



New York State Police

CHILD PROTECTION PROGRAM

Safety Education and Community Response

149518



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New York State Police CHILD PROTECTION PROGRAM

The New York State Police and
the New York State Division of Criminal Justice Services

would like to thank:

The Volunteers at The Sara Anne Wood Rescue Center for
their valuable insights in helping prepare this program.

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NEW YORK STATE CHILD PROTECTION PROGRAM

The Child Protection Program was developed by the New York State Police and the New York State Missing and Exploited Children Clearinghouse with the assistance of the Sara Anne Wood Rescue Center to address the issue of Child Abduction by Strangers.

The need for this program was reaffirmed during a meeting between New York State Governor Mario M. Cuomo, First Lady Matilda Cuomo, Director of Criminal Justice Services Richard Girgenti, Superintendent of State Police Thomas A. Constantine and Mr. and Mrs. Robert Wood. Mr. and Mrs. Wood are the parents of Sara Anne Wood, a child abducted in August of 1993.

Although the incidence of child abduction is rare, we believe that one case is too many. This program is designed with several purposes. The first is to educate the children living in New York and teach them the skills they need so they can remain safe within their communities. A presentation program for the parents is also included.

The second purpose of the Child Protection Program is to facilitate the efforts of the community to reunite the child and their family in the event that a child is abducted.

The final component of the Child Protection Program is to provide a guide for police agencies to follow when responding to missing children cases.

The major components of the Child Protection Program are summarized on the following pages.

CHILD SAFETY AND ABDUCTION PREVENTION PROGRAM

"STEP AWAY FOR SAFETY"

Presentation to Children

This child safety and abduction prevention program entitled "STEP AWAY FOR SAFETY" is designed to be taught by Police Officers to school-aged children in the 4th, 5th and 6th grade. Because the program is designed for interaction with the children, it is intended to be presented to small groups and may not be as effective for large lecture hall settings.

The program stresses child safety tips with particular emphasis in maintaining a safe distance from strangers and others that the child doesn't trust. The purpose of the program is to teach the children, not to scare them. "STEP AWAY FOR SAFETY" is the recurring message of the program. We are trying to teach the children not to put themselves in a risky position:

- "Don't walk up to the car";
- "If a someone walks up to you, take a step back";
- "If someone threatens you, step away and yell for help.
Kick and punch if you have to, but get away";
- Remember to: "STEP AWAY FOR SAFETY".

Presentation to Parents

The parent education program is designed to keep parents aware of the information being given to their children. It is important that parents and children discuss these safety measures to reinforce the message and to help reduce fear. The introductory part of this presentation will contain facts about stranger abduction, emphasizing that although these cases receive a lot of attention, they occur infrequently.

The parents' presentation will also contain material on child identification record keeping; that each year the parent should have a photograph and an updated list of important identifying information. Fingerprint programs will be discussed. In order to allay the fears of parents, this program will allow for a greater period for questions and answers.

WHAT TO DO IF A CHILD IS ABDUCTED

RESPONSE OF THE COMMUNITY

This portion of the Child Protection Program consists of material advising parents to reach out to their family and friends in the community if their child has been abducted. The Sara Anne Wood Rescue Center, a community organization that was established following the abduction of Sara Anne Wood, a 12 year old from Herkimer County, was a valuable source of information for this program. The Rescue Center provided a model to follow for organizing community efforts to find a missing child. This pamphlet is designed to supplement the interaction of the responding Police Officer with the family of the abducted child.

When a child is abducted, mobilization of community resources is important to let others know of the child's disappearance and to work quickly to help reunite the child and their family. The police, of course play a major role in this effort, but they need the help of the community. During the first few hours after the disappearance of the child, the family will be working closely with the police, providing information for the police investigation. It is during this time that the community can be of tremendous assistance to both the police and the family. The information brochure is designed to facilitate this community effort and will highlight: working with the police; getting assistance from community volunteers and identifying resources available to assist in the effort to reunite the family.

RESPONSE OF THE POLICE

This segment of the Child Protection Program contains specific information to assist police officers in handling missing children investigations. The report of a missing child, especially a child that has been abducted, calls for a coordinated response between all the resources of the community. Individual police agencies cannot undertake this task alone. Rapid dissemination of information is important, especially in the early stages of the investigation. Police departments must identify the resources available and learn the capabilities of these resources. This information is designed to supplement any existing procedures established by individual police agencies.

Child Safety and Abduction
Prevention Program

**"STEP AWAY FOR
SAFETY"**

Presentation to Children

Instructor Outline



James W. McMahon
Superintendent

LECTURE OUTLINE: CHILD SAFETY AND ABDUCTION PREVENTION

CHILDREN'S PRESENTATION

NOTES TO THE INSTRUCTOR

This child safety awareness program entitled "STEP AWAY FOR SAFETY" is designed to be taught by police officers to school aged children in the 4th, 5th and 6th grades. Because the program is designed for interaction with the children, it is intended to be presented to small groups and may not be effective for large lecture hall settings.

- Instructors are encouraged to let the students provide many of the answers to the issues raised in this presentation.
- Role playing exercises are recommended when working with this age group. This is an outline of the program only.
- This outline is not meant as a script to read.
- Each instructor should personalize the presentation to the audience and to topics of local interest.
- Make the program enjoyable , but remember that this is a serious topic.

The program stresses child safety tips with particular emphasis in maintaining a safe distance from strangers and others that the child doesn't trust. The purpose of the program is to *teach* the children, not to scare them. "STEP AWAY FOR SAFETY" is the recurring message of the program.

We are trying to teach the children not to put themselves in a risky position:

- "Don't walk up to the car";
- "If a stranger walks up to you, take a step back";
- "If someone threatens you, step away and yell for help. Kick or punch if you have to, but get away";
- Remember: "STEP AWAY FOR SAFETY".

"STEP AWAY FOR SAFETY"

INTRODUCTION

- Greeting
- Class/Audience Assessment By Presenter.

WHO ARE THE POLICE?

Uniformed Officers:

- ALL must carry a badge and personal identification.
- Shoulder patch, which signifies the officer's department.
- A hat to go with the officer's uniform.
- The gun—what everyone notices first; good opportunity to mention gun safety BRIEFLY.
- Uniformed officers driving "police" cars.
- Explain that police sometimes use "unmarked" cars.
- Identify local police departments and their features.
- ALL police officers should identify themselves to you.

Plain Clothes Officers:

Some police officers are Detectives or Investigators and wear regular clothes. They will always carry an identification card and a badge which they should show to you. Ask for it. If you have a doubt, ask for a marked police car to respond.

REMEMBER:

- The police are here to help you.

Example - Explain that police officers help people and are on their side. Emphasize that police officers do not take kids away as they may have heard, rather, they help them if they're in danger.

WHY DO WE NEED THIS PROGRAM?

- To keep you and your friends safe.
- Refer to Sara Anne Wood, Kari Lynn Nixon, etc. (see note below).
- Even though child abductions by strangers are rare, we don't want them to happen at all.
- "STEP AWAY FOR SAFETY"
 1. Discuss the concept of "magic circle" or "safety zone" and maintaining it.
 - The "safe" area around a child that allows them enough room to escape from a stranger who tries to confront them.
 2. Discuss expressing personal feelings about being touched.
 - Discuss briefly - "Good touches and bad touches" that they learned about when they were younger.
 3. Good opportunity to talk about instincts, i.e., "funny feelings" about other people.
 - Learn to TRUST YOUR INSTINCTS.
 - Learn that it's all right to say "No" to anybody who makes you feel uncomfortable or unsafe.
 - Discuss saying "No" to authority figures when they want you to do something that you know is wrong.
 4. Impress upon them the importance of not taking that first step toward danger - STEP AWAY FOR SAFETY - literally and figuratively.

☛ **NOTE:** Missing children posters will be provided to instructors on these two cases:

SARA ANNE WOOD, a 12 year old from Herkimer County, was abducted from a rural road one half mile from her house in the afternoon of August 18, 1993.

KARI LYNN NIXON, a 16 year old from Clinton County, was abducted and killed while walking home from a grocery store in the evening of June 22, 1987. Her murderer was arrested on January 28, 1994.

- Instructors can use any local case to help illustrate that the purpose of this program is to prevent other tragedies from occurring.

WHAT *YOU* CAN DO TO KEEP YOURSELF SAFE AND AVOID DANGER

STRANGERS:

Define "stranger." Let them give you a definition of a stranger - (make this exercise interactive, NOT a lecture.)

- A "stranger" is anyone YOU don't know VERY WELL OR TRUST.
- Am I a stranger?
- Even someone that you see everyday, but don't really *know* is a stranger.
- May be a man or a woman.
- Well-dressed or shabby.
- Pretty or not pretty.
- Friendly or unfriendly.
- Young or old.

STREET SAFETY:

- Know your name, address (with zip code) and phone number (with area code) by heart; be able to write them.
- Know where your village or town appears on a NYS map and U.S. map.
- Let your parents know where you are and where you're going to be.
- Have a password only you and your parents know.
- Always walk or play with friends (example: Sara Anne Wood and Kari Lynn Nixon were alone when abducted).
- Never walk alone after dark, or in places you're not familiar with.
- Always take the safest route to where you're going. Don't use a "shortcut" by yourself or one that takes you through dangerous areas.
- Know who to call for help.

- Stay away from cars you don't recognize. NEVER hitchhike!
- Watch out for your friends and run to a safe place to tell someone if you think they're in trouble.
- If you're in a store or mall and you're separated from your parents, go to the store cashier and ask for help. Don't go outside the store to look around.
- Never accept ANYTHING from a stranger.
- If you arrive home and your house doesn't look "right," (such as if a door is open or a window is broken out), go immediately to the house of trusted neighbors and tell them - DON'T go inside to check!

HOME SAFETY:

- Make sure you know how to lock doors and windows in your house. LOCK them if you're home alone.
- If your parents aren't home, DON'T answer the door (unless parents say its OK).
- Know who to call in an emergency if your parents aren't home.
 - Police
 - Fire Department
 - Ambulance
 - 911 (if available)
 - Have these phone numbers near telephone
- If someone calls when your parents aren't home, tell the person your parents are busy and will call back. Take a message, if you need to, but NEVER tell anyone on the phone that you're home alone. NEVER give out personal information.
- If someone breaks into your house, GET OUT right away and go to the house of a neighbor you know and trust. Have them call the police immediately.

WHAT YOU CAN DO IF YOU FEEL YOU AND YOUR FRIENDS ARE IN DANGER?

INSTRUCTOR'S NOTE: These examples should be used with active participation of the students. If time permits, use the children in role playing exercises to emphasize the points. Let the students provide the answers and discuss the answers with them.

Q. WHAT DO YOU DO if a stranger:

ASKS you for HELP?

OR

OFFERS you:

MONEY,

A TOY,

CANDY

or

A PET ?

A. SAY "NO" very loudly and go to a safe place or a place where there are other people around. Don't let a stranger enter your "safety zone," and if they try to...STEP AWAY FOR SAFETY!

Q. WHAT DO YOU DO if a stranger asks you to go for a ride?

A. GET AWAY as fast as you can. NEVER get into a stranger's car for ANY reason!

Q. WHAT DO YOU DO if a stranger says he was sent to pick you up because Mom or Dad is hurt or in trouble?

A. STEP AWAY FOR SAFETY. Again, never get into a stranger's car for any reason.

You can develop a "secret code word" with Mom and Dad, and never go anywhere with someone who doesn't know it right away.

Q. WHAT DO YOU DO if a stranger asks you for directions?

A. STAY AWAY FROM THE CAR! The police recommend that you say nothing and walk away in the opposite direction the car is headed.

Q. WHAT DO YOU DO if a stranger tries to follow you or touch you?

A. YELL "Stay away from me," or "This person is trying to hurt me," or "You are not my Mom" (or Dad) and go to a safe place right away!

Q. WHAT WOULD YOU DO if you thought that a car was following you?

A. TURN AROUND and go the other way. If the car stops and turns around, run to a safe place.

A safe place is your house, a neighbor's, a block house, store or public building (firehouse, post office, school, etc.)

ALWAYS walk against traffic and try not to walk alone.

Q. WHAT DO YOU DO if a stranger grabs you?

A. SCREAM for help and kick, hit, scratch or bite him, then run to a safe place as fast as you can. **REMEMBER**—if a police officer is around, he or she will **HELP** you.

- **DON'T** do what the stranger tells you - **GET AWAY**.
- **DON'T** stand still and act afraid of a stranger - **GET AWAY**.
- **DON'T** keep it a secret when a stranger scares you or makes you feel uncomfortable—tell your parents, a grown-up friend or a police officer.
- **DO ANYTHING** you can to get away—shout, kick, bite, hit or run!

Q. WHAT DO YOU DO if you see a suspicious car in your neighborhood or where you and your friends are playing?

- A.**
- **DON'T** go near the car!
 - Try to remember:
 - Color of the car
 - License number
 - Number of doors
 - Tinted windows
 - Anything else unusual about the car
 - What the driver looked like
 - **TELL** this information to someone you trust.

Q. WHAT DO YOU DO if an older person that you know may try to touch you or have you do something that you feel is wrong.

A. If this happens:

- Say "NO."
- "Step away for safety," and
- Tell someone that you know and trust what happened.

Q. Who are some of the people that you could tell if a stranger or someone that you know forces you to "Step away for safety?"

- A.**
- | | |
|--------------|---|
| 1. Parents | 5. School Nurse |
| 2. Teacher | 6. School Social Worker or Psychologist |
| 3. Principal | 7. Doctor |
| 4. Police | 8. Clergy |

WRAP-UP

REVIEW WHAT WE'VE LEARNED:

1. Strangers are persons who YOU don't know REALLY WELL OR TRUST.
2. Police are there to help you, and they should be able to prove to you that they're really the police. They should prove it with other adults around.
3. We have to be careful, even around older people that we already know and trust.
4. You can do things to keep yourself safe, at home, on the street and in other public places.

REINFORCE THE MAIN THEME: "STEP AWAY FOR SAFETY"

- Tell children to be proud of themselves and to WALK WITH PRIDE and CONFIDENCE. (Such an attitude will usually make a child safer out on the street.)
- QUESTION & ANSWER PERIOD

Child Safety and Abduction
Prevention Program

**"STEP AWAY FOR
SAFETY"**

Presentation to Parents

Instructor Outline



James W. McMahon
Superintendent

LECTURE OUTLINE: CHILD SAFETY AND ABDUCTION PREVENTION

PARENTS' PRESENTATION

NOTE TO THE INSTRUCTOR

The parent education program is designed to keep parents aware of the information being given to their children. The introductory part of this program will contain facts about stranger abduction, emphasizing that although these cases receive a lot of attention they occur quite infrequently.

The parent's presentation will contain material on child identification record keeping; that each year the parent should have a photograph and an updated list of important identifying information. Fingerprint programs will be discussed. In order to allay the fears of parents, this program will allow for a greater period for questions and answers, and uses the same handout material as the children's program.

This program is intended to be delivered to Parents and Teachers Organizations, Parents, Teachers and Students Associations, and community service clubs such as Rotary, Lions, Kiwanis, and the like.

"STEP AWAY FOR SAFETY"

INTRODUCTION

- Greeting
- State purpose of presentation

OBJECTIVE:

- Teach parents how to best keep their children SAFE

WHY THE NEED FOR THIS PROGRAM?

- To keep all children safe.
- Refer to SARA ANNE WOOD, KARI LYNN NIXON (See note below).
- Even though child abductions are rare, one is too many.

NOTE: Missing children posters will be provided to instructors on these two cases:

SARA ANNE WOOD, a 12 year old from Herkimer County, was abducted from a rural road one half mile from her house in the afternoon of August 18, 1993.

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Instructors can use any local case to help illustrate that the purpose of this program is to prevent other tragedies from occurring.

WHAT CAN PARENTS/ADULTS DO TO KEEP CHILDREN SAFE AND TO PREVENT ABDUCTION?

- Once, child safety was taken for granted. Now, it is a major concern. Preventing child abduction is a two-step process; educating yourself and educating your child.
- As your children grow older, they are going to be separated from you more and more. You won't be able to watch them all the time. You must teach your children to be "street smart" to know what to do if confronted by a situation that could be life threatening.
- As concerned adults and parents, we must do all we can to educate our children, grandchildren and every child about abduction. With the necessary prevention tools, we can help our children lead happier and safer lives. We don't want to scare our children or make them afraid of every adult. We do, however, want to arm them with basic safety tips that may save them from a frightening, or even life threatening, experience.
- For years we have been telling our children to beware of strangers, but many cases of child abuse and abduction are committed by someone the child knows and trusts. Unfortunately, it is not just the stranger that we have to watch out for.
- *COMMUNICATION* is the key. Be someone your child can talk with. Try to be sensitive to what your child is saying. Let your child know that you love him/her, no matter what, and that he/she can talk to you about anything. Discuss openly with your child what is appropriate and inappropriate behavior by adults (i.e., good touch vs. bad touch). Properly taught, *SAFETY* can become as automatic as learning to look both ways before crossing the street.

PARENT INFORMATION CHECKLIST

The following is a list of information every parent should have on hand about their child. Some of the information may seem unnecessary, but having the information available could save valuable time should your child be abducted.

- Fingerprints, footprints (infants only), dental records, birth certificates.
- Photographs of child done every six months, particularly during their growing years. Photographs should be clear and have sharp facial detail. Weight, height, clothing and shoe size should be recorded on the back of the pictures.
- Know where all medical records can be located, and they should be kept up to date.
- Record distinguishing characteristics such as:
 - ▶ Eye color
 - ▶ Hair color
 - ▶ Birth marks
 - ▶ Moles
 - ▶ Warts
 - ▶ Scars
 - ▶ Speech impediments
 - ▶ Prescription data and frame type of all eyeglasses and contact lenses
 - ▶ Whether ears are pierced and, if so, how many times
 - ▶ Right or left handed
 - ▶ Blood type
 - ▶ Medical condition, allergies, prescription medication, and what the effects are if needed medication is not taken
- Hobbies
- Obtain a passport for each child. Once a passport is issued, it is difficult to obtain a duplicate for the same person
- Know what your child is wearing every day.

