Does the MP live in an isolated community? Do not assume that availability of basic infrastructure and services is universal. For example, access to electricity, heat, running water, telecommunications and health services, may be poor to non-existing in some remote communities.

Often, people from these communities leave their homes and travel for medical treatment, to seek employment etc. It is fairly common for family and friends not to know if the person has left town of their own accord, for medical reasons, to visit family outside the community etc.

Do they work locally or travel for work? Do they travel for schooling? If they do not have a vehicle or means of travel, they may hitchhike and thus put themselves in harm's way.

##### *Domestic Violence*

1. Module Introduction
2. Module Objectives
3. Missing Indigenous Persons
4. Did you know...?
5. "Those Who Take Us Away"
6. Historical Events
7. Timeline
8. Unconscious Bias and Prejudice
9. Bias-free Policing
10. **Investigative Considerations**
11. Indigenous Cultural Awareness
12. Case Study 1
13. Case Study 2
14. Module Review
15. Module Summary
16. Next Steps





## Did you know...

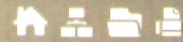
that the rate of spousal violence against Indigenous women and girls is more than three times higher than for other Canadian women?

People from Indigenous communities may come from a fragmented or dysfunctional family. You should try to get a glimpse of their home life by querying their name and address on the RMS. Results may indicate previous involvement in or complaint(s) about domestic violence.

[« previous](#)

[next »](#)

# MISSING PERSONS INVESTIGATIONS



Module 5 - Missing Indigenous Persons

11 / 16

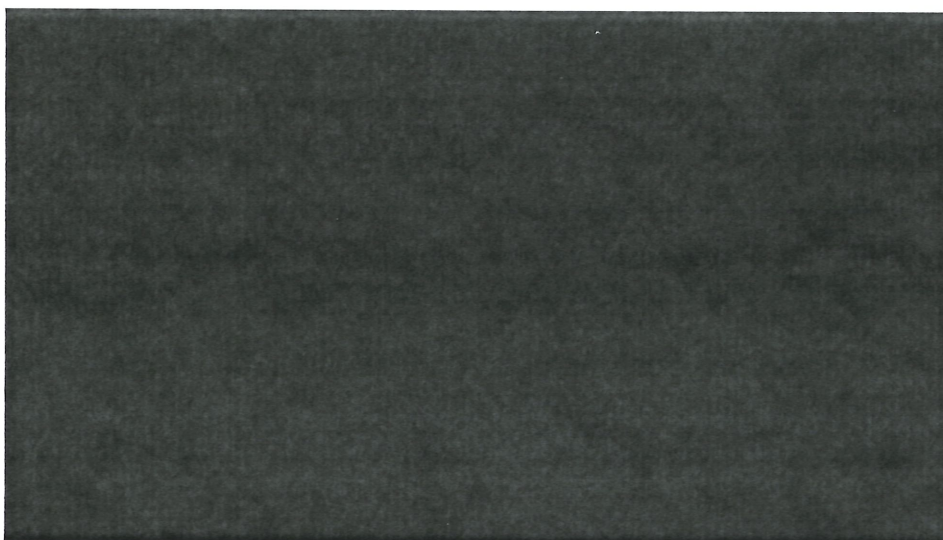
## Indigenous Cultural Awareness

As an investigator, you have an obligation to learn from the specific Indigenous communities with which you are working and to apply all cultural protocols that are relevant to the specific community involved in the missing person's case.

Retired Inspector Jim Potts has 36 years of experience with the RCMP and 9 with the Ontario Provincial Police. He is a Métis of Ojibway descent and a member of the Temiskaming First Nation. He has acted as a mediator during various First Nations disputes including Oka, Ipperwash, and Burnt Church. Since his retirement, Jim has been devoting more time to delivering cultural awareness training. A specialist in conflict resolution, he is well respected both within law enforcement circles and within the broader Indigenous community.



Watch as he presents some invaluable sensitivity tips and common protocols for you to become a more effective investigator of Indigenous MP cases



[Click here](#) to view the transcript of the video.

