



**PATROL FIRST RESPONSE CHECKLIST**  
*For Incidents of Missing or Abducted Children*

| First Response Action  | Department Policy Reference(s) | Officer Notes |
|--|--------------------------------|---------------|
| <b>1. While En Route to Scene:</b>   |                                |               |
| Solicit all available information from 911 personnel   |                                |               |
| Develop action plan while en route and also looking for suspects, child or witnesses who may be leaving the scene  |                                |               |
| <b>2. Upon Arrival:</b>  |                                |               |
| Locate reporting person  |                                |               |
| Identify other key witnesses and detain them as allowed or practical   |                                |               |
| Determine timelines and locations <ul style="list-style-type: none"> <li>• When was child last seen?</li> <li>• Where was child last seen?</li> <li>• When were police first notified?</li> </ul>                      |                                |               |
| Obtain accurate descriptions of child and suspects   |                                |               |
| Determine child's guardian / parental situation / custodial issues   |                                |               |
| <b>3. Classification of Incident:</b>  |                                |               |
| Family abduction<br><i>In all missing/abduction cases, while the parents must be treated with great compassion, they must also be scrutinized as potential suspects due to the high number of parental abductions.</i> |                                |               |
| Non-family abduction   |                                |               |
| Stereotypical kidnapping   |                                |               |
| Lost, injured or otherwise missing   |                                |               |
| Runaway <ul style="list-style-type: none"> <li>• <b>Caution:</b> Base decision on <u>on-scene investigation</u> and not past behaviors or familial issues</li> </ul>   |                                |               |



|  |  |  |
|--|--|--|
| <b>4. Request Appropriate Resources and Support:</b>   |  |  |
| Assess information obtained and observed to this point and request all appropriate resource and support to ensure subsequent crime scene management, evidence protection and witness interviews are conducted in the most swift yet thorough manner possible |  |  |
| <b>5. Establish Perimeter:</b>   |  |  |
| Establish a <b>liberal</b> crime scene perimeter based upon visual assessment of areas known or potentially involved in incident, along with information obtained from initial interviews.   |  |  |
| <b>6. Crime Scene Management:</b>  |  |  |
| Identify and protect crime scene   |  |  |
| Identify, preserve and protect evidence  |  |  |
| Only disturb evidence if it is in danger of being contaminated or destroyed  |  |  |
| <b>7. Additional Information:</b>  |  |  |
| Solicit any new information from communications center   |  |  |
| Once descriptions are confirmed, ensure information is broadcast to all appropriate units and resources via the communications center  |  |  |
| Work with communications to ensure all required information is entered into NCIC as soon as possible, but not more than 2 hours after the first report of the incident   |  |  |
| <b>8. Initiate Search:</b>   |  |  |
| Gain consent to search child's living quarters if applicable to include entire home  |  |  |
| Treat living quarters as possible crime scene and protect and search accordingly   |  |  |