HOME AND STREET SAFETY

HOME SAFETY:

- Teach children how to lock doors and windows and to LOCK them if they are home alone.
- Teach children not to answer the door if they are home alone
- Teach children their full name, address, and phone number and that of a relative or friend.
- Teach children to find their home town on a state and national map.
- Teach children how to use the telephone, both rotary and touch tone as well as how to make a long distance call
- Teach children whom to call in an emergency if home alone
- Police
- Fire department
- Ambulance
- 911
- Teach children that if someone telephones when they are at home alone, they are to tell the person that their parents are busy and will call them back. They can take a message if they need to, but NEVER tell any one on the phone that you are home alone - or give any personal information.
- Teach children how to reach you by telephone at work; post important numbers near the phone.
- Teach children to check in with you at work when they get home

STREET SAFETY:

- Teach children to know their name, address with zip code and phone number with area code by heart and be able to write them.

- Teach children to let you know where they are at all times.
- Teach children to always use the buddy system when walking or playing.
- Teach children never to walk alone after dark, or in places they are not familiar with.
- Teach children to always take the safest route to their destination—*No Shortcuts*.
- Teach children to know whom to call/telephone for help.
- Teach children to stay away from cars that are unfamiliar to them.
- Teach children to watch out for their friends as well as for themselves and to run to a safe place to tell someone if they think that they or their friends are in trouble.
- Teach children that if they get separated from you while in a store or mall, do not wander. Have a prearranged meeting place if you become separated or go to the store cashier or office and ask for assistance. DO NOT go outside of the store for help or to look for you.
- Teach your children not to wear clothing imprinted with their name. Don't give them clothing or backpacks imprinted with their name.
- **TEACH CHILDREN TO NEVER ACCEPT ANYTHING FROM A STRANGER.**
- Define "STRANGER" for your child.
 - (a) A stranger is anyone who you DON'T KNOW VERY WELL or DON'T TRUST.
 - (b) Am I a stranger?
 - (c) Even someone who you see every day, but don't really know, is a stranger.
 - (d) May be a man or a woman.
 - (e) May be well or shabbily dressed.
 - (f) May be pretty or not, handsome or not.
 - (g) May be friendly or unfriendly.
 - (h) May be young or old.

PRACTICE SCENARIOS

THE FOLLOWING ARE POSSIBLE SCENARIOS WHICH YOU MAY WANT TO PRACTICE WITH YOUR CHILD. ASK "WHAT IF..."

- **A STRANGER ASKS FOR YOUR HELP OR OFFERS YOU A TOY, CANDY, MONEY OR A PET, OR ASKS YOU TO HELP LOOK FOR A LOST PET?**

SAY NO VERY LOUDLY AND RUN TO A SAFE PLACE

- **A STRANGER ASKS YOU TO GO FOR A RIDE OR ASKS FOR DIRECTIONS?**

SAY NO VERY LOUDLY AND RUN TO A SAFE PLACE

- **A STRANGER TRIES TO FOLLOW YOU OR A FRIEND?**

YELL, "STAY AWAY FROM ME," OR "THIS PERSON IS TRYING TO HURT ME" OR "YOU ARE NOT MY MOM (OR DAD)" AND RUN TO A SAFE PLACE

- **A STRANGER TELLS YOU THAT HE WAS SENT TO GET YOU BECAUSE MOM OR DAD IS EITHER HURT OR IN TROUBLE.**

NEVER GO ANYWHERE WITH A STRANGER! YOU CAN DEVELOP A SECRET "CODE WORD" WITH YOUR CHILD AND ADVISE THEM NEVER TO GO WITH ANYONE WHO DOESN'T KNOW IT IMMEDIATELY WITHOUT GUESSING.

- **A STRANGER GRABS YOU OR A FRIEND.**

KICK, HIT, SCRATCH, BITE, SCREAM, OR ANYTHING TO GET FREE AND RUN TO A SAFE PLACE AS FAST AS YOU CAN.

- **A STRANGER DISPLAYS A WEAPON.**

SAME AS ABOVE. NEVER COMPLY WHEN A WEAPON IS DISPLAYED (i.e., Pittsfield, MA. On January 7, 1994, Lewis Lent, Jr. allegedly attempted to abduct 12 year-old Rebecca Savarese at gunpoint as she walked to school. She managed to wriggle free from him and run away. Rebecca had received resistance training in school from local police.)

TEACH YOUR CHILDREN TO DO THE FOLLOWING:

"IF CONFRONTED BY A STRANGER..."

- **PROTECT YOUR SAFETY ZONE/MAGIC CIRCLE. STEP AWAY FOR SAFETY.**
- **YOU DON'T HAVE TO DO WHAT THE STRANGER WANTS YOU TO DO. NEVER GO INTO A STRANGERS CAR.**
- **DON'T STAND STILL AND ACT AFRAID.**
- **DON'T KEEP IT A SECRET--TELL YOUR PARENTS, A GROWN-UP FRIEND OR A POLICE OFFICER.**
- **DO ANYTHING YOU CAN DO TO GET AWAY, SHOUT, KICK, BITE, HIT, RUN, PUNCH; ANYTHING TO DISTRACT THE STRANGER, EVEN FOR A SPLIT SECOND. THAT SECOND COULD MEAN BREAKING FREE FROM AN ATTEMPTED ABDUCTION.**
- **WALK WITH PRIDE - BE PROUD OF WHO YOU ARE, WHAT YOU ARE DOING, AND WHERE YOU ARE GOING. PEOPLE WHO WALK PROUDLY AND CONFIDENTLY WILL USUALLY BE SAFER OUT ON THE STREET.**

WRAP UP— QUESTION AND ANSWER PERIOD

WHAT TO DO IF YOU THINK YOUR CHILD IS MISSING

If your child is missing from home:

Call the police and request their immediate assistance. If you know the child has been abducted, try not to disturb anything in the house. Otherwise, while awaiting the arrival of the police, double check your house and grounds. Try to determine the child's whereabouts: check friends, neighbors and immediate relatives. Make notes of who you contacted and where you looked. Check the attic, closets, under the beds and the cellar; check any piles of clothing large enough for a child to crawl beneath; check the garage and the interior and trunk of any vehicles on your property. When the police arrive at your house, unless there are witnesses who can verify that an abduction took place, the police will conduct a thorough search of your home and property.

If your child is missing while away from home:

If you are at a store or public place, notify a store manager or security personnel immediately and provide a description of your child. Request that the police be notified. While looking for your child in public areas, pay more attention to faces of any children you see. It is easy to change the appearance of a child. While waiting for the police to arrive, try to locate anyone who may have seen your child leave the area and request that they wait for the arrival of the police.

Working with the Police:

The initial interview provides the basis for the continuing investigation and dissemination of information to other law enforcement officers and the public. Be prepared to give a description of the missing child, including: sex, height, weight, hair color, eye color, blood type, complexion, any unique identifying characteristics such as moles, warts, scars, if the child wears glasses or has braces etc. Give the investigating officer recent photographs of your child to assist the search. A simple photo with a plain background is best. School pictures are ideal, but also include a picture that shows the whole child.

Most children return safely with a short period of time, but if the child is not located within a few days, the police will need your help to complete a document called the Missing Person Data Collection Guide, which contains more in-depth information on the missing child.

Your cooperation with the responding police officer(s) is absolutely necessary to assess the circumstances surrounding the missing child.

New York State Police
**CHILD PROTECTION
PROGRAM**

Children's Fingerprint
Programs



James W. McMahon
Superintendent

Children's Fingerprint Programs

All parents should have a means of positive identification for their children. - By giving parents a form to record their children's vital information and a set of their children's fingerprints, police agencies will have a valuable tool to enhance law enforcement efforts when a child is missing.

Moreover, every police department works to improve relations between law enforcement and the public. Good relations between the police and the public facilitate cooperation in times of crisis. Few programs accomplish these goals as well as a professionally administered child fingerprinting program.

Organizing a Program in your community

- (1) Identify suitable locations and occasions for administering a program.
 - Utilize opportunities such as displays at shopping centers, malls and fairs.
- (2) Identify those time periods during the month when all or most of the officers under your command are on duty.
 - Consistent with manpower availability and patrol responsibilities, designate officers to operate a program during that period.
- (3) Solicit the assistance and cooperation of any other local police departments and sheriff offices in the area where the particular program will be held.
- (4) Insure sufficient lead time for your program to facilitate optimum opportunity for publicity.
- (5) Publicize your programs through the press, clergy, school districts and other appropriate avenues.
- (6) You may contact the Public Information Office of the New York State Police to request their assistance in arranging a fingerprinting program. Some of the arrangements which the State Police can make include:
 - Supplying an ample amount of "Missing Person" fingerprint cards.
 - Publicity for the local program.
 - Pre-printed posters.
 - Media contacts.
 - Handout material.
 - State Police personnel to administer or assist with the program.

Fingerprinting Children

Specific instructions for fingerprinting children:

- (1) Utilize personnel experienced in taking fingerprints. Printing children can be particularly difficult.
 - Arrange a "quality control" program.
 - + You may wish to present a class or lecture on the proper techniques for taking fingerprints.
 - + Insure that the fingerprints actually taken are classifiable.
 - + You may consider spot checking cards or, if manpower permits, assign an officer to check the quality of the fingerprints.
- (2) Use the DCJS Personal Identification fingerprint card (Form DCJS - 11) or similar card, take 1 set of fingerprints and insure that the card is properly filled out.
 - Use printer's ink.
 - Distribute ink evenly on the inking slab.
 - Wash and dry the child's fingers thoroughly.
 - Roll fingers from nail to nail, and avoid allowing fingers to slip.
 - Be sure impressions are recorded in the correct order.
 - If amputation or deformity makes it impossible to print a finger, make a notation to that effect in the individual finger block.
 - Examine the completed prints to see if they can be classified.
 - Use palm prints for very young children or those who can not be printed properly. Roll palm from the heel of the hand inward.
- (3) Give the card to the parent or guardian or other person in loco parentis of the child fingerprinted.
 - Advise the such person to keep the card in a safe place so it will be available if the need arises.
 - There is no reason to make any permanent record concerning the fingerprinting of a child under these circumstances.

New York State Police

CHILD PROTECTION PROGRAM

Community Response
To A Child Abduction



James W. McMahon
Superintendent

RESPONSE OF THE COMMUNITY

INTRODUCTION

Whenever a child is missing, and especially when a child has been abducted, the event has a tremendous impact on the family and the entire community. The child's parents will need to reach out to their family and friends for assistance. Mobilization of community resources is important to inform others of the child's disappearance and to work quickly to reunite the child and their family. The police, of course, play a major role in this effort, but they also need the help of the community. During the initial search for the missing child, the police will call on organized resources for help. Included in this group are fire departments, forest rangers, other police departments, and specially trained Search and Rescue Teams. It is during this time that the community can step forward and become a tremendous asset to the child, the family and the police.

In addition to all of these efforts, the community must become the eyes, the ears and helping hands of the missing child's family. The community can volunteer to perform critical tasks, such as printing and distributing posters with the picture of the missing child. The posters have to be seen at the gas station down the block and at the grocery store 50 miles away. The volunteers may be family, friends, neighbors or acquaintances who share a common bond - the desire to locate and effect the safe return of the missing child.

The information presented in this guidebook is designed to facilitate this community effort and will highlight working with the police, getting assistance from community volunteers and identifying resources available to assist in the effort to reunite the family. The Sara Anne Wood Rescue Center, a community organization that was established following the abduction of 12-year-old Sara Anne Wood from Herkimer County, was a valuable source of information for this program. The Rescue Center provided a model to follow for organizing community efforts to find a missing child.

ESTABLISHING A COMMUNITY ORGANIZATION

What Is An Organization?

- An organization is **collection** of people engaged in coordinated activities to accomplish a goal.
- The **key** to any successful organization is **coordinating the efforts** of all the workers and obtaining needed equipment and supplies to attain organizational goals.
- The **goal** of a community organization in a child abduction case is simple:
To reunite the child with the family.

As with any organization, different people will be required to perform different roles. These roles will be identified, and a guideline to follow in setting up a community based volunteer effort will be provided.

The community must remember the one goal of their organization. By keeping a focus on finding the abducted child, the volunteers will be better prepared to undertake difficult tasks.

Choosing A Location:

Before any work gets done, those in the community who volunteer to help the family need a place to meet. Early in the effort, any suitable shelter will do, but any sustained effort will require a more elaborate facility.

The **ideal location** would be a **building or group of offices**, large enough to accommodate all of the volunteers and any needed equipment. Phone lines will need to

be installed, and a large number of electrical outlets must be available. In addition, the location may have to be **available for an extended period of time.**

As an example, the Sara Anne Wood Rescue Center volunteers first met in a community church basement, but quickly outgrew the space. Fortunately, they were able to utilize a vacant bowling alley in a nearby town. A local real estate agent may be of assistance in locating appropriate office space.

COORDINATOR OF THE COMMUNITY VOLUNTEERS

In order for the community efforts to be successful, someone is needed to coordinate the volunteers and work with the family and the police. The **role of coordinator** is usually **best served by a friend of the family**, someone who will be responsive to the needs of the family. A member of the missing child's immediate family is not ordinarily the best choice for this role. Family members must be available for the police investigators and for providing each other with the needed emotional support.

The position of coordinator requires a **capable, sensitive and organized** person. Remember, most of the efforts will be from those who are donating their own time and energy. Community residents need to know that their skills and talents are necessary and appreciated. The coordinator must be able to **interact well** with the volunteers and to have the ability to network with other agencies involved in the search operation.

The coordinator must learn to be **patient** when working with the police, the media and any other structured organization in the community. Often the first person you contact is not the authorized decision maker or the person with the most knowledge of the subject. Be specific in what you are asking for. Many people will want to help, but need to be told what service they can provide. Sustaining the efforts of the volunteer group will require continual assessment of the job tasks, as well as flexibility in the structure of the organization. Records must be maintained to avoid duplication of efforts. Above all else, keep the lines of communication open and keep focused on your goal.

The following pages offer the coordinator information on how to reach out to the community to locate volunteers and equipment that will be needed. Custom tailor the resources that are identified in this guidebook to suit the needs of your group.

VOLUNTEERS

Word of a missing child brings out both the fears and the best efforts of the people in our communities. Many concerned citizens in the community will step forward to provide whatever assistance they can. Sometimes a sustained effort requires additional help from the community-at-large.

Most communities have **existing groups**, with a large pool of members to draw from that can be asked to volunteer in the effort to locate the child. These resources can be readily identified by checking the Yellow Pages in your local phone book. Common Yellow Pages headings are included in the following examples of existing community groups that may provide volunteer help:

- **Church groups**
 - Yellow Page heading: Churches
- **Community Service Groups**
(Rotary, Moose Lodge, Lions, Kiwanis, American Legion, etc.)
 - Yellow Page heading: Fraternal Organizations
- **Fraternities and Sororities from local colleges**
 - Yellow Page heading: Fraternities and Sororities
- **Community Volunteer Associations**
 - Yellow Page headings: Social or Human Services
or Volunteer Workers Placement Service
- **Parent-Teacher Associations** (Contact through local school district)
 - Yellow Page heading: Schools

Areas of Responsibility

The areas of responsibility that are identified here represent tasks that should be **handled by different people** within the volunteer organization. Each area should have a leader to work out staffing and operational problems. The volunteers should be assigned to an area where they have skills, expertise, and especially an interest in helping with those tasks.

I. POSTER AND MATERIAL DISTRIBUTION

One of the most important tasks the community can perform is printing and distributing posters with the picture of the missing child. In the first few hours after the disappearance of the child, it is imperative to spread the word throughout the community about the missing child.

A poster or flyer is a simple and effective way to spread the word and get a **description of the child to a large number of people**. This is an extensive task and the one that will take most of the group's efforts. The posters have to be seen right away at the gas station down the block and at the grocery store 50 miles away. As time progresses, if the child is not found, the distribution of poster has to be extended over a wider area.

Posters can be distributed in the immediate area by **local volunteers** who would request of store and business owners to display the poster. **People who travel** to work or who are going on vacation can be asked to take along and distribute a supply of the posters. **Local trucking companies, taxi companies and bus services** can also be asked to help.

The **police** will be able to help create a suitable flyer with a description of the child and what to do if the child is seen. A quality copying machine can adequately reproduce a photograph and descriptive information for a poster. The child's name, height, weight and a description of the clothes the child was wearing should be included, as well as the

phone number of the investigating police agency. If there is an 800 toll free number available for the police command post or the community organization, include the number on the flyer.

The poster should immediately be sent to the **New York State Missing and Exploited Children's Clearinghouse** and to the **National Center For Missing and Exploited Children**. These two organization are a valuable resource for all aspects of missing children cases. Their phone numbers and addresses are located in the back of this guidebook.

Printing

The leader of the printing group has responsibility for **coordinating** the process of printing flyers, signs, billboards, posters and/or buttons with black and white or color photographs with area print shops, schools, colleges, businesses, insurance companies and state and county printing facilities. The leader also must maintain an **inventory** of items distributed and the **destination/location** of same. Commercial printers can be located in the yellow pages under the heading: Printers.

Mailing

The leader of the mailing section is responsible for handling all U.S. **Mail and commercially shipped packages**. This would include packages being wrapped, classified, sorted and stamped with correct postage. A good working relationship should be established with post office and shipping company personnel. **Records** should be kept on a daily basis concerning the amount of money spent, out of country mailings, bulk mailing and first class mail.