1. Module Introduction
2. Module Objectives
3. Missing Indigenous Persons
4. Did you know...?
5. "Those Who Take Us Away"
6. Historical Events
7. Timeline
8. Unconscious Bias and Prejudice
9. Bias-free Policing
10. Investigative Considerations
11. Indigenous Cultural Awareness
12. Case Study 1
13. Case Study 2
14. Module Review
15. Module Summary
16. Next Steps





### Resource

We invite you to go to the Resources Section if you are interested in reading a few more

[Tips for Working with the Indigenous Community](#)

« previous

next »

# MISSING PERSONS INVESTIGATIONS



## Module 5 - Missing Indigenous Persons

12 / 16

### Case Study 1

Now that we have covered the elements, best practices, tools, and resources of MP investigations, let us use this knowledge to reflect about two case studies involving Indigenous MPs.

#### Case Study 1

\*This is a fictional case based on actual events

### Investigation Overview



A small RCMP detachment, located in a Nunavut community received a report of a missing Inuit male. The caller reported that he went to the residence of his elderly uncle, Patrick, to check on his well-being as he had not heard from him in approximately two weeks. The complainant stated that he had not reached out to other family members and they informed him that they had not seen or heard from the MP in quite some time. The complainant further advised that he was extremely concerned about the missing person as he had been forgetful lately; the family feared this may be a sign of the onset of dementia. Further, the nephew indicated that Patrick was a Type-1 Diabetic and that he might not have access to his insulin.

### Steps Taken

- The lead investigator, Cpl. J. Lubuck, obtained a brief description of Patrick and contact information for his family members. Cpl. Lubuck did not conduct interviews with the individuals known by the MP.
- Eight days later, Patrick's nephew called to ask for an update. Cpl. Lubuck informed him that the investigation was active but he had no new information to provide. It was only at this point that Cpl. Lubuck contacted the local hospital. He wanted to rule out his assumption that Patrick had left his isolated community to seek medical treatment. The check came back negative.
- A week after that, a Member from a neighbouring detachment located a

1. Module Introduction
2. Module Objectives
3. Missing Indigenous Persons
4. Did you know...?
5. "Those Who Take Us Away"
6. Historical Events
7. Timeline
8. Unconscious Bias and Prejudice
9. Bias-free Policing
10. Investigative Considerations
11. Indigenous Cultural Awareness
12. **Case Study 1**
13. Case Study 2
14. Module Review
15. Module Summary
16. Next Steps

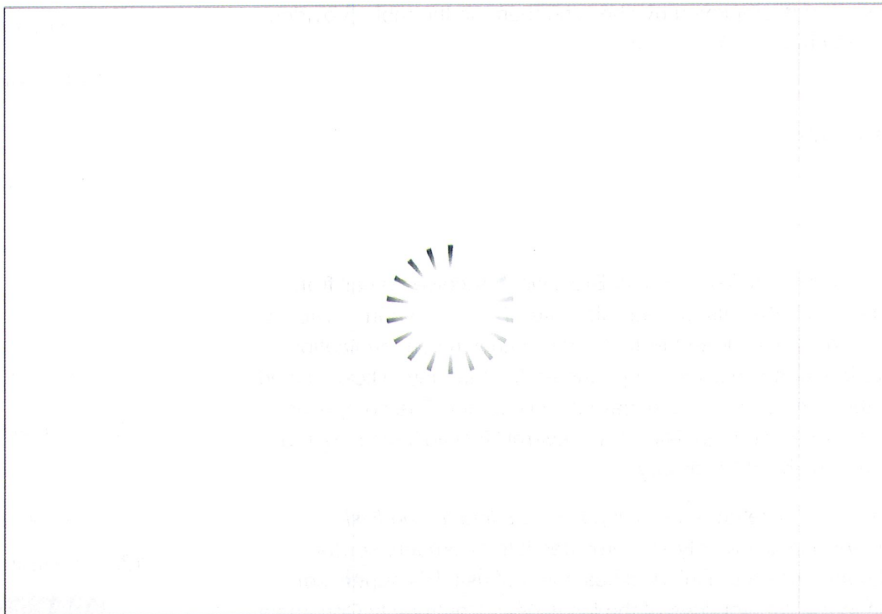


green Chevrolet Malibu on a deserted road. She conducted CPIC checks on the licence plates. Checks came back negative.

- Two weeks later, Patrick's nephew called to ask for another update. Cpl. Lubuck informed him that the investigation was still ongoing. He then remembered to enter the MP and his vehicle on CPIC as missing and updated his operational file. The information was limited as the investigator had failed to complete the *Missing Persons Intake and Risk Assessment* form at the time the complaint was received.
- Approximately 2 months after the initial call, the remains of the MP were discovered by a local young couple who were out walking their dogs. The body was located in a wooded area approximately 2 miles from where (what turned out to be) the MP's vehicle had been located by the other Member.
- An autopsy revealed that he died of an untreated diabetic seizure. There was no indication of foul play.