- For more information on mailing procedures contact the local post office and package shipping companies.

- There are a number of businesses that will provide customized mailing lists and preprinted mailing labels to assist in the distribution of posters and other literature. By using a preprinted mailing label, material can be distributed quickly and efficiently.
- The mailing label companies are listed in the Yellow Pages of your local phone book under the heading, "Mailing Labels."
- Lists and labels are available for many different services, by region, including truck stops, grocery and convenience stores, colleges, train and bus stations, Chambers of Commerce and a wide assortment of businesses.
- The local library will have both in-state and out-of-state telephone books to locate resources in other areas
- Major chain stores such as Sears Roebuck, K-Mart, Montgomery Ward may supply printouts and mailing labels of their store locations.
- American Automobile Association (AAA) has books for each state containing lists of restaurants, motels, hotels and tourist attractions.

To distribute information and posters to Police Departments:

- The National Directory of Law Enforcement Administrators is available and includes police agencies in the United States and Canada. This publication is available from:

SPAN Publishing - P.O. Box 365,
Stevens Point, Wisconsin 54481-0365
Phone 1-800-647-7579.

This company can also provide custom mailing lists and labels for police agencies.

- The New York State Division of Criminal Justice Services has a listing of phone numbers and addresses for all Police Departments in New York State.

Phone Number - (518) 457 - 8381

Photocopying

The leader of the photocopying group coordinates making **photocopies of flyers, letters and other miscellaneous documents** for distribution and filing as needed. This person must also be the **liaison between photocopier vendors and repair service.**

II. TELEPHONE SERVICES

The telephone services group leader is responsible for ensuring **sufficient telephone equipment and staff** members are available to handle incoming calls, take messages and forward information to appropriate persons. This is a difficult area for which to schedule volunteers. The leader needs to be **aware of any major press releases or media coverage** that would increase the volume of incoming calls.

The volunteers that handle the phone calls should **not routinely handle information regarding the police investigation.** Have them take the caller's name and number, and ask the person to call the police command post. Any information that is obtained must immediately be passed on to the investigating police agency.

The leader must maintain a **good working relationship with the local telephone company customer service representative.** Telephones need to be installed immediately upon setting up the volunteer organization. Arrange with the telephone company to have an exchange that has the capability to handle multiple phone lines. In addition to the primary number(s) for incoming information, there should be separate telephone numbers which are not given out to the public and only used for outgoing calls. It is recommended that an **800 number** be established for callers to reach the organization from outside the immediate calling area. Local phone companies can assist with these services.

III. FINANCIAL CONCERNS

Fund-Raising

It is suggested that the community organization separate itself from the active solicitation of funds. The organization is ostensibly established to help find the child rather than to raise money. However, this is a decision which should be made by the family and the coordinator of the volunteer effort. Ideas for fund raisers include:

- Local bands for concerts
- Cookbooks with favorite recipes
- Calendars
- Dinners
- Pins
- Donation boxes at area retailers
- Raffles
- Car washes
- Athletic benefit games
- Bake sales
- Auctions

For other Fund Raising ideas look in the Yellow Pages under the heading:
Fund Raising Counselors

Donations

There are many in the community, and in fact across the country, that want to help, but cannot spare the time. These people often will donate money to help the cause. Sometimes this money is dedicated for a **reward fund** and sometimes for **administrative use** by the volunteer organization.

The money donated for the child **rescue efforts and other administrative efforts** should be **placed in a trust fund** and **administered by at least two designated people who are not assigned any other tasks**. All envelopes are opened by them, donations verified, documented and deposited into an account that requires both signatures to retrieve. The account should be placed in the missing child's name under the **Uniform Gift to Minors** category. A **separate Reward Fund account** should be established.

- For further information on Trust Accounts, contact a financial officer at a local bank

IV. FOOD SERVICES

The leader of this section must coordinate the **feeding of the volunteers** and other workers. Many individuals are willing to donate prepared foods and baked goods to assist the organization. Local high schools and colleges food service providers may also be willing to donate.

To avoid surplus food on some days and no food on others, volunteers must work together and contact individuals, restaurants and businesses to coordinate the donation of the food for specific meals on specific days.

- Food service organizations can be located in the yellow pages under the heading: Catering or Restaurants.

V. MEDIA LIAISON

The personnel assigned to this section **create and sustain public awareness** of the missing child **through the print and broadcast media**. A person knowledgeable in media relations will be invaluable in this position. Due to the high visibility of this section, **workers need to have strong telephone, interpersonal and diplomatic skills**.

Press releases should be coordinated with the investigating police department to avoid duplication and possible conflict of efforts. Any information about the investigation should come only from the police.

Important contact people include the News Directors of local television stations, radio stations and newspapers. They will be listed in the Yellow Pages of the local phone book. The City Desk Editor of the local newspaper is another important contact person.

It is important to maintain a continued interest in this news story. The local media contacts can provide a launching point for a broader based media campaign. **A current list of media contacts** must be maintained.

A **file** should be set up **for newspaper clippings**. If there is widespread coverage of the missing child in newspapers, it may be advisable to hire a "clipping service" that will send you articles from newspapers across the country. Check the Yellow Pages under the heading: Clipping Bureaus.

If the child is not located within a short time, efforts may have to reach a wider, and even national, audience. It is important that the family be kept aware of what is being done to publicize the missing child's case. Family members are the most likely to face media interviews. Not all parents will want to undertake this massive effort and personal strain. A spokesperson should be designated as voice of the volunteer organization, but any release of information should be coordinated with the police agency handling the case. All information specific to the investigation itself should be disseminated by the police agency.

Items that can be disseminated to media outlets include:

- Recent photographs of the child. Both black & white and color photos. School photos are best.
- Video footage of the missing child, if available.
- Press releases and Public Service Announcements should contain a description of the child, the suspect and what happened.
- The media may also be interested in covering the work at the volunteer center.

VI. OFFICE EQUIPMENT

There are a number of items that can be used to simplify the operation of the volunteer center. The use of many of these items can be **donated by local businesses**. Computers can help keep track of letters, work schedules, flyer distribution, donations and many other items. Good quality copy and facsimile machines will handle the copying and distribution of various items.

Someone should be placed in charge of obtaining the equipment, keeping it maintained and ensuring there is a sufficient supply of paper, envelopes, pens and other small office items.

VII. SEARCH AND RESCUE TEAMS

These volunteers conduct organized searches in conjunction with the investigating police agency. Searches are very tedious operations that require skill, patience and control. Under most circumstances, searches will be conducted using specially trained search specialists. It is vital that **groups or individuals** interested in helping in the search effort first **report to the officer in-charge at the police command post**.

IMPORTANT RESOURCES

New York State Division of Criminal Justice Services
Missing and Exploited Children Clearinghouse
Executive Park Tower
Stuyvesant Plaza
Albany, New York 12203

Toll Free Hotline 1 - 800 - FIND KID

National Center for Missing and Exploited Children
2101 Wilson Boulevard, Suite 550
Arlington, Virginia 22201

Toll Free - 1 - 800 - 843 - 5678
Toll Free TDD Hotline - 1 - 800 - 826 - 7653

New York State Council On Children and Families
Mayor Erastus Corning Tower, 28th Floor
Empire State Plaza
Albany, New York 12223

Telephone - (518) 473 - 8038

Missing Children's Help Center
Tampa, Florida

Telephone - 1 - 800 - USAKIDS

Missing Children Report
5150 Fair Oaks Blvd.
Suite 101-306
Carmichael, Calif. 95608

Telephone (916) 973 - 0900

Vanished Children's Alliance
San Jose, Calif.

Telephone - 1 - 800 - 235 - 3535

This booklet has been prepared by the New York State Police, in conjunction with the New York State Missing and Exploited Children Clearinghouse and the Sara Anne Wood Rescue Center, New Hartford, New York 13413

Child Abduction Cases

Law Enforcement Procedures



James W. McMahon
Superintendent

Child Abduction Investigations

LAW ENFORCEMENT PROCEDURES

Introduction:

When a child is missing, it is far better for the police to have too great an initial response to the incident than a response that is too little, too late. Immediately, upon receipt of the initial complaint, the description of the child **must** be broadcast to responding police officers and other police agencies. It is important to realize that the search for the child and the subsequent investigation can quickly outstrip the capacity of even the largest and most competent police departments. Working together, it is possible to quickly locate the child and reunite them with their loved ones. Even before the arrival of the first police officer on the scene, plans for an organized search effort must begin.

This situation calls for a coordinated response between all available resources in the community. Ideally, preparations for a multi-agency response should take place long before an incident is reported. It is imperative to identify all available resources in the community and to know the capabilities of these resources. Representatives from each of these organizations should meet periodically to map out plans to ensure a rapid and coordinated use of their personnel and equipment. Fire departments, Forest Rangers, rescue squads, police departments and other responding agencies will have different command structures and operating procedures designed to meet their own goals and objectives. In a child abduction case, the goals and objectives must be the same for all involved agencies: **FIND THE MISSING CHILD.**

Volunteers from within the community can become the eyes, the ears and the helping hands of the police to help reunite the family with their missing child. In some cases, a community organization of volunteers will form to help locate the child. It is important to channel their energy towards meaningful tasks. Use their skills to assist your investigation and help spread the word about the missing child. One of the most important tasks volunteers can perform is the distribution of posters containing a photo and description of the missing child. A guide for organizing community volunteers is included as a segment of this Child Protection Program.

The media can also play an important role in missing children cases. Assign someone from your agency to work closely with reporters and news directors of local television and radio stations and newspapers. Provide them with pictures, descriptive information on the missing child and a basic summary of the events. Rapid dissemination of accurate information is important, especially in the early stages of the investigation.

Consider disseminating descriptive information and posters to Agencies such as the Department of Corrections, the Department of Transportation, local highway departments and utility companies. These agencies have a large number of personnel throughout the area and have communications equipment available to report any sightings of the missing child. If possible make contact with these agencies in advance to ensure prompt assistance when needed.

The **New York State Missing and Exploited Children's Clearinghouse**, a part of the State Division of Criminal Justice Services, has been established to aid police agencies and families in missing children cases. The Clearinghouse maintains a central registry of missing children and coordinate with other state registries across the country. They have recently developed a fax distribution system to send out copies of missing children posters to other agencies. The Clearinghouse can provide assistance on a wide range of children's issues including child custody cases and runaways. The Missing and Exploited Children's Clearinghouse was a primary source of information for this guidebook. They can be reached at (800) 346-3543.

The New York State Police has assembled a Child Abduction Advisory Group to assist other police agencies with child abduction cases. Upon request, this group, consisting of community volunteers from the Sara Anne Wood Rescue Center, experienced Criminal Investigators and Forest Rangers, is available to help organize the volunteer efforts, initial search operations and subsequent investigation. Contact the Troop Commander of the local State Police Troop Headquarters for this service.

This guidebook contains specific information to assist police officers in handling missing children investigations where the child is missing under criminal circumstances. Particular emphasis is placed on child abduction cases. The guide book is divided into three parts: Preliminary Measures; Organized Response-Search and Investigation; and Reporting Procedures. A copy of the Missing Person Data Collection Guide is included as a reference.

PRELIMINARY MEASURES: MISSING CHILDREN

The investigation and subsequent search for a lost or missing child requires some specific investigative and tactical strategies. **Remember: The safety of the child is the most important concern. The initial response to a report of a missing child MUST presume that the child has been taken under criminal circumstances and is in danger.** Even while the first officer is responding to the scene, the police supervisor must prepare for an organized search and a large scale criminal investigation.

Dispatcher - Receipt of the complaint:

- (a) Treat the complaint as a high priority and dispatch a patrol immediately. Assign additional personnel to assist at the scene.
- (b) Obtain descriptive information of the child and where the child was last seen.
- (c) Broadcast this information immediately to the responding officers, to other patrols AND other Police Departments.
- (d) Notify a supervisor and prepare to mobilize any resources needed to conduct a search for the missing child. (Refer to section on Organized Searches)
- (e) Maintain a log of activities including notification of resources.
- (f) Send a preliminary FILE 6 (Missing Persons) NYSPIN terminal message using the information obtained from the complainant **and** the responding officer.

Initial Responding Officer:

- (a) **Your initial response MUST presume that the child is in danger.** State and Federal Law **require an investigation** as soon as possible when at least 1 of the following circumstances exist:
 - (1) The child is missing from his/her normal and ordinary place of residence and whose whereabouts cannot be determined by a person responsible for the child's care.
 - (2) The child has a serious physical or mental illness or any serious condition requiring frequent medication or treatment.
 - (3) The child has a history of attempted suicide or has recently expressed suicidal thoughts.
 - (4) The child may be the victim of a crime or accident
 - (5) The child is missing under circumstances inconsistent with his/her normal behavior

(b) Interview the complainant.

- Get a full description of the lost child and record:
 - The child's name, age/DOB, address,
 - Physical description (sex, race, height, weight, eye color, hair color, skin tone, scars and marks)
 - Health (mental and physical)
 - Description of his/her clothing.
- Immediately disseminate this information to your dispatcher and to other responding officers.

NOTE: This information will later be used to complete the required Police Missing Person Report and to create a missing person flyer. (Refer to the section on Reporting Procedures)

- IF the complainant has a recent photograph of the missing child, obtain the photograph. A photo of the child alone with an uncluttered background is best. School pictures are ideal for this purpose. Copies should be made for responding personnel and to create a missing person flyer. IF the complainant has a Fingerprint Card of the missing child obtain the card.
- Keep your dispatcher and supervisor advised of important developments.

(c) When speaking with family members, show consideration for their feelings.

- Remain calm and confident in your approach and reassure them that everything possible will be done to quickly locate their child.
- Interview the parents privately and separately. Take note of their reactions to the event.

(d) As resources are mobilized to conduct a large organized search operation, determine the facts of the child's disappearance. Try to establish the exact location where the child was last seen, the activity the child was engaged in and who they were with. Establish that the child is actually missing from that area. Eliminate other reasons why the child may be absent such as:

- (1) The child may have run away because of a problem with the parents or at school; or
- (2) A relative or estranged parent may have taken the child; legally or illegally.

Whether the child has been abducted, run away or taken by a relative, the CONCERN IS ALWAYS THE SAFETY OF THE CHILD. Until it is determined that the child is safe, proper steps must be taken to locate the child.

(e) Record the names, addresses and phone numbers of everyone present at the scene. Ask for identification, such as a Driver's License.

If the child is missing/lost from a home:

IF the initial complaint indicates that the child has been abducted and removed from the home, preserve this scene for processing for evidence. (Refer to section on Crime Scene Searches) **Otherwise:**

- (a) With the assistance of other responding officers and the family, thoroughly search for the child at the home, taking note of all areas as they are checked.
 - (1) Indoors, check all rooms, closets, basements and attics, being sure to check areas under or behind furniture.
 - (2) Outdoors, check outbuildings, abandoned containers (such as refrigerators or freezers), cesspools, wells, other unoccupied homes, buildings, swimming pools or ponds.
 - (3) Question neighbors and playmates of the child about his whereabouts.
- (b) Conduct an initial search of the neighborhood with the help of other responding officers and local residents and other volunteers. Record the name of ALL persons involved in this preliminary search and people you interview.
- (c) During the initial search, a command post should be established and preparations made for a more intensive and organized search operation. A staging area should be established for responding personnel to report for instructions. (Refer to section on Organized Response)

If a child is lost or missing in a mall, store or public facility:

- (a) Contact the facility security department and request their assistance. They will know the layout of the area. Obtain a floor plan of the facility.
- (b) Establish a command post.
- (c) Utilize the available public address system.
- (d) Notify all stores and offices via security personnel and request their assistance in watching for the child.
- (e) Station responding officers or security personnel near all entrances and exits.
- (f) Begin the search in an organized manner, making note of each area as it is searched. Be certain that stairwells, elevator shafts, storage areas, and the like are also checked.
- (g) Determine if it is possible that the child may have left the area, and if the search should be expanded. (Refer to section on Organized Searches)

If a child is lost/missing in a wooded or rural area:

The search for a missing or lost child in a wooded or rural area involves the assembling of a large number of searchers and specialized equipment. While the coordinated search effort is being organized, assign an appropriate number of responding police officers to patrol perimeter roads around the area to be searched. (Refer to section on Organized Searches)

ORGANIZED RESPONSE: MISSING CHILDREN

Preparation for the organized search and investigation:

A report of a missing child requires the swift implementation of a search plan. Each search situation is unique and poses its own particular problems. The effectiveness of the search operation depends on the coordinated and systematic use of all available resources. Remember: **The safety of the child is the most important concern.**

At the same time the organized search for the missing child is being conducted, an intensive criminal investigation will be underway. Clear lines of command and control should be established for each of these primary tasks. Separate teams of personnel should be assigned to the Search Operation, the Criminal Investigation and Support Services. The person in charge of the overall operation must determine what resources to use and the level of staffing needed for each assignment.

Every person reporting to the scene should have a specific assignment and a first line supervisor to report to. This section is designed to provide a generalized plan for conducting an **organized** search and will also include some specific investigative guidelines to follow for child abduction cases.

The Command Post:

The Command Post is the center of control for the entire operation. From here, personnel will be deployed, investigative leads assigned and decisions on procedures will be made. Any news releases will be made by command level personnel at this site.

- The Command Post should be established near the search site, but away from the child's home.
- The Command Post must be large enough to accommodate command personnel from all of the agencies involved in the search and the investigation.
- A Staging Area AND Parking Area should be designated for responding personnel. This area should be situated so that it will not disrupt command post operations and generally out of the view of the public. Every person on the detail must check in when reporting and before leaving the area.
- The Command Post should be equipped with sufficient telephone lines, radio equipment, high quality topographical and road maps, clerical supplies and resource lists.
- Personal computers can assist tracking personnel assignments, investigative leads, equipment inventories, maintaining event logs and other tasks.

- Specific areas of command need to be established for primary and support assignments. These support assignments include:

Communications: Establish phone and radio communication. Consider the use of Cellular phones and portable radios. Ensure that all personnel have a line of communication to the command post.

Liaison: Coordinates activities of all involved agencies. This includes contacting appropriate agencies at the local state and federal level. Ascertain the extent of local commitment of resources AND their ability to perform needed activities.

Logistics: Maintains records for deployment of personnel and equipment. Every person and vehicle must be accounted for at all times. Maintains supplies for the search operation. Makes arrangements for food and lodging for personnel as needed.

Media Liaison: Provides appropriate information to the public. This person will set up press conferences. In a missing child case it is important to keep the story in the news to generate public cooperation in the investigation and the search.

THE SEARCH OPERATION:

The search coordinator controls all aspects of the search detail and reports directly to the officer in charge at the command post. This is a search for the missing child and also a search for evidence of the crime (Refer to the section on Crime Scene Searches for further information). The following resources should be considered when setting up the search detail:

- Contact the Regional Director Of Lands And Forests for the assistance of the **Forest Rangers**. They are responsible for training and organizing search and rescue teams. Competent volunteers, including hikers, hunters, and organized search and rescue teams can be used.
- Using tracking dogs from the State Police or other police agency.
- Using State Police aircraft for searching and aerial photography.

Deploying Search Teams

- (1) Using topographic maps of the area:
 - Establish a perimeter for the search operation;
 - Mark the maps into sectors or grids to be searched. Dividing the area into grids will ensure that the area is completely searched.

Include ponds and streams in the search. Use SCUBA Diver Teams as needed.

- If possible divide the actual search grids with string to provide a guideline for the search. Otherwise, try to utilize existing fences and roads to mark the search grid.
 - Keep a detailed record of the sectors searched, the search team assigned and the results of the search.
- (2) Organize the group of searchers into search teams comprised of at least 4 persons. When possible:
 - Place a police officer in-charge of each search team; and
 - Assign to the team a person experienced in the woods or familiar with the area.
 - (3) Assign each team a sector to search and record that assignment.
 - (4) Instruct each person in-charge of a search team to complete the search of the assigned sector by a designated time and to return to the command post.
 - (5) When the search teams return, take roll call.
 - (6) Assign each search team another sector to search and record that assignment.
 - (7) When all sectors within the originally established perimeter have been thoroughly searched, and the child has not been located, extend the search perimeter.

Search Team Activities

- (1) At the assigned sector, searchers should form a line.
- (2) They should remain a predetermined distance apart.
- (3) Keep the line as straight as possible to avoid loss of eye contact.
- (4) Periodically stop the line to enable searchers to progress at an even rate.
- (5) The team should criss-cross the search grid as many times as needed to insure a thorough search of the sector area.
 - If a searcher locates any item that may relate to the investigation, the team should stop searching. The police officer, if so trained, should document the item and collect it as evidence. If there is any question, contact the command post for assistance. All evidence must be turned over to the the assigned evidence technician.

- If you are looking for a small child, thoroughly check underbrush, the underside of low hanging branches, inside caves, buildings and other structures. A minimum of 2 searchers, equipped with flashlights and portable radios, should be assigned to enter any structure.

Nighttime Searches

- (1) Ordinarily, a nighttime search should not be undertaken because it poses additional danger to searchers. Nevertheless, there are times when a nighttime search may be necessary.
- (2) Facts and circumstances that may suggest the need to continue the search during nighttime hours are:
 - The specific danger to the child
 - Age and health of the missing child
 - Weather conditions
- (3) Consider using lighting equipment from fire departments, correctional facilities or highway departments.

THE CRIMINAL INVESTIGATION:

The coordinator of the criminal investigation controls all aspects of the investigation and reports directly to the officer in charge at the command post. **The investigation must be conducted presuming that child has been abducted and is in danger.** All leads must be investigated. The following should be considered when conducting the investigation:

- Establish separate phone lines at the command post for callers with tips and other information. Consider an 800 number. These calls should be answered by experienced personnel and all information should be recorded and followed up on.
- Assign an investigator to remain at the child's residence. Have an additional phone line installed at the residence. Obtain a list of friends, family members and physicians from the parents. Arrange for these people to be interviewed as soon as possible. Complete the Missing Person Data Collection Guide. (DCJS - 1508 is included)
- Conduct organized neighborhood interviews right away. Streets should be mapped out with each structure indicated on the map. A list of occupants, visitors and workers should be obtained for each structure. These subjects should all be interviewed. Use experienced uniformed officers to supplement detectives when conducting neighborhood interviews. Sample worksheet is attached.
- Use personal computers to track leads in the investigation. Properly setup, a computerized database can help piece together fragmented data by providing search capabilities for information on all aspects of the investigation, including vehicle and subject descriptions. The data entry personnel should have a separate work area away from the telephones and operations center.
- Use roadblocks on area roads. Suggested times would include: 24 hours after the crime, 48 hours after the crime and a week after the crime.
- Consider using video camera equipment to record the road blocks and traffic near the command post and crime scene.
- There are a number of investigative resources available to assist in the investigation including:
 1. **NYSPIN Support Services** can conduct a variety of computer database searches on DMV, DCJS and NCIC files. They can help identify vehicles, persons and reported events. Contact them at 518 457-6501

2. **HALT - Homicide Assessment and Lead Tracking** can provide database searches for case similarities with other missing person, homicide and sex offense cases and put you in touch with the other investigating agency. Contact them at (518) 457-3083.

3. **National Center for Missing and Exploited Children** maintains a registry of missing children cases throughout the country and can provide investigative assistance to police agencies. Contact them at (703) 235-3900.

Crime Scene Searches

Preparation

- (a) Consider whether or not a **search warrant** is required to conduct the search.
- (b) Before conducting the search, eliminate any potential hazards that exist to protect the searchers.
- (c) Consider the weather, location and time of day. When a delay is warranted, secure the scene until the search may be undertaken.
- (d) If needed, request the assistance of officers specially trained in the processing of crime scenes.
- (e) Deploy a **minimum** number of officers in the search.
- (f) Make notes concerning the names of all officers assigned to the search and their specific duties.
- (g) Give all searchers a full description of the evidentiary items that are believed to have been concerned with the crime.

Conducting the crime scene search

- (a) Officer-In-Charge Of Search:
 - (1) Each time the search is started and ended, record the time and inform each searcher.
 - (2) Inform the district attorney and the Officer-In-Charge of the investigation of all pertinent developments.
 - (3) As soon as possible, send copies of all reports, receipts and photographs to the Officer-In-Charge of the investigation.

(b) Searcher:

- (1) Verify your specific assignment.
- (2) Make detailed notes of events and developments at the times they occur.
 - Make these notes neatly and clearly to insure that they will be admissible as evidence in court.
 - Include exact times, locations and the names of participating searchers.
- (3) Photograph, mark, label and secure each item of evidence as it is found.
- (4) Then inform the Officer-In-Charge of the results obtained.

Methods Of Search

(a) Searching A Vehicle

- (1) Before starting the search, visually examine and photograph the exterior of the vehicle for relevant evidence.
- (2) On your sketch, graphically divide the interior of the vehicle into sections. Include the trunk and hood.
- (3) Photograph each corresponding section of the vehicle.
- (4) On your sketch, assign a letter to each section and assign a number to each item of evidence indicating its location. See Figure 1 below.

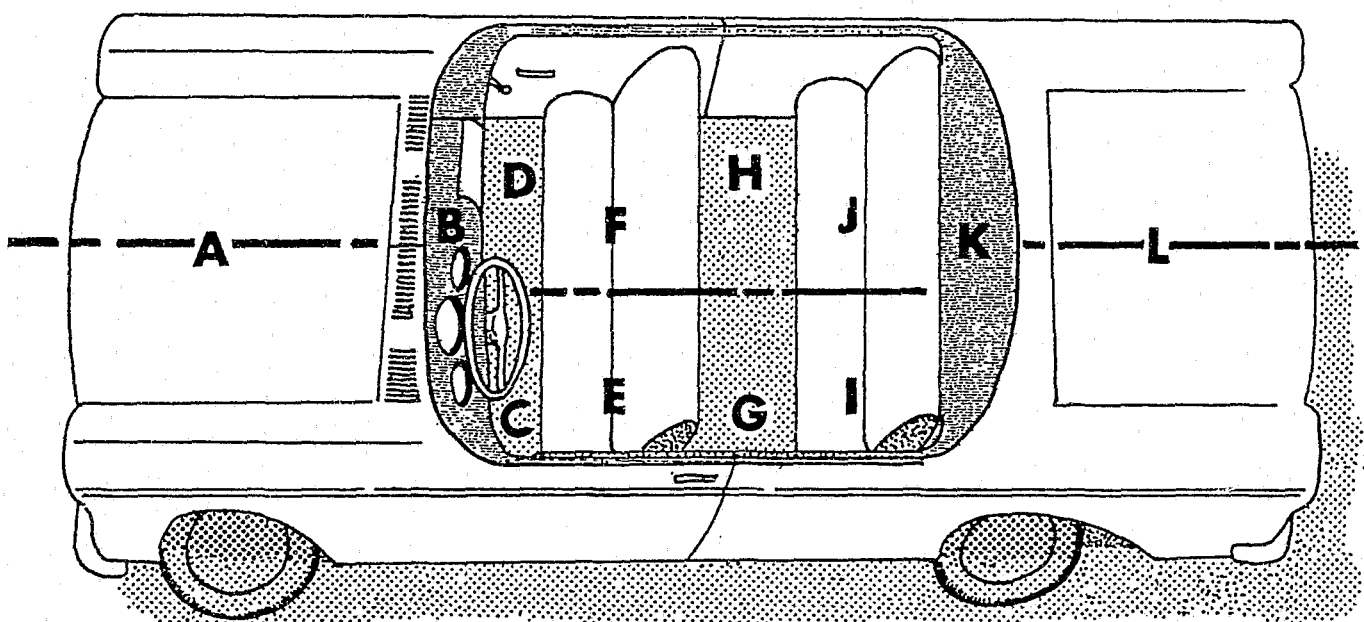


FIGURE 1

(b) Searching Indoors

Officer-In-Charge:

- (1) Position 2 officers about 30.5cm (1 foot) apart.
- (2) Instruct 1 officer to observe the floor and lower portion of the wall.
- (3) Instruct 1 officer to observe the ceiling and upper portion of the wall; then
- (4) Instruct both officers to walk the outermost perimeter of the room.
- (5) Reverse the assignments of these officers, tell them to again search the same areas and to search each item and section individually.
- (6) After a section is completely searched, instruct them to search the remaining portions of the wall, floor and ceiling in the same way.
- (7) Upon completion of the visual inspection of the room, instruct each officer to systematically search every item of furniture and any other item in the room. See Figure 2 below.

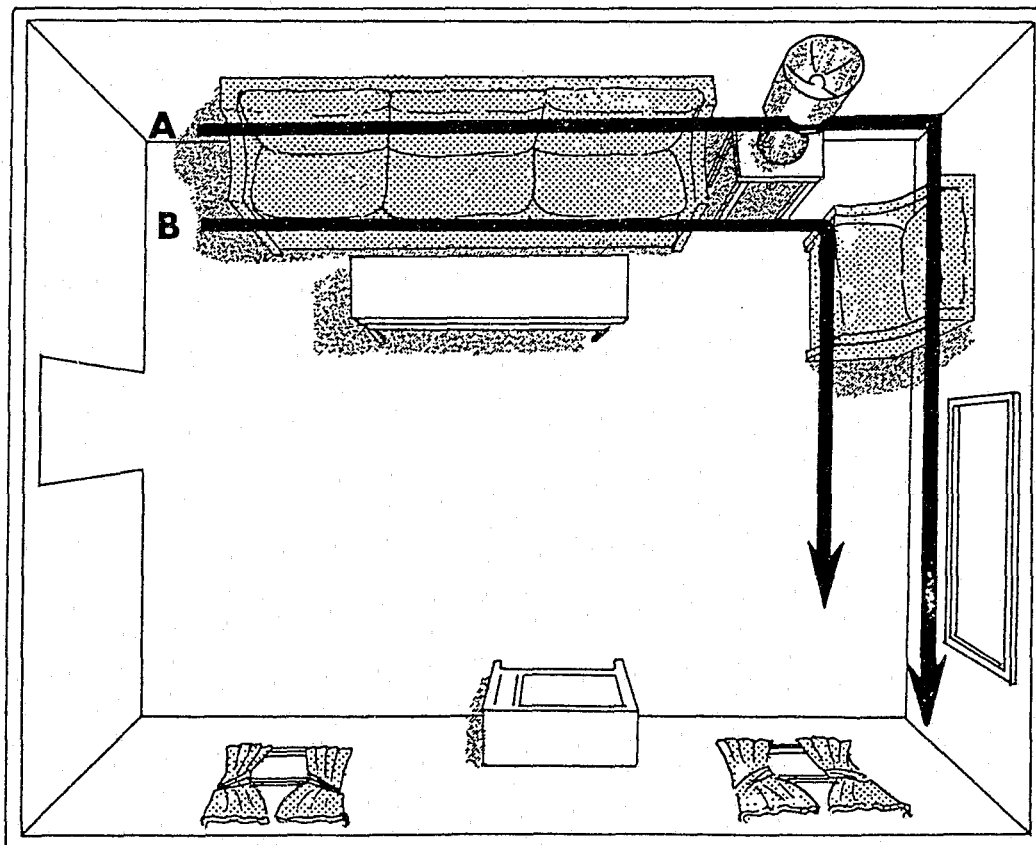


FIGURE 2

(c) Searching Outdoors

- (1) Strip Method. The area to be searched is divided into about 1.5m to 3m (or 5 foot to 10 foot) sections. Each officer is assigned a specific section and informed of the boundaries of the area to be searched. He/she then walks the designated area to the outermost boundary and returns, retracing his/her steps. See Figure 3 below.

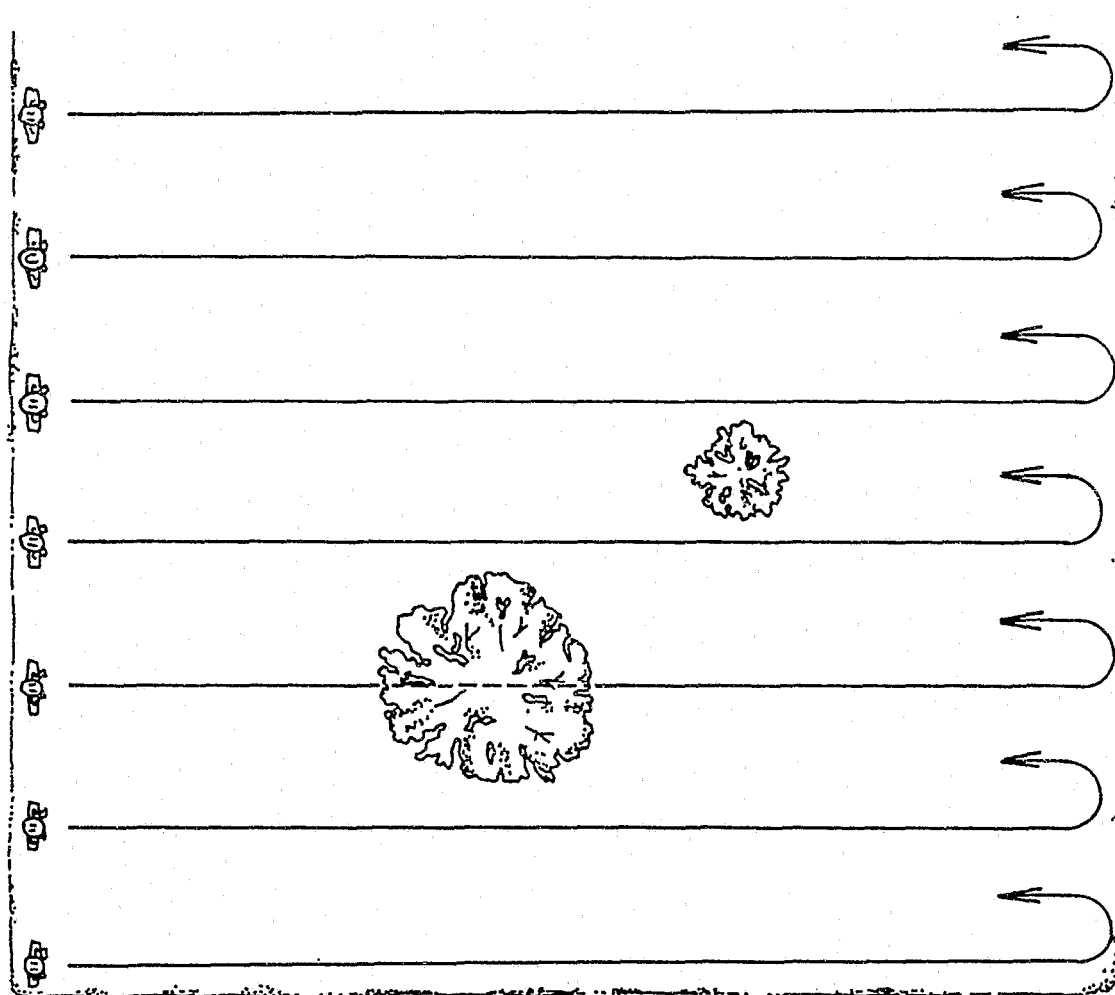


FIGURE 3

- (2) Grid Method. Initially, this search is identical to the strip method. Upon completion of the initial coverage of the scene, a second search of the area is initiated. During the second search each assigned officer walks perpendicular to his/her initial path. See Figure 4 below.