Based on the overview and description of the steps taken, can you identify problem areas in this investigation? Click the 'Check Answer' button below to read a few of these issues and the resulting outcome



« previous

next »

# MISSING PERSONS INVESTIGATIONS



## Module 5 - Missing Indigenous Persons

13 / 16

### Case Study 2



Now, you will be presented with a case study involving a Métis MP. It has been divided into three parts. After you have read each portion of the case study, identify the investigative elements that you have employed by checking them on the table provided. When complete, click submit to check your answers.

\*This is a fictional case based on actual events

#### Part 1



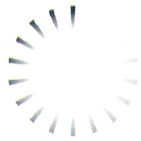
- On June 24 at 2000 hrs Cst. Zachary Brockwood received a call from a Métis man reporting that his 22-year-old sister, Nicki, had gone missing. The complainant told the Member that her last known communication was with her boyfriend over the telephone earlier that day. Nicki missed dinner with the family, which is uncharacteristic of her. The complainant informed Cst. Brockwood that Nicki had several lifestyle indicators that placed her in a "high risk" category.
- Cst. Brockwood completed the *Missing Persons Intake and Risk Assessment* form in its entirety and provided it to his supervisor for review and guidance on the initial assessment of risk. His supervisor advised him to use the services of the local Métis Community Constable, Julie Poirier (who knows the family well), to assist with the file, especially when communicating with the family. Cst. Brockwood determined that the place-last-seen (Nicki's residence) was within his detachment's area. Subsequently, he opened an RMS file and had the MP entered on CPIC.
- Along with the police file number, and his own contact information, Cst. Brockwood also provided the complainant with Community Cst. Poirier's name and contact information as well as the commitment to provide him with regular updates.



Based on the information above, check off the investigative elements that Cst. Zach Brockwood has applied so far

1. Module Introduction
2. Module Objectives
3. Missing Indigenous Persons
4. Did you know...?
5. "Those Who Take Us Away"
6. Historical Events
7. Timeline
8. Unconscious Bias and Prejudice
9. Bias-free Policing
10. Investigative Considerations
11. Indigenous Cultural Awareness
12. Case Study 1
13. Case Study 2
14. Module Review
15. Module Summary
16. Next Steps





## Part 2



June 24 – During the course of the investigation Cst. Zach Brockwood:

- Obtained a recent picture of Nicki and added it to CPIC and his RMS.
- Took statements from the MP's boyfriend, other friends, family, neighbours, and witnesses.
- Obtained Nicki's banking activity information. He identified an ATM withdrawal of \$200 at 5:48 p.m.
- Received video surveillance from downtown cameras. From the video surveillance he was able to determine that a female matching Nicki's description entered the casino at 8:12 p.m.
- Checked Nicki's social media accounts for any updates/correspondence/associates.
- Ping-ed her cellular phone and was able to narrow down her last known location to the area in or around the casino.
- Contacted Nicki's brother and provided him with an update of the investigative steps, evidence obtained, and his next course of action. During that call, Cst. Brockwood inquired as to whether the complainant had any additional information that might assist with the file. The brother stated that he had learned that the call Nicki made to her boyfriend a few

hours earlier was to ask for money.

- Finally, the Member updated the RMS to include all investigative steps taken as well as all the evidence gathered. He informed his supervisor that the file was up-to-date and ready for further review.



Based on the new information that you have just been provided, check off the investigative elements that Cst. Brockwood has applied during this phase of the investigation

A large, empty rectangular box with a thin blue border, intended for a checklist or form. In the center of the box is a white loading spinner icon, suggesting the content is still loading or is a placeholder.

### Part 3



- June 24, 2230 hrs – After further review of the investigative steps taken thus far, Cst. Brockwood and the Métis Community Constable, Julie Poirier, conducted a search of the casino. When presented with Nicki's photograph, a patron recognized her and was able to direct them to the slot machines area. The Members approached the individual who resembled Nicki and identified themselves. She confirmed her identity by



showing them her driver's license. There was indication that she had been drinking, but, otherwise she appeared healthy and safe.