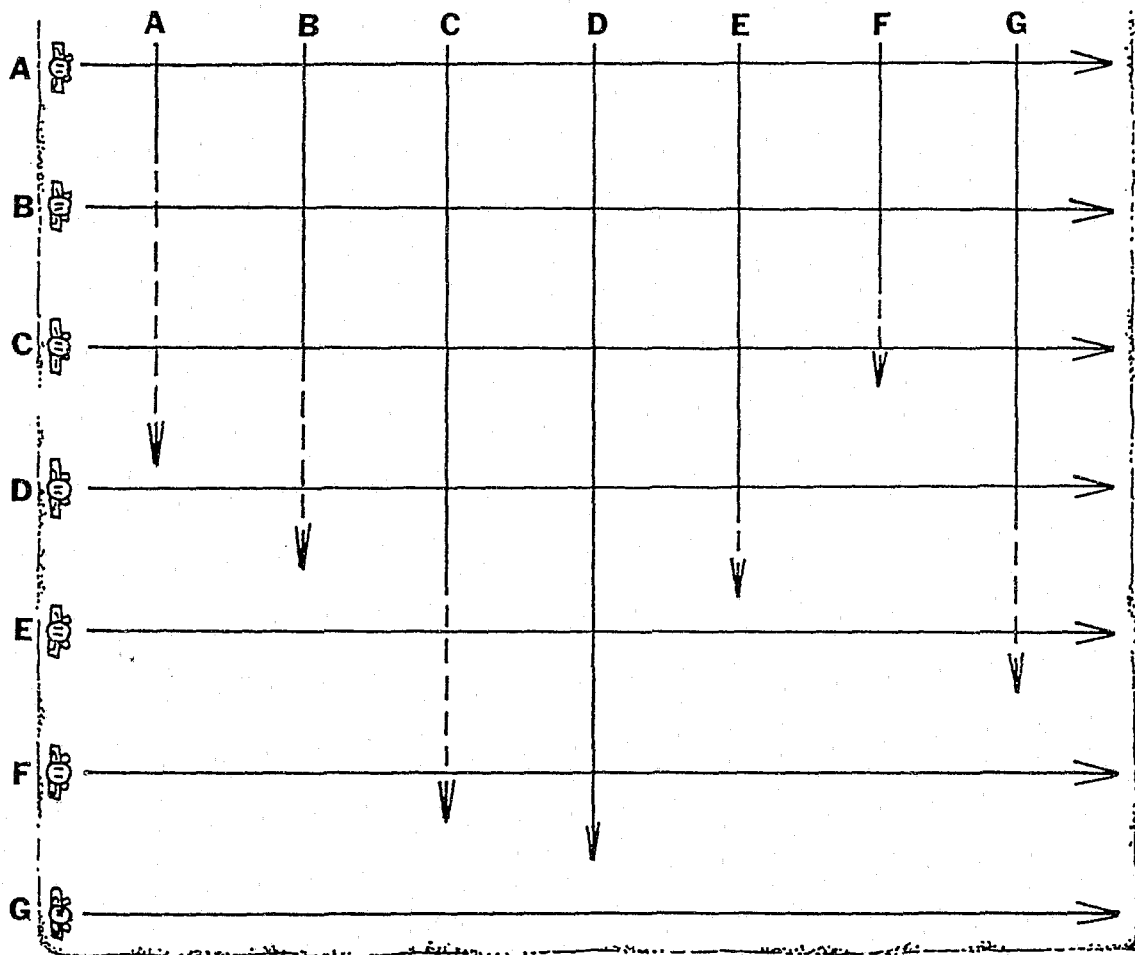


FIGURE 4

- (3) Circle Method. This method uses a radial line of officers, arms-length apart. The line revolves around a pivotal point. See Figure 5 below.

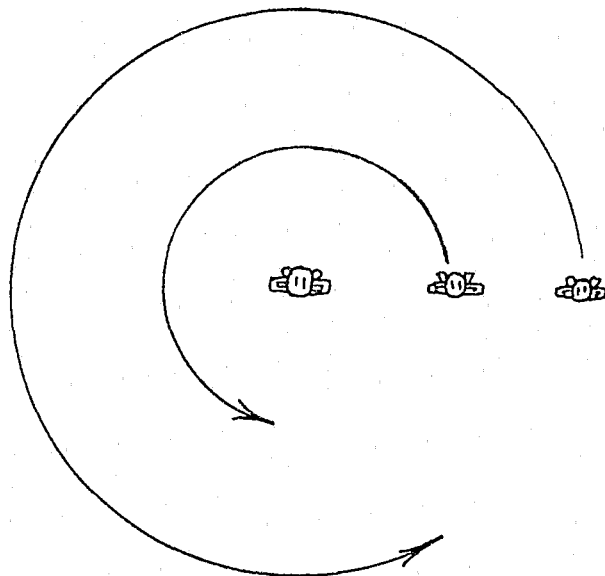


FIGURE 5

Summary of Reporting Procedures for Missing Children Cases

When you receive a report of a missing child the following procedures comply with existing federal and state laws and deal with filing reports and submission of fingerprint cards on missing persons cases. Refer to Missing Person Data Collection Guide for additional instructions.

- (1) For all reports of missing children which you investigate, **complete a Police Missing Person Report**. This report can be found on page 3 of the State of New York Missing Person Data Collection Guide (Form DCJS - 1508).
- (2) **Send a FILE 6 NYSPIN terminal message** using the information contained in the MISSING PERSON REPORT. This computer entry will list the missing child in both DCJS files and NCIC national files.
- (3) **Complete a Missing Person Data Collection Guide** according to the Instructions contained therein. (A copy of the collection guide is included.)
 - Send FILE 6 added terminal messages as soon as practicable after obtaining the missing child's medical AND optical history information.
- (4) **If the complainant has a Missing Person Fingerprint Card** for the child reported missing, follow the procedure set out below.
 - (a) Obtain the card from the complainant.
 - (b) Complete the remainder of the card and photograph the card for your use.
 - (c) Send the completed Missing Person Fingerprint Card to DCJS using the JUS-432 preaddressed fingerprint card envelopes.
 - Attach a cover letter containing a summary of the incident and a current description of the missing person.
 - NOTE: Under some circumstances, such as the habitual runaway or elopee from an institution who is not placed there under a court order, the forwarding of the Fingerprint Card may be delayed, In these cases wait 2 days prior to submitting the Fingerprint Card. IF the child is found within 2 days, return the card to the Guardian. **However, under no circumstances should taking the report and conducting an appropriate investigation be delayed.**

- (5) IF the child is **still missing 30 days** after the original missing person report is made, submit the dental history section of the Missing Person Data Collection Guide to the missing child's dentist of record. Upon receipt of the dental records, forward them to DCJS for entry into the state and national computers.
- (6) **When a missing child is located**, do the following:
- (a) Send a FILE 6 cancel terminal message.
 - This terminal message will automatically notify DCJS that the missing child has been found.
 - (b) Destroy ALL copies of the completed Police Missing Person Report and the completed Missing Person Data Collection Guide.
 - (c) Your FILE 6 Cancel will serve as notification to both DCJS and the FBI that the child has been located. If the FBI thereafter returns the card, return it to the person from whom you received it. Destroy any other copies of the Fingerprint Card.

NEIGHBORHOOD INTERVIEWS - RESIDENTIAL

CTV: STREET:

NAME: _____ DOB: _____

(Include Middle Name or Initial)

OTHERS IN HOUSEHOLD: _____

STREET #: _____ PHONE #: H _____

W

NARRATIVE: _____

NAME: _____ DOB: _____

(Include Middle Name or Initial)

OTHERS IN HOUSEHOLD: _____

STREET #: _____ PHONE #: _____ H _____

W

NARRATIVE: _____

BCI-21 LEAD WORKSHEET

This form may be handwritten

CHARACTER OF CASE		CASE #
LEAD RECEIVED BY	DATE	LEAD SHEET # OF
LEAD ASSIGNED TO	DATE	LEAD ASSIGNED BY

LEAD INSTRUCTIONS

LEAD RESULTS*

SIGNATURE OF
ASSIGNED MEMBER

DATE

E
N
CFURTHER ACTION REQUESTED
YES ☐ NO ☐

IF "YES" EXPLAIN:

X-REF WITH	LEAD SHEET #	TITLE	LEAD SHEET #	TITLE
REVIEWED BY				

*List all persons interviewed: include date, time, DOB, address, employment, telephone #(home & business).
List all places checked, (e.g. taverns, gas stations, businesses, etc.).

CASE #

CHARACTER OF CASE

LOG
SHEET #

[illegible]

STATE OF NEW YORK
MISSING PERSON DATA COLLECTION GUIDE



DIVISION OF
**CRIMINAL
JUSTICE
SERVICES**



INSTRUCTIONS

ALL CORRESPONDENCE AND MATERIALS SENT TO DCJS MUST INCLUDE YOUR DEPARTMENT NAME, ORI, CASE #, NCIC RECORD #, NAME OF MISSING PERSON AND CATEGORY UNDER WHICH THE PERSON IS MISSING (See page 4 of this Guide for a complete list of proper codes.)

- 1) Missing Person Report - To be completed by the investigating officer at the scene and the information entered into NYSPIN immediately. The format of the Missing Person Report follows that of a File 6 (MENT) screen format to facilitate entry of the necessary information. The NCIC/DCJS codes necessary to send a File 6 (MENT) either appear in parentheses on the Missing Person Report immediately preceding the particular identifier or they can be obtained from the NYSPIN Operating Manual. If the codes do not appear on the Missing Person Report, you are referred to the proper section of the NYSPIN Operating Manual.

NOTE: When investigating a report of a missing child under the age of 18, all reports must be made to DCJS, through NYSPIN. Subdivision 9 of Section 838 of such law, as added by Chapter 627 of the Laws of 1987, have been amended to read as follows: "Notwithstanding any other provision of law, no criminal justice agency shall establish or maintain any policy which requires the observance of a waiting period before accepting and investigating a missing child report. Upon receipt of a missing child report, criminal justice agencies shall make entries of such reports to the register in the manner provided by Section 837-e of this Article."

- 2) Personal Descriptors - Information to be obtained from the person making the missing person complaint as soon as practicable, and recorded on this report in the Personal Descriptors section, beginning on page 5.
- 3) Jewelry Type - Information to be obtained from the person making the missing person complaint as soon as practicable, and recorded on this report in the jewelry type section, on page 13.
- 4) Medical and Optical Information - The person making the missing person complaint, or other appropriate person (parent or Guardian) must complete the authorization parts for both the medical (page 14) and optical (page 16) information sections and then take the forms to the missing person's physician and/or eye care specialist and request that he/she provide the necessary information. When the information is provided to you, enter it into the DCJS/NCIC system through NYSPIN.
- 5) Dental History Information - Complete the Authorization to Release Dental Records and X-rays (page 18) and insure that the authorization is signed by a parent, guardian or next of kin. Retain the authorization in your files for 30 days. If no parent, guardian or next of kin is available to complete the authorization, a police officer or peace officer may make the authorization provided he execute a written declaration stating that an active investigation seeking the location of the missing person is being conducted and the dental records are necessary for the exclusive purpose of furthering the investigation.

If the missing person is still missing after 30 days, take the Authorization To Release Dental Records and X-Rays and the remainder of the dental history section (pages 17 - 25) to the missing person's dentist. Section 838 of the Executive Law requires that the dentist provide the requested dental information within ten (10) days. Request the dentist to return the completed form to you for entry into the DCJS/NCIC system through NYSPIN.

When you have received the dental history information from the dentist, you may enter the information into the DCJS/NCIC system through NYSPIN yourself, or you may forward the information to the DCJS Missing and Exploited Children Clearinghouse and they will enter the information for you. If you choose to enter the information yourself, you MUST forward the dental history information and x-rays to DCJS after you have completed your entry.

- 6) Ask the person making the missing person complaint if they have a Missing Person fingerprint card for the person reported missing. If yes, obtain the card, complete the remainder of the card with the appropriate information and send it to DCJS at the below address:

DCJS Missing and Exploited Children Clearinghouse
Division of Criminal Justice Services
Executive Park Tower
Stuyvesant Plaza
Albany, New York 12203-3764
(518) 457-3326 or 1-800-346-3543 (Toll-free nationwide)

- 7) Ask the person making the missing person complaint if a recent photograph of the missing person is available. If yes, obtain the photograph and send it to the DCJS Missing and Exploited Children Clearinghouse.
- 8) If contacted by another agency that may have located the person subject to your missing person investigation, and fingerprints, photographs or dental x-rays are needed for purposes of identification, contact the DCJS Missing and Exploited Children Clearinghouse and request that copies be sent to the inquiring agency.
- 9) When the missing person is located:
- (1) Send a File 6 Cancel (MCAN) Message. This message will cause the DCJS staff to purge their files of fingerprint cards, photographs, dental records and x-rays that pertain to the missing person and, when appropriate, to notify the FBI Identification Division to purge their files.
 - (2) Immediately destroy all originals and copies of this data collection guide that you have in your possession, in accordance with §837(e) of the Executive Law.
- 10) If you have reason to believe that the missing person you are investigating may be in the country of Canada, the Royal Canadian Mounted Police will conduct a search of the missing/unidentified entries contained in their Canadian Police Information Centre (CPIC) computer. Inquiries should be addressed to:

Commissioner of the Royal Canadian Mounted Police
1200 Alta Vista Drive
Ottawa, Ontario
Canada, K1A 0R2
(613) 993-2211

NOTE: If an individual 16 or 17 years old is reported as missing and is subsequently located within New York State, according to the Family Court Act, he/she cannot be arrested as a runaway, be detained unless a violation of law exists, or be returned to his/her parents or guardian unless it is with the juvenile's consent.

NOTE: Consistent with NCIC operational practices adopted September 17, 1984, records of missing children/juveniles will remain on both the DCJS & NCIC missing person systems until the originating agency either cancels or clears the record, or another agency places a locate against the record. Previously, a record entered as a missing juvenile was suppressed and then purged when the juvenile reached the age of emancipation.

NOTE: This guide supersedes form DCJS-1508 (12/89) for missing persons reporting in accordance with the provisions of §837(e) and §838 of the Executive Law.

[Rev. 9/92]

THE NEW YORK STATE MISSING & EXPLOITED CHILDREN CLEARINGHOUSE

New York State's Missing and Exploited Children Clearinghouse (MECC) was created within the Division of Criminal Justice Services (DCJS) pursuant to New York State Executive Law 837-f.

The MECC provides services to law enforcement agencies, courts, and other agencies statewide and across the nation, as well as to parents, in connection with the location and recovery of missing children. MECC staff assist law enforcement agencies with their respective missing children investigations, serve as intermediaries between agencies, initiate publicity campaigns to both facilitate the location of missing children and to heighten public awareness to the issue, and assist in recovering located missing children. Additionally, the MECC operates a nationwide toll-free hotline, 1-800-FIND KID, which is used by the general public to report sightings of missing children and to seek advice and assistance.

Missing children publicity campaigns initiated by the MECC are tailored specifically to meet the needs of individual missing children cases. Flyers and posters may be sent to law enforcement agencies, schools, hospitals, and other organizations throughout the United States. This investigative tool has proven successful time and again in locating missing children. If your department has a missing child case that might be assisted through a publicity initiative, please have the parent/guardian complete the reverse side of this page and mail it along with a good quality photograph to:

N.Y.S. Division of Criminal Justice Services
Missing and Exploited Children Clearinghouse
Executive Park Tower
Stuyvesant Plaza
Albany, New York 12203

RICHARD H. GIRGENTI
DIRECTOR OF CRIMINAL JUSTICE
AND
COMMISSIONER



STATE OF NEW YORK
Division of Criminal Justice Services
Executive Park Tower
Stuyvesant Plaza
Albany, New York 12203

MISSING AND EXPLOITED
CHILDREN CLEARINGHOUSE
1-800-FIND-KID
OR (518) 457-6326

AUTHORIZATION FOR PUBLICIZING MISSING CHILD

MISSING CHILD'S NAME _____
(PLEASE PRINT)

RACE/SEX _____ / _____ DATE OF BIRTH _____ / _____ / _____

- *PLEASE ENCLOSE A RECENT PHOTOGRAPH OF MISSING CHILD***
- *PLEASE ENCLOSE ALL PERTINENT COURT DOCUMENTS CONCERNING CHILD***

The undersigned parent/guardian of _____ hereby requests that information pertinent to the disappearance of the above-named child and deemed appropriate for release by the law enforcement agency responsible for the investigation of said disappearance be published and/or circulated by any method subscribed to by the New York State Division of Criminal Justice Services Missing and Exploited Children Clearinghouse including the use of photographs. I understand this information will be made available to the public, media, other law enforcement agencies, hospitals, social service agencies, shelters, medical examiners and/or other agencies or organizations involved with missing persons. I understand and agree that any or all information supplied by me shall be truthful and I agree to hold harmless any agency or department using, transmitting, or distributing this information for any errors or omissions or commissions occasioned by misinformation I may supply. I further agree that a photostatic copy of this authorization shall have the same effect as the original.

Name _____
(Please Print)

Signature _____ Date _____

Address _____

Telephone Number (____) _____

STATE OF NEW YORK
POLICE MISSING PERSON REPORT (2/87)

	Investigating Police Agency _____	Case Number _____
	Station/Precinct _____ Telephone _____	Date _____

C O M P L A I N T	Last Name _____	First _____	MI _____	DOB ____/____/____	Relationship _____
	Address _____ State _____ County _____ Phone(____) _____				
	Place Missing From/Location Last Seen _____				
	C-T V _____ County _____				
	Date reported missing ____/____/____ Time reported missing _____ [] AM [] PM				

M I S S I O N S	CHARACTER OF CASE (MKE) See page 4 of this Guide for a complete list of proper codes.							
	Name (NAM) Last _____	First _____	Middle _____	Sex (SEX) [] M [] F				
	Race (RAC) [] (W) White [] (B) Black [] (I) American Indian/Alaskan Native [] (A) Asian/Pacific Islander [] (U) Unknown							
	Date of Birth (DOB) ____/____/____ State Identification Number (SID) _____							
	Social Security Number (SOC) _____		Place of Birth (POB) _____					
	(See Part 3, NYSPIN Operating Manual)							
	Height (HGT) _____		Weight (WGT) _____					
	<table style="width:100%; border: none;"> <tr> <td style="width:33%;"> Eye Color (EYE) [] (BLK) Black [] (PNK) Pink [] (BLU) Blue [] (XXX) Unknown [] (BRO) Brown [] (GRY) Gray [] (GRN) Green [] (HAZ) Hazel [] (MAR) Maroon [] (MUL) Multicolor </td> <td style="width:33%;"> Hair Color (HAI) [] (BLK) Black [] (BLN) Blond [] (BRO) Brown [] (GRY) Gray [] (RED) Red/Auburn [] (SDY) Sandy [] (WHI) White [] (XXX) Unknown </td> <td style="width:33%;"> Skin Complexion (SKN) [] (DRK) Dark [] (YEL) Yellow [] (MED) Medium [] (RUD) Ruddy [] (LGT) Light (See Part 3, NYSPIN Operating Manual) </td> </tr> </table>					Eye Color (EYE) [] (BLK) Black [] (PNK) Pink [] (BLU) Blue [] (XXX) Unknown [] (BRO) Brown [] (GRY) Gray [] (GRN) Green [] (HAZ) Hazel [] (MAR) Maroon [] (MUL) Multicolor	Hair Color (HAI) [] (BLK) Black [] (BLN) Blond [] (BRO) Brown [] (GRY) Gray [] (RED) Red/Auburn [] (SDY) Sandy [] (WHI) White [] (XXX) Unknown	Skin Complexion (SKN) [] (DRK) Dark [] (YEL) Yellow [] (MED) Medium [] (RUD) Ruddy [] (LGT) Light (See Part 3, NYSPIN Operating Manual)
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	Originating Agency Case Number (OCA) _____		Date of last contact (DLC) ____/____/____					

M I S C E L L A N E O U S	Miscellaneous Information (MIS) Build [] very thin [] thin [] medium [] muscular [] heavy/stocky [] obese [] full figured (female)																																																																																																			
	CLOTHING: <table style="width:100%; border: none;"> <thead> <tr> <th style="width:10%;">Item</th> <th style="width:15%;">Style/type</th> <th style="width:10%;">Size</th> <th style="width:10%;">Color</th> <th style="width:10%;">Markings</th> <th style="width:10%;">Item</th> <th style="width:15%;">Style/type</th> <th style="width:10%;">Size</th> <th style="width:10%;">Color</th> <th style="width:10%;">Markings</th> </tr> </thead> <tbody> <tr> <td>Head Gear</td> <td></td> <td></td> <td></td> <td></td> <td>Shoes</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Scarf/Tie/Gloves</td> <td></td> <td></td> <td></td> <td></td> <td>Underwear</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Coat/Jacket/Vest</td> <td></td> <td></td> <td></td> <td></td> <td>Bra/Girdle/Slip</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sweater</td> <td></td> <td></td> <td></td> <td></td> <td>Stocking/Hose</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Shirt/Blouse</td> <td></td> <td></td> <td></td> <td></td> <td>Wallet/Purse</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pants/Skirt</td> <td></td> <td></td> <td></td> <td></td> <td>Money</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Belt/Suspenders</td> <td></td> <td></td> <td></td> <td></td> <td>Glasses</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Socks</td> <td></td> <td></td> <td></td> <td></td> <td>Contacts</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>										Item	Style/type	Size	Color	Markings	Item	Style/type	Size	Color	Markings	Head Gear					Shoes					Scarf/Tie/Gloves					Underwear					Coat/Jacket/Vest					Bra/Girdle/Slip					Sweater					Stocking/Hose					Shirt/Blouse					Wallet/Purse					Pants/Skirt					Money					Belt/Suspenders					Glasses					Socks					Contacts				
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	FBI Number (FBI) _____ Miscellaneous Numbers (MNU) (See Part 3, NYSPIN Operating Manual) _____ Scars/Marks/Tatoos (SMT) (See Data Collection Package Page 5 & Part 3, NYSPIN Operating Manual) _____ Fingerprint Classification (FPC) (1) Was person ever fingerprinted? [] Yes [] No (2) By what Department/Agency? _____ (3) NCIC Classification Code. _____ <div style="text-align: right;">(See Part 3, NYSPIN Operating Manual)</div>																																																																																																			

Operators License Number(OLN) _____ License State(OLS) _____
 License Year(OLY) _____ Vehicle License Plate(LIC) _____ License Plate State(LIS) _____
 License Year (LIY) _____ License Type (LIT) _____ Vehicle Identification Number(VIN) _____
 Vehicle Year(VYR) _____ Vehicle Make(VMA) _____ Vehicle Model(VMO) _____
 Vehicle Style(VST) _____ Vehicle Color(VCO) _____

BLOOD TYPE(BLT) _____ CIRCUMCISION(CRC) _____ FOOTPRINTS AVAILABLE(FPA) _____ BODY X-RAYS AVAILABLE(BXR) _____
 [](APOS) [](ANEG) [](AUNK) [](C) Circumcised [](Y) Yes [](N) No [](F) Full body x-rays
 [](ABPOS) [](ABNEG) [](ABUNK) [](N) Not Circumcised [](P) Partial body x-rays
 [](BPOS) [](BNEG) [](BUNK) [](U) Unknown [](N) No body x-rays
 [](OPOS) [](ONEG) [](OUNK)

Vision Care Specialist: Name _____
 Address: _____
 Glasses: [] Yes [] No Vision Prescription (VRX) Right Eye: _____
 Contact Lens: [] Yes [] No Left Eye: _____

Jewelry Type (JWT):
 [](AB) Ankle Bracelet [](BB) Belt Buckle [](BP) Broach/Pin [](CL) Cigarette Lighter
 [](CO) Comb [](CU) Cuff Links [](ER) Earring [](KC) Key Chain
 [](MC) Money Clip [](NE) Necklace [](PK) Pocket Knife [](PC) Pocket Watch Chain
 [](RI) Ring [](TC) Tie Clasp [](WP) Wallet/Purse [](WA) Watch
 [](WB) Wrist Bracelet
 Jewelry Description and Location(JWL): _____

AS ACCURATELY AS POSSIBLE, DESCRIBE THE SITUATION SURROUNDING THE DISAPPEARANCE OF THIS INDIVIDUAL:
 Select and circle one code from column I and one code from column II for ALL missing persons who are
 less than 18 years old. For missing persons 18 and older, only one code from column II may be used.

COLUMN I		COLUMN II	
CODE	MEANING	CODE	MEANING
"L"	LOST - Lost or wandered away.	"D"	DISABLED - Proven mental/physical disability exists or is senile.
"R"	RUNAWAY - Voluntarily missing.	"E"	ENDANGERED - Circumstances indicating endangered safety.
"A"	AQUAINTANCE - Abduction by friend, neighbor, babysitter, etc.	"I"	INVOLUNTARY - Disappearance considered NOT voluntary.
"F"	FAMILIAL - Abduction by parent or relative.	"V"	VICTIM - Disaster or catastrophe victim, either natural or man-made.
"S"	STRANGER ABDUCTION - Abductor NOT known to family or guardian.	"J"	JUVENILE - Use only if less than 18 years old and codes "D", "E", "I" or "V" do not apply.
"U"	UNKNOWN - Missing under unknown circumstances.		

BEFORE A MISSING PERSON ENTRY CAN BE MADE VIA NYSPIN, CERTIFICATION VERIFYING THE MISSING PERSON'S NAME, DATE OF BIRTH AND CONDITION UNDER WHICH THE PERSON IS REPORTED MISSING AS DESCRIBED ABOVE MUST BE OBTAINED FROM A PARENT, GUARDIAN OR OTHER AUTHORITATIVE SOURCE.

I CERTIFY THAT, TO THE BEST OF MY KNOWLEDGE, THE INFORMATION I HAVE PROVIDED TO THE INVESTIGATING POLICE AGENCY AND TO BE INCLUDED IN THIS REPORT, IS CORRECT AND THE PERSON I HAVE REPORTED AS MISSING IS MISSING UNDER CIRCUMSTANCES DESCRIBED BY THE CODE(S) CIRCLED ABOVE.

Signature _____ Date _____ Relationship to Missing Person _____

Signature & Rank _____ Shield Station _____ Approved _____ Signature & Rank _____ Shield Station _____ Approved _____

PERSONAL DESCRIPTORS

SCARS, MARKS, TATTOOS, AND OTHER CHARACTERISTICS

The following is a list of personal descriptors. Please read them carefully and place an X or a check mark () in the corresponding brackets for those descriptors that most closely describe the physical characteristics of the missing person. Corresponding NCIC/DCJS codes appear in parentheses immediately following the physical descriptors. Use these codes to enter personal descriptor information on the Scars/Marks/Tatoos (SMT) line of your File 6 (MENT) computer entry.

ARTIFICIAL BODY PARTS

- | | |
|--|--|
| <input type="checkbox"/> Arm, Left, Artificial (ART L ARM) | <input type="checkbox"/> Ear, Left, Artificial (ART L EAR) |
| <input type="checkbox"/> Arm, Right, Artificial (ART R ARM) | <input type="checkbox"/> Ear, Right, Artificial (ART R EAR) |
| <input type="checkbox"/> Brace, Left Arm (BRAC L ARM) | <input type="checkbox"/> Eye, Left, Artificial (ART L EYE) |
| <input type="checkbox"/> Brace, Right Arm (BRAC R ARM) | <input type="checkbox"/> Eye, Right, Artificial (ART R EYE) |
| <input type="checkbox"/> Brace, Back (BRACE BACK) | |
| <input type="checkbox"/> Brace, Left Leg (BRAC L LEG) | <input type="checkbox"/> Foot, Left, Artificial (ART L FT) |
| <input type="checkbox"/> Brace, Right Leg (BRAC R LEG) | <input type="checkbox"/> Foot, Right, Artificial (ART R FT) |
| <input type="checkbox"/> Brace, Neck (BRACE NECK) | |
| <input type="checkbox"/> Braces, Teeth (BRAC TEETH) | <input type="checkbox"/> Glasses, Prescription (GLASSES) |
| <input type="checkbox"/> Contact Lens (CON LENSES) | <input type="checkbox"/> Hand, Left, Artificial (ART L HND) |
| | <input type="checkbox"/> Hand, Right, Artificial (ART R HND) |
| <input type="checkbox"/> Denture, Lower Only (DENT LOW) | <input type="checkbox"/> Hearing Aid (HEAR AID) |
| <input type="checkbox"/> Denture, Upper Only (DENT UP) | |
| <input type="checkbox"/> Denture, Upper & Lower (DENT UP LO) | <input type="checkbox"/> Leg, Left, Artificial (ART L LEG) |
| | <input type="checkbox"/> Leg, Right, Artificial (ART R LEG) |

EYE DISORDERS

- | | |
|---|---|
| <input type="checkbox"/> Cataract, Nonspecific (CATARACT) | <input type="checkbox"/> Blind, One Eye, Nonspecific (BLND EYE) |
| <input type="checkbox"/> Cataract, Left Eye (CATA L EYE) | <input type="checkbox"/> Blind, Left Eye (BLND L EYE) |
| <input type="checkbox"/> Cataract, Right Eye (CATA R EYE) | <input type="checkbox"/> Blind, Right Eye (BLND R EYE) |
| <input type="checkbox"/> Cross-eyed (CROSSEYED) | <input type="checkbox"/> Blind, Both Eyes (BLIND) |

DEAFNESS

- | | |
|--|---|
| <input type="checkbox"/> Deaf, Ear, Nonspecific (DEAF EAR) | <input type="checkbox"/> Deaf, Left & Right Ears (DEAF) |
| <input type="checkbox"/> Deaf, Left Ear (DEAF L EAR) | <input type="checkbox"/> Deaf-Mute (DEAF MUTE) |
| <input type="checkbox"/> Deaf, Right Ear (DEAF R EAR) | |

DEFORMITIES

- | | |
|--|--|
| <input type="checkbox"/> Cauliflower Ear, Left (CAUL L EAR) | <input type="checkbox"/> Crippled Arm, Left (CRIP L ARM) |
| <input type="checkbox"/> Cauliflower Ear, Right (CAUL R EAR) | <input type="checkbox"/> Crippled Arm, Right (CRIP R ARM) |
| <input type="checkbox"/> Cleft Palate (CLEFT PAL) | * <input type="checkbox"/> Crippled Fingers, Left Hand (CRIP L FGR) |
| | * <input type="checkbox"/> Crippled Fingers, Right Hand (CRIP R FGR) |

*Includes webbed fingers.

DEFORMITIES CONTINUED

- | | |
|---|--|
| <input type="checkbox"/> Crippled Foot, Left (CRIP L FT)** | <input type="checkbox"/> Extra Nipple, Nonspecific (EXTR NIP) |
| <input type="checkbox"/> Crippled Foot, Right (CRIP R FT)** | <input type="checkbox"/> Extra Nipple, Center (EXTR C NIP) |
| <input type="checkbox"/> Crippled Hand, Left (CRIP L HND) | <input type="checkbox"/> Extra Nipple, Left (EXTR L NIP) |
| <input type="checkbox"/> Crippled Hand, Right (CRIP R HND) | <input type="checkbox"/> Extra Nipple, Right (EXTR R NIP) |
| <input type="checkbox"/> Crippled Leg, Left (CRIP L LEG) | <input type="checkbox"/> Extra Toe(s), Left Foot (EXTR L TOE) |
| <input type="checkbox"/> Crippled Leg, Right (CRIP R LEG) | <input type="checkbox"/> Extra Toe(s), Right Foot (EXTR R TOE) |
| <input type="checkbox"/> Crippled Toe(s), Left (CRIP L TOE)*** | <input type="checkbox"/> Harelip (HARELIP) |
| <input type="checkbox"/> Crippled Toe(s), Right (CRIP R TOE)*** | <input type="checkbox"/> Humpbacked (HUMPBACKED) |
| <input type="checkbox"/> Deviated Septum (DEV SEPTUM) | <input type="checkbox"/> Mute (MUTE)**** |
| <input type="checkbox"/> Dimple, Chin (DIMP CHIN) | <input type="checkbox"/> Protruding Lower Jaw (PROT L JAW) |
| <input type="checkbox"/> Dimple, Left Cheek(face) (DIMP L CHK) | <input type="checkbox"/> Protruding Upper Jaw (PROT U JAW) |
| <input type="checkbox"/> Dimple, Right Cheek(face) (DIMP R CHK) | |
| <input type="checkbox"/> Extra Finger(s), Left (EXTR L FGR) | <input type="checkbox"/> Shorter Left Leg (SHRT L LEG) |
| <input type="checkbox"/> Extra Finger(s), Right (EXTR R FGR) | <input type="checkbox"/> Shorter Right Leg (SHRT R LEG) |
| <input type="checkbox"/> Extra Breast, Nonspecific (EXTR BRST) | |
| <input type="checkbox"/> Extra Breast, Center (EXTR CBRST) | |
| <input type="checkbox"/> Extra Breast, Left (EXTR LBRST) | |
| <input type="checkbox"/> Extra Breast, Right (EXTR RBRST) | |

DRUGS OF ABUSE

- | | |
|--|--|
| <input type="checkbox"/> Alcohol (DA ALCOHOL) | <input type="checkbox"/> Hallucinogens (DA HALLUCI) |
| <input type="checkbox"/> Amphetamines (DA AMPHETA) | <input type="checkbox"/> Marijuana (DA MARIJUA) |
| <input type="checkbox"/> Barbiturates (DA BARBITU) | <input type="checkbox"/> Narcotics (DA NARCOTI) |
| <input type="checkbox"/> Cocaine (DA COCAINE) | <input type="checkbox"/> Other drugs of abuse (DA OTHER) |
| | Enter in miscellaneous (MIS) Field |

FRACTURED BONES

- | | |
|--|--|
| <input type="checkbox"/> Ankle, Nonspecific (FRC ANKL) | <input type="checkbox"/> Hand, Nonspecific (FRC HAND) |
| <input type="checkbox"/> Ankle, Left (FRC L ANKL) | <input type="checkbox"/> Hand, Left (FRC L HAND) |
| <input type="checkbox"/> Ankle, Right (FRC R ANKL) | <input type="checkbox"/> Hand, Right (FRC R HAND) |
| <input type="checkbox"/> Arm, Nonspecific (FRC ARM) | <input type="checkbox"/> Jaw, Nonspecific (FRC JAW) |
| <input type="checkbox"/> Arm, Upper Left (FRC UL ARM) | <input type="checkbox"/> Jaw, Upper Left (FRC UL JAW) |
| <input type="checkbox"/> Arm, Lower Left (FRC LL ARM) | <input type="checkbox"/> Jaw, Lower Left (FRC LL JAW) |
| <input type="checkbox"/> Arm, Upper Right (FRC UR ARM) | <input type="checkbox"/> Jaw, Upper Right (FRC UR JAW) |
| <input type="checkbox"/> Arm, Lower Right (FRC LR ARM) | <input type="checkbox"/> Jaw, Lower Right (FRC LR JAW) |