- She asked for a ride home. Cst. Brockwood and Community Cst. Poirier obliged. She was reunited with the complainant and the remainder of her family. Nicki's brother commended the Members on the effectiveness and timeliness of this investigation.
- As part of the resolution/closure of this file, Cst. Zachary Brockwood:
  - Updated the RMS file with the proper disposition and scoring
  - Had the MP removed from CPIC
  - Updated his supervisor verbally
  - Conducted an interview with Nicki to determine why she left without telling anyone



Based on the last portion of Nicki's scenario, check off the investigative elements that were applied



# MISSING PERSONS INVESTIGATIONS



Module 5 - Missing Indigenous Persons

14 / 16

## Module Review



Understanding the specificities of how to conduct a missing Indigenous victim's case by contextualizing it and defying your personal bias may be one of your best investigative strategies. Here are a few reflection questions to help you review the topics covered in this module:

1. Below (except for one answer) we listed efforts that you, as a Member, should make to re-build trust with the Indigenous communities that you serve. Select the answer with the **WRONG** approach to reconciliation.

A) Familiarize yourself with the cultural uniqueness of the particular Indigenous community(ies) that you serve.

B) Always be ready to challenge your personal pre-conceived beliefs regarding Indigenous people.

C) Remind the families and friends of missing Indigenous victims of the position of authority that you occupy. During the course of an investigation, **you** establish all the rules of the game; they abide.

D) Communicate empathetically and tactfully.

E) Retain open and cooperative means of communication with the family. At the same time, the integrity of the investigation must be maintained. It is important to explain this to the families and friends, so that they understand why you may or may not share information with them.

2. The purposeful effort to redress the damaging legacy of the infamous historical chapter of Residential Schools in Canada is known as "reconciliation".

As a Member, do you have a role to play in the reconciliation process?

1. Module Introduction
2. Module Objectives
3. Missing Indigenous Persons
4. Did you know...?
5. "Those Who Take Us Away"
6. Historical Events
7. Timeline
8. Unconscious Bias and Prejudice
9. Bias-free Policing
10. Investigative Considerations
11. Indigenous Cultural Awareness
12. Case Study 1
13. Case Study 2
14. **Module Review**
15. Module Summary
16. Next Steps





**3. Is the following statement True or False?**

The same investigative elements that apply to missing persons investigations in general also apply to Indigenous victims.

True

False

« previous

next »

# MISSING PERSONS INVESTIGATIONS



## Module 5 - Missing Indigenous Persons

15 / 16

### Module Summary



In this last module you were introduced to an overview of select historical events that had an impact on the current relationship between the police and Indigenous people.

You also re-visited unconscious bias and prejudice, now in the context of your work with Indigenous people. As well, you were reminded of your duty to educate yourself in order to become more culturally proficient and to apply what you learn in your interactions with the Indigenous people that you serve.

Last, but not least, you examined circumstantial vulnerabilities that put this population at increased risk of being victimized and explored additional investigative tools at your disposal. You applied the concepts presented in this module and the investigative model of this course to case studies involving Indigenous missing persons.



The module is now complete.

### TABLE OF CONTENTS

1. Module Introduction
2. Module Objectives
3. Missing Indigenous Persons
4. Did you know...?
5. "Those Who Take Us Away"
6. Historical Events
7. Timeline
8. Unconscious Bias and Prejudice
9. Bias-free Policing
10. Investigative Considerations
11. Indigenous Cultural Awareness
12. Case Study 1
13. Case Study 2
14. Module Review
15. **Module Summary**
16. Next Steps

[« previous](#)
[next »](#)



# MISSING PERSONS INVESTIGATIONS



## Module 5 - Missing Indigenous Persons

16 / 16

### Next Steps

This concludes this course. We hope that you now feel better equipped to conduct missing persons investigations effectively.

Please proceed to the final exam. Upon successful completion (the passing mark is 80%), you will receive HRMIS credit for this training.

[Click here](#) for instructions on how to complete the final exam and the course evaluation.



1. Module Introduction
2. Module Objectives
3. Missing Indigenous Persons
4. Did you know...?
5. "Those Who Take Us Away"
6. Historical Events
7. Timeline
8. Unconscious Bias and Prejudice
9. Bias-free Policing
10. Investigative Considerations
11. Indigenous Cultural Awareness
12. Case Study 1
13. Case Study 2
14. Module Review
15. Module Summary
16. **Next Steps**

[« previous](#)[next »](#)