** Includes Clubfoot.

*** Includes webbed toes.

**** To be used if person is mute but not deaf.

FRACTURED BONES CONTINUED

- | | |
|---|---|
| <input type="checkbox"/> Back (FRC BACK) | <input type="checkbox"/> Knee, Nonspecific (FRC KNEE) |
| <input type="checkbox"/> Clavicle, Nonspecific (FRC CLAVIC) | <input type="checkbox"/> Knee, Left (FRC L KNEE) |
| <input type="checkbox"/> Clavicle, Left (FRC LCLAVI) | <input type="checkbox"/> Knee, Right (FRC R KNEE) |
| <input type="checkbox"/> Clavicle, Right (FRC RCLAVI) | <input type="checkbox"/> Leg, Nonspecific (FRC LEG) |
| <input type="checkbox"/> Fingers, Nonspecific (FRC FGR) | <input type="checkbox"/> Leg, Upper Left (FRC UL LEG) |
| <input type="checkbox"/> Finger(s), Left Hand (FRC L FGR) | <input type="checkbox"/> Leg, Lower Left (FRC LL LEG) |
| <input type="checkbox"/> Finger(s), Right Hand (FRC R FGR) | <input type="checkbox"/> Leg, Upper Right (FRC UR LEG) |
| <input type="checkbox"/> Foot, Nonspecific (FRC FOOT) | <input type="checkbox"/> Leg, Lower Right (FRC LR LEG) |
| <input type="checkbox"/> Foot, Left (FRC L FOOT) | <input type="checkbox"/> Neck (FRC NECK) |
| <input type="checkbox"/> Foot, Right (FRC R FOOT) | <input type="checkbox"/> Nose (FRC NOSE) |
| <input type="checkbox"/> Pelvis, Nonspecific (FRC PELVIS) | <input type="checkbox"/> Spine (FRC SPINE) |
| <input type="checkbox"/> Pelvic Bone, Left (FRC LPELVI) | <input type="checkbox"/> Sternum (FRC STERN) |
| <input type="checkbox"/> Pelvic Bone, Right (FRC RPELVI) | <input type="checkbox"/> Toes, Nonspecific (FRC TOE) |
| <input type="checkbox"/> Rib(s), Nonspecific (FRC RIBS) | <input type="checkbox"/> Toe(s), Left Foot (FRC L TOE) |
| <input type="checkbox"/> Rib(s), Left (FRC L RIB) | <input type="checkbox"/> Toe(s), Right Foot (FRC R TOE) |
| <input type="checkbox"/> Rib(s), Right (FRC R RIB) | <input type="checkbox"/> Wrist, Nonspecific (FRC WRIST) |
| <input type="checkbox"/> Skull (FRC SKULL) | <input type="checkbox"/> Wrist, Left (FRC L WRST) |
| <input type="checkbox"/> Shoulder, Nonspecific (FRC SHLD) | <input type="checkbox"/> Wrist, Right (FRC R WRST) |
| <input type="checkbox"/> Shoulder, Left (FRC L SHLD) | |
| <input type="checkbox"/> Shoulder, Right (FRC R SHLD) | |

MEDICAL CONDITIONS AND DISEASES

- | | |
|--|--|
| <input type="checkbox"/> Allergies, including asthma (MC ALLERGY) | <input type="checkbox"/> Liver Disease including:
alcoholism, cirrhosis and
hepatitis (MC LIVER) |
| <input type="checkbox"/> Behavior Disorders including: depression
suicidal tendencies (past & present) and
schizophrenia (MC BEHAVIO) | <input type="checkbox"/> Nervous Conditions including:
seizures, stroke, senility and
mental retardation (MC NERVOUS) |
| <input type="checkbox"/> Cancer (MC CANCER) | <input type="checkbox"/> Pregnancy, past & present
(MC PREGNAN) |
| <input type="checkbox"/> Drug Abuse (MC DRUGAB) | <input type="checkbox"/> Other medical conditions not
listed here. Enter in the
Miscellaneous Field (MIS).
(MC OTHER) |
| <input type="checkbox"/> Heart or Circulatory Diseases including:
high blood pressure, heart failure, heart
attack, hardening of the arteries
and circulation problems (MC HEART) | |

MEDICAL DEVICES AND BODY IMPLANTS

- | | |
|---|--|
| <input type="checkbox"/> Artificial Elbow Joint (ART ELBOW) | <input type="checkbox"/> Shunt, Arterial Vascular
(SHUNT ART) |
| <input type="checkbox"/> Artificial Hip Joint (ART HIP) | <input type="checkbox"/> Shunt, Cerebral Ventricle
(SHUNT CERB) |

MEDICAL DEVICES AND BODY IMPLANTS CONTINUED

- | | |
|---|---|
| <input type="checkbox"/> Artificial Knee Joint (ART KNEE) | <input type="checkbox"/> Skull Plate (SKL PLATE) |
| <input type="checkbox"/> Artificial Larynx (ART LARYNX) | <input type="checkbox"/> Staples (STAPLES) |
| <input type="checkbox"/> Artificial Shoulder Joint (ART SHLD) | <input type="checkbox"/> Tubes in Ears, Both (EAR TUBES) |
| <input type="checkbox"/> Cardiac Pacemaker (CARD PACEM) | <input type="checkbox"/> Tube in Left Ear (TUBE L EAR) |
| <input type="checkbox"/> Colostomy Appliances (COLOST APP) | <input type="checkbox"/> Tube in Right Ear (TUBE R EAR) |
| <input type="checkbox"/> Intramedullary Rod (INTRA ROD) | <input type="checkbox"/> Vascular Prosthesis (VASC PROTH) |
| <input type="checkbox"/> Intrauterine Device (IUD) | <input type="checkbox"/> Wire Sutures (WIRE SUTUR) |
| <input type="checkbox"/> Orthopedic Nail or Rod (ORTH NAIL) | |
| <input type="checkbox"/> Orthopedic Plate (ORTH PLATE) | |
| <input type="checkbox"/> Orthopedic Screw (ORTH SCREW) | |

MISSING BODY PARTS/ORGANS

- | | |
|--|---|
| <input type="checkbox"/> Adenoids (MISS ADND) | <input type="checkbox"/> Ear, Left (MISS L EAR) |
| <input type="checkbox"/> Appendix (MISS APPNX) | <input type="checkbox"/> Ear, Right (MISS R EAR) |
| <input type="checkbox"/> Arm, Left (MISS L ARM) | <input type="checkbox"/> Eye, Left (MISS L EYE) |
| <input type="checkbox"/> Arm, Right (MISS R ARM) | <input type="checkbox"/> Eye, Right (MISS R EYE) |
| <input type="checkbox"/> Arm, Lower Left (MISS LLARM) | <input type="checkbox"/> Finger(s), Left Hand (MISS L FGR) |
| <input type="checkbox"/> Arm, Lower Right (MISS LRARM) | <input type="checkbox"/> Finger(S), Right Hand (MISS R FGR) |
| <input type="checkbox"/> Breasts (MISS BRSTS) | <input type="checkbox"/> Finger Joint(s), Left Hand (MISS L FJT) |
| <input type="checkbox"/> Breast, Left (MISS LBRST) | <input type="checkbox"/> Finger Joint(s), Right Hand (MISS R FJT) |
| <input type="checkbox"/> Breast, Right (MISS RBRST) | |
| <input type="checkbox"/> Foot, Left (MISS L FT) | <input type="checkbox"/> Ovaries (MISS OVARS) |
| <input type="checkbox"/> Foot, Right (MISS R FT) | <input type="checkbox"/> Ovary, Left (MISS LOVAR) |
| <input type="checkbox"/> Gallbladder (MISS GALL) | <input type="checkbox"/> Ovary, Right (MISS ROVAR) |
| <input type="checkbox"/> Hand, Left (MISS L HND) | <input type="checkbox"/> Pancreas (MISS PANCR) |
| <input type="checkbox"/> Hand, Right (MISS R HND) | <input type="checkbox"/> Prostate Gland (MISS PROST) |
| <input type="checkbox"/> Intestines (MISS INTES) | <input type="checkbox"/> Spleen (MISS SPLEN) |
| <input type="checkbox"/> Kidney, Left (MISS L KID) | <input type="checkbox"/> Stomach (MISS STOMA) |
| <input type="checkbox"/> Kidney, Right (MISS R KID) | <input type="checkbox"/> Testis, Left (MISS L TES) |
| <input type="checkbox"/> Larynx (MISS LRYNX) | <input type="checkbox"/> Testis, Right (MISS R TES) |
| <input type="checkbox"/> Leg, Left (MISS L LEG) | <input type="checkbox"/> Thyroid (MISS THYRD) |
| <input type="checkbox"/> Leg, Right (MISS R LEG) | <input type="checkbox"/> Toe(s), Left Foot (MISS L TOE) |
| <input type="checkbox"/> Leg, Lower Left (MISS LLLEG) | <input type="checkbox"/> Toe(s), Right Foot (MISS R TOE) |
| <input type="checkbox"/> Leg, Lower Right (MISS LRLEG) | <input type="checkbox"/> Tongue (MISS TONG) |

MISSING BODY PARTS/ORGANS CONTINUED

- ☐ Lung, Left (MISS LLUNG)
- ☐ Lung, Right (MISS RLUNG)
- ☐ Nose (MISS NOSE)

- ☐ Tonsils (MISS TONSL)
- ☐ Uterus (MISS UTRUS)

MOLES

- ☐ Arm, Left (MOLE L ARM)
- ☐ Arm, Right (MOLE R ARM)
- ☐ Breast, Nonspecific (MOLE BRST)
- ☐ Breast, Left (MOLE LBRST)
- ☐ Breast, Right (MOLE RBRST)
- ☐ Buttocks, Nonspecific (MOLE BUTTK)
- ☐ Buttocks, Left (MOLE L BUT)
- ☐ Buttocks, Right (MOLE R BUT)
- ☐ Cheek(face), Left (MOLE L CHK)
- ☐ Cheek(face), Right (MOLE R CHK)
- ☐ Chin (MOLE CHIN)
- ☐ Ear, Left (MOLE L EAR)
- ☐ Ear, Right (MOLE R EAR)

- ☐ Eyebrow, Left/Left Eye Area (MOLE L EYE)
- ☐ Eyebrow, Right/Right Eye Area (MOLE R EYE)
- ☐ Finger(s), Left Hand (MOLE L FGR)
- ☐ Finger(s), Right Hand (MOLE R FGR)
- ☐ Forehead (MOLE FHD)
- ☐ Hand, Left (MOLE L HND)
- ☐ Hand, Right (MOLE R HND)
- ☐ Lip, Lower (MOLE L LIP)
- ☐ Lip, Upper (MOLE U LIP)
- ☐ Neck (MOLE NECK)
- ☐ Nose (MOLE NOSE)
- ☐ Wrist, Left (MOLE L WRS)
- ☐ Wrist, Right (MOLE R WRS)

NEEDLE ("TRACK") MARKS

- ☐ Arm, Left (NM L ARM)
- ☐ Arm, Right (NM R ARM)
- ☐ Buttock, Left (NM L BUTTK)
- ☐ Buttock, Right (NM R BUTTK)
- ☐ Finger(s), Left Hand (NM L FGR)
- ☐ Finger(s), Right Hand (NM R FGR)
- ☐ Foot, Left (NM L FOOT)
- ☐ Foot, Right (NM R FOOT)

- ☐ Hand, Left (NM L HND)
- ☐ Hand, Right (NM R HND)
- ☐ Leg, Left (NM L LEG)
- ☐ Leg, Right (NM R LEG)
- ☐ Thigh, Left (NM L THIGH)
- ☐ Thigh, Right (NM R THIGH)
- ☐ Wrist, Left (NM L WRIST)
- ☐ Wrist, Right (NM R WRIST)

OTHER PHYSICAL CHARACTERISTICS

- ☐ Bald/Balding (BALD)
- ☐ Cleft Chin (CLEFT CHIN)
- ☐ Dimple, Chin (DIMP CHIN)
- ☐ Dimple, Left Cheek (face) (DIMP L CHK)
- ☐ Dimple, Right Cheek (face) (DIMP R CHK)
- ☐ Freckles (FRECKLES)
- ☐ Hair Implants (HAIR IMPL)
- ☐ Pierced Ear, Nonspecific, (PRCD EAR)
- ☐ Pierced Ears (PRCD EARS)
- ☐ Pierced Left Ear (PRCD L EAR)
- ☐ Pierced Right Ear (PRCD R EAR)
- ☐ Pierced Nose (PRCD NOSE)

SCARS

- [] Abdomen (SC ABDOM)
- [] Ankle, Nonspecific (SC ANKL)
- [] Ankle, Left (SC L ANKL)
- [] Ankle, Right (SC R ANKL)
- [] Arm, Nonspecific (SC ARM)
- [] Arm, Left, Nonspecific (SC L ARM)
- [] Arm, Right, Nonspecific (SC R ARM)
- [] Arm, Left Upper (SC UL ARM)
- [] Arm, Right Upper (SC UR ARM)
- [] Back (SC BACK)
- [] Breast, Nonspecific (SC BREAST)
- [] Breast, Left (SC L BRST)
- [] Breast, Right (SC R BRST)
- [] Buttocks, Nonspecific (SC BUTTK)
- [] Buttock, Left (SC L BUTTK)
- [] Buttock, Right (SC R BUTTK)
- [] Calf, Nonspecific (SC CALF)
- [] Calf, Left (SC L CALF)
- [] Calf, Right (SC R CALF)
- [] Finger, Nonspecific (SC FGR)
- [] Finger(s), Left Hand (SC L FGR)
- [] Finger(s), Right Hand (SC R FGR)
- [] Foot, Nonspecific (SC FOOT)
- [] Foot, Left (SC L FT)
- [] Foot, Right (SC R FT)
- [] Forearm, Nonspecific (SC F ARM)
- [] Forearm, Left (SC LF ARM)
- [] Forearm, Right (SC RF ARM)
- [] Forehead (SC FHD)
- [] Hand, Nonspecific (SC HAND)
- [] Hand, Left (SC L HND)
- [] Hand, Right (SC R HND)
- [] Head, Nonspecific (SC HEAD)
- [] Knee, Nonspecific (SC KNEE)
- [] Knee, Left (SC L KNEE)
- [] Knee, Right (SC R KNEE)
- [] Cheek(face), Nonspecific (SC CHK)
- [] Cheek(face), Left (SC L CHK)
- [] Cheek(face), Right (SC R CHK)
- [] Chest (SC CHEST)
- [] Chin (SC CHIN)
- [] Ear, Nonspecific (SC EAR)
- [] Ear, Left (SC L EAR)
- [] Ear, Right (SC R EAR)
- [] Elbow, Nonspecific (SC ELBOW)
- [] Elbow, Left (SC L ELB)
- [] Elbow, Right (SC R ELB)
- [] Eyebrow, Eye Area, Nonspecific (SC EYE)
- [] Eyebrow, Left/Left Eye Area (SC L EYE)
- [] Eyebrow, Right/Right Eye Area (SC R EYE)
- [] Face, Nonspecific (SC FACE)
- [] Leg, Nonspecific (SC LEG)
- [] Leg, Left, Nonspecific (SC L LEG)
- [] Leg, Right, Nonspecific (SC R LEG)
- [] Lip, Nonspecific (SC LIP)
- [] Lip, Lower (SC LOW LIP)
- [] Lip, Upper (SC UP LIP)
- [] Neck (SC NECK)
- [] Nose (SC NOSE)
- [] Pockmarks (POCKMARKS)
- [] Shoulder, Nonspecific (SC SHLD)
- [] Shoulder, Left (SC L SHLD)
- [] Shoulder, Right (SC R SHLD)
- [] Thigh, Nonspecific (SC THGH)
- [] Thigh, Left (SC L THGH)
- [] Thigh, Right (SC R THGH)
- [] Wrist, Nonspecific (SC WRIST)
- [] Wrist, Left (SC L WRIST)
- [] Wrist, Right (SC R WRIST)

SKIN DISCOLORATIONS (INCLUDING BIRTHMARKS)

- | | |
|---|---|
| <input type="checkbox"/> Abdomen (DISC ABDOM) | <input type="checkbox"/> Eyebrow, Left/Left Eye Area (DISC L EYE) |
| <input type="checkbox"/> Ankle, Left (DISC L ANK) | <input type="checkbox"/> Eyebrow, Right/Right Eye Area (DISC R EYE) |
| <input type="checkbox"/> Ankle, Right (DISC R ANK) | |
| <input type="checkbox"/> Arm, Left (DISC L ARM) | <input type="checkbox"/> Finger(s), Left Hand (DISC L FGR) |
| <input type="checkbox"/> Arm, Right (DISC R ARM) | <input type="checkbox"/> Finger(s), Right Hand (DISC R FGR) |
| <input type="checkbox"/> Back (DISC BACK) | <input type="checkbox"/> Foot, Left (DISC L FT) |
| | <input type="checkbox"/> Foot, Right (DISC R FT) |
| <input type="checkbox"/> Buttocks, Nonspecific (DISC BUTTK) | <input type="checkbox"/> Forehead (DISC FHD) |
| <input type="checkbox"/> Buttock, Left (DISC L BUT) | |
| <input type="checkbox"/> Buttock, Right (DISC R BUT) | <input type="checkbox"/> Hand, Left (DISC L HND) |
| <input type="checkbox"/> Cheek(face), Left (DISC L CHK) | <input type="checkbox"/> Hand, Right (DISC R HND) |
| <input type="checkbox"/> Cheek(face), Right (DISC R CHK) | |
| <input type="checkbox"/> Chest (DISC CHEST) | <input type="checkbox"/> Knee, Left (DISC LKNEE) |
| | <input type="checkbox"/> Knee, Right (DISC RKNEE) |
| <input type="checkbox"/> Chin (DISC CHIN) | <input type="checkbox"/> Leg, Left (DISC L LEG) |
| | <input type="checkbox"/> Leg, Right (DISC R LEG) |
| <input type="checkbox"/> Ear, Left (DISC L EAR) | <input type="checkbox"/> Lip, Lower (DISC L LIP) |
| <input type="checkbox"/> Ear, Right (DISC R EAR) | <input type="checkbox"/> Lip, Upper (DISC U LIP) |
| <input type="checkbox"/> Neck (DISC NECK) | <input type="checkbox"/> Shoulder, Left (DISC LSHLD) |
| | <input type="checkbox"/> Shoulder, Right (DISC RSHLD) |
| <input type="checkbox"/> Nose (DISC NOSE) | <input type="checkbox"/> Wrist, Left (DISC L WRS) |
| | <input type="checkbox"/> Wrist, Right (DISC R WRS) |

TATTOOS

- | | |
|--|--|
| <input type="checkbox"/> Abdomen (TAT ABDOM) | <input type="checkbox"/> Finger(s), Left Hand (TAT L FGR) |
| <input type="checkbox"/> Ankle, Left (TAT L ANKL) | <input type="checkbox"/> Finger(s), Right Hand (TAT R FGR) |
| <input type="checkbox"/> Ankle, Right (TAT R ANKL) | |
| <input type="checkbox"/> Arm, Left, Nonspecific (TAT L ARM) | <input type="checkbox"/> Forearm, Left (TAT LF ARM) |
| <input type="checkbox"/> Arm, Right, Nonspecific (TAT R ARM) | <input type="checkbox"/> Forearm, Right (TAT RF ARM) |
| <input type="checkbox"/> Arm, Left, Upper (TAT UL ARM) | <input type="checkbox"/> Forehead (TAT FHD) |
| <input type="checkbox"/> Arm, Right, Upper (TAT UR ARM) | <input type="checkbox"/> Groin Area (TAT GROIN) |
| <input type="checkbox"/> Back (TAT BACK) | <input type="checkbox"/> Hand, Left (TAT L HND) |
| | <input type="checkbox"/> Hand, Right (TAT R HND) |
| <input type="checkbox"/> Breast (TAT BREAST) | <input type="checkbox"/> Head, Nonspecific (TAT HEAD) |
| <input type="checkbox"/> Breast, Left (TAT L BRST) | |
| <input type="checkbox"/> Breast, Right (TAT R BRST) | <input type="checkbox"/> Knee, Left (TAT L KNEE) |
| | <input type="checkbox"/> Knee, Right (TAT R KNEE) |
| <input type="checkbox"/> Buttocks (TAT BUTTK) | <input type="checkbox"/> Leg, Left, Nonspecific (TAT L-LEG) |
| <input type="checkbox"/> Buttock, Left (TAT L BUTK) | <input type="checkbox"/> Leg, Right, Nonspecific (TAT R LEG) |
| <input type="checkbox"/> Buttock, Right (TAT R BUTK) | |
| <input type="checkbox"/> Calf, Left (TAT L CALF) | <input type="checkbox"/> Neck (TAT NECK) |
| <input type="checkbox"/> Calf, Right (TAT R CALF) | |

TATOOS CONTINUED

- | | |
|---|---|
| <input type="checkbox"/> Cheek(face), Left (TAT L CHK) | <input type="checkbox"/> Nose (TAT NOSE) |
| <input type="checkbox"/> Cheek(face), Right (TAT R CHK) | <input type="checkbox"/> Shoulder, Left (TAT L SHLD) |
| <input type="checkbox"/> Chest (TAT CHEST) | <input type="checkbox"/> Shoulder, Right (TAT R SHLD) |
| <input type="checkbox"/> Chin (TAT CHIN) | <input type="checkbox"/> Thigh, Left (TAT L THGH) |
| <input type="checkbox"/> Ear, Left (TAT L EAR) | <input type="checkbox"/> Thigh, Right (TAT R THGH) |
| <input type="checkbox"/> Ear, Right (TAT R EAR) | <input type="checkbox"/> Wrist, Left (TAT L WRS) |
| <input type="checkbox"/> Face, Nonspecific (TAT FACE) | <input type="checkbox"/> Wrist, Right (TAT R WRS) |

THERAPEUTIC DRUGS

- | | |
|--|---|
| <input type="checkbox"/> Analgesics (pain relievers) including:
Darvon, Acetaminophen, Aspirin (TD ANALGES) | <input type="checkbox"/> Hypnotics (sleeping aids)
including: Barbiturates,
Chloral Hydrate, Glutethemide
(TD HYPNOTI) |
| <input type="checkbox"/> Anticonvulsants (seizure medicines)
including: Dilantin, Mysoline and
Phenobarbital (TD ACONVUL) | <input type="checkbox"/> Tranquilizers including: Valium,
Thorazine, Stellazine (TD TRANQUI) |
| <input type="checkbox"/> Antidepressants (mood-lifters) including:
Elavil, Triavil, Nortriptylene, Norpramine
Amitriptylene (TD ADEPRES) | <input type="checkbox"/> Other Therapeutic Medications not
listed here. Enter in the
Miscellaneous (MIS) Field.
(TD OTHER) |
| <input type="checkbox"/> Cardiac (heart) medications including:
Digitalis, Digoxin (TD CARDIAC) | |

JEWELRY TYPE (JWT)

Name of Investigating Agency

Name of Missing Person

Name Of Investigating Officer

Case Number

NCIC (NIC) Number

INSTRUCTIONS:

Parents/Guardian/Next of Kin: Review the following list. If the person you are reporting missing is wearing or had in his/her possession any of the personal accessories listed below, check the appropriate item and provide a brief description of the item in the description area at the bottom of the page. When the form is completed, return it to the investigating police officer.

JEWELRY TYPE (JWT):

☐ Ankle Bracelet (AB)

☐ Necklace (NE)

☐ Belt Buckle (BB)

☐ Pocket Knife (PK)

☐ Broach/Pin (BP)

☐ Pocket Watch Chain (PC)

☐ Cigarette Lighter (CL)

☐ Ring (RI)

☐ Comb (CO)

☐ Tie Clasp (TC)

☐ Cuff Links (CU)

☐ Wallet/Purse (WP)

☐ Earrings (ER)

☐ Watch (WA)

☐ Key Chain (KC)

☐ Wrist Bracelet (WB)

☐ Money Clip (MC)

JEWELRY DESCRIPTION AND LOCATION (JWL):

Describe any item that has been checked above.

Description: (e.g., earrings: oval cameo in yellow gold.)

Instructions:

Parent/Guardian/Next of Kin: Complete the Authorization to Release Medical Records and deliver it to the missing person's physician and request him/her to provide the requested medical information to you. When you receive the requested information, contact the investigating officer listed below.

Name of Missing Person_____
Date of Birth_____
Investigating Police Agency_____
NCIC (NIC) Number_____
Name of Investigating Officer_____
Case Number

()

Investigating Police Agency Telephone NumberAUTHORIZATION TO RELEASE MEDICAL RECORDS

I, _____, am the [Parent] [Guardian] [next of Kin] of the above named missing person and I hereby authorize you to release any medical records you may have concerning his/her medical history. The records will be used by the investigating police agency in their investigation.

Signature of Parent/Guardian/Next of Kin_____
Relationship_____
Date_____
Street Address_____
City and State_____
Telephone NumberTO PHYSICIAN:

After completing this page, refer to the body diagram and chart any information that would aid in identification of the missing person, i.e., artificial body parts, eye disorders, deafness, deformities, fractured bones, medical devices, missing body parts, moles, needle marks, scars, skin discolorations, tattoos and other physical characteristics.

Please send this form, together with all medical records, including x-rays, to the parent, guardian or next of kin who signed this authorization. The records will be returned to you when the investigation has concluded.

Are body x-rays (BXR) available? Yes [] Full [] Partial [] No []

If yes, where: _____

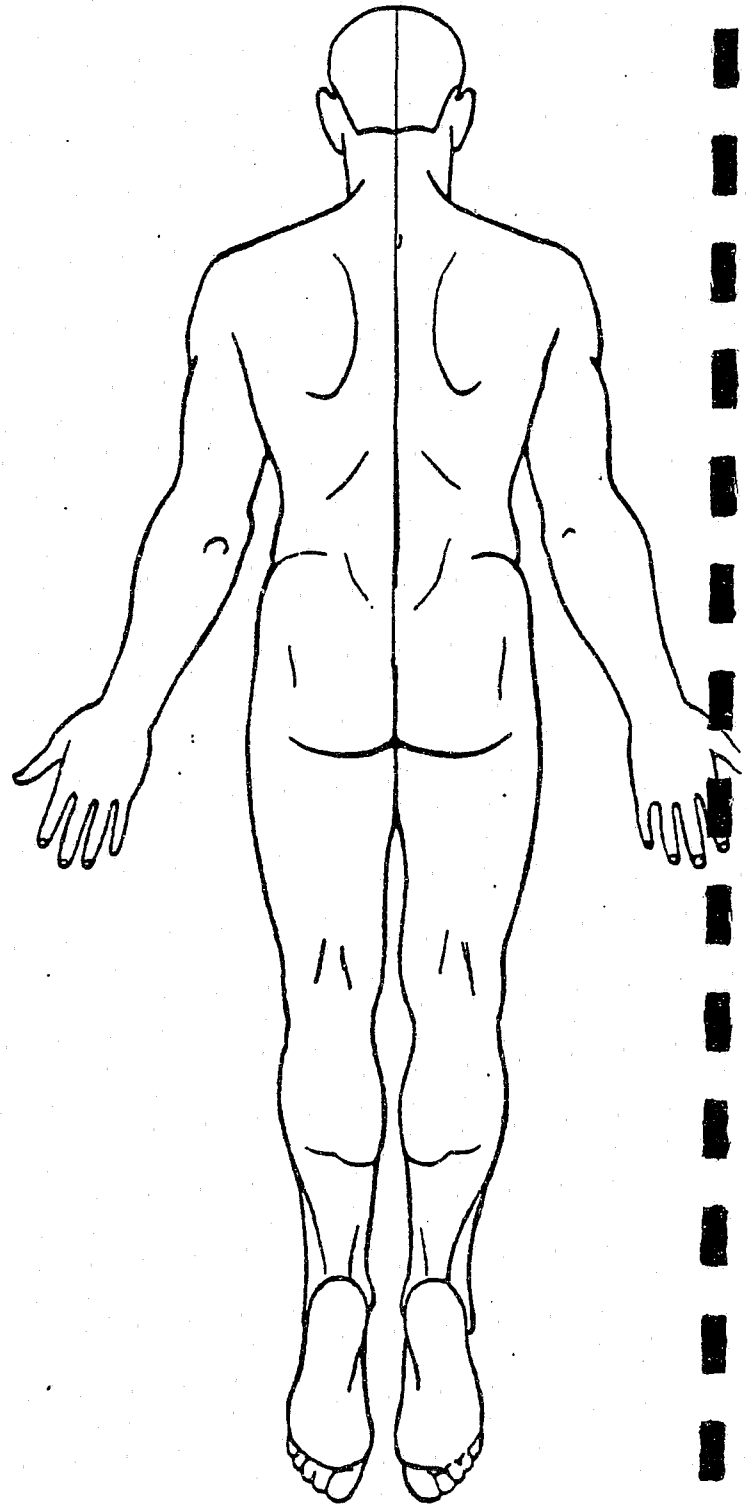
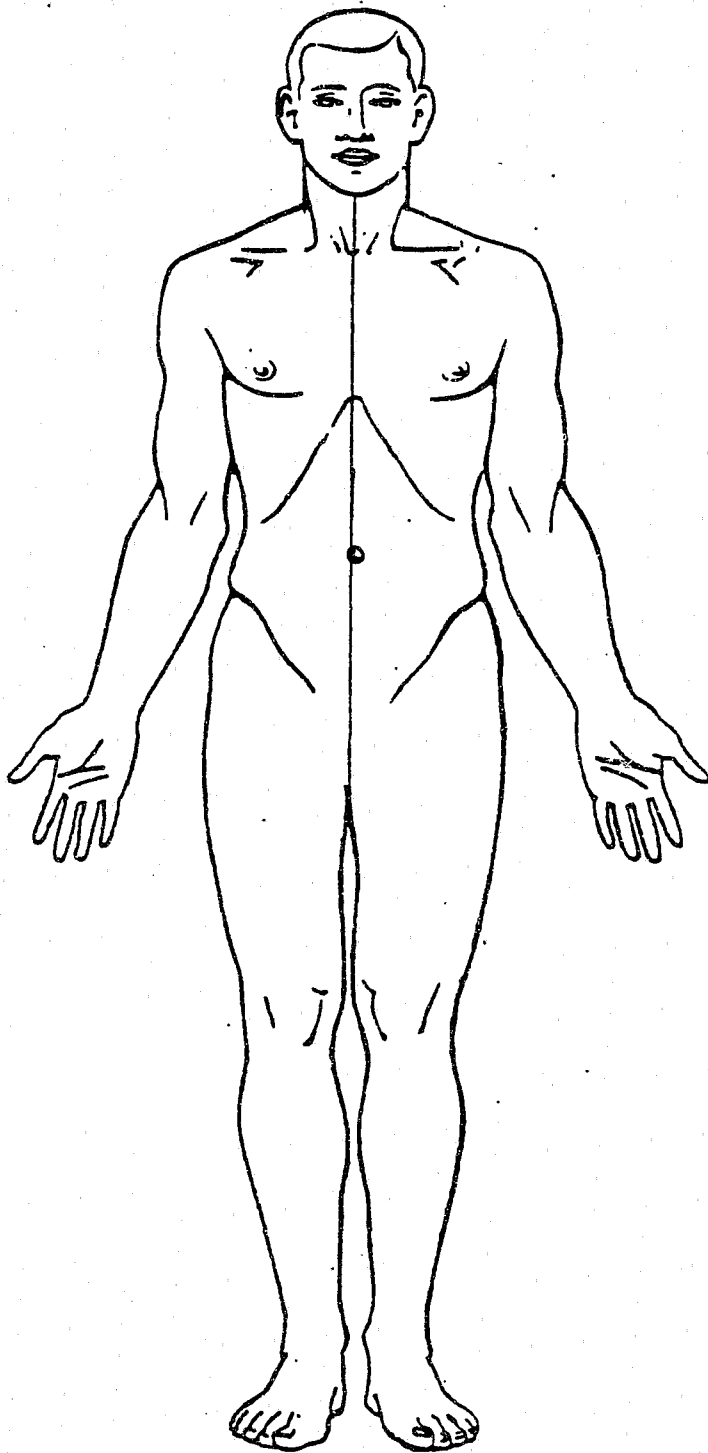
Blood Type (BLT) (including RH factor if known): _____

Name of Medical Doctor_____
Telephone Number_____
Street Address_____
City and State

To aid in the identification of the individual, if applicable, please mark the approximate location of any personal descriptors, i.e., scars, broken bones, moles, etc. Use the comments area to more fully describe any tattoos, scars, etc.

FRONT

BACK



Comments: _____

Instructions:

Parent/Guardian/Next of Kin: Complete the Authorization to Release Medical Records and deliver it to the Missing Person's Optician, Optometrist or Ophthalmologist and request that he/she provide the requested information to you. When you receive the requested information, contact the investigating officer listed below.

Name of Missing Person_____
Date of Birth_____
Investigating Police Agency_____
NCIC (NIC) Number_____
Name of Investigating Officer_____
Case Number

()

Investigating Police Agency Telephone NumberAUTHORIZATION TO RELEASE MEDICAL RECORDS

I, _____, am the [Parent] [Guardian] [Next of Kin] of the above named missing person and I hereby authorize you to release any medical records you may have concerning his/her vision. The records will be used by the investigating police agency in their investigation.

Signature of Parent/Guardian/Next of kin_____
Relationship_____
Date_____
Street Address_____
City and State_____
Telephone NumberTO EYE CARE SPECIALIST:

Please complete this form with the requested information and return it, together with all medical records, to the authorizing parent, guardian or next of kin listed above. The records will be returned to you when the investigation has concluded.

Glasses: [] Yes [] No

If yes, Type of Frames: _____

Prescription: (VRX) Left Eye: _____

Right Eye: _____

Contact Lens: Yes [] No []

If yes, TYPE: [] Soft [] Hard
[] Semi [] Extended WearCOLOR: [] Brown [] Gray [] Blue
[] Green [] Clear

Additional Comments(Any diseases, scars, etc., that may aid in the identification of the missing person): _____

Name of Optician, Optometrist, Ophthalmologist_____
Telephone Number_____
Street Address_____
City and State

Dear Dentist:

Since we believe that you have treated the person named on the preceding page, your assistance is requested. Your careful attention to the enclosed dental chart may aid in the identification of your patient who has been reported missing.

The dental chart is extremely comprehensive and yet simple to use once you understand the instructions. It has been designed so that dental data can be instantly entered into a national computer -- The National Crime Information Center (NCIC) -- for comparison with the dental data of unidentified deceased and living persons.

Certain simplifications have been made in terminology. The chart is not intended to be a clinical profile or to provide a clinical diagnosis; but rather it is a "pointer system" for matching distinguishing features. If there are no distinguishing features for a tooth, the tooth is not coded on the chart. All tooth numbers in the coding chart rules refer to the Universal System. Dentists employing other systems may do so because the chart will automatically accept such systems.

General procedures for charting.

1. By consulting your radiographs, models, and records, determine the STATUS for each tooth under this column.
2. Determine the existing restorations and chart each (by surface) by employing the RESTORATIONS code on page 21.
3. Chart caries on the appropriate tooth surface by using the code number nine as explained on page 21 under RESTORATIONS/CARIES.
4. List all fixed prosthetic appliances by using the codes under RESTORATIONS/CARIES on page 21.
5. If removable appliances are present, describe them using the REMOVABLE APPLIANCES codes on page 23.
6. Finally, determine if your patient has any of the features listed under OTHER CHARACTERISTICS codes. As the coding rules on page 24 indicate, enter up to three (3) unusual features per tooth.

Completion of these categories should not take more than a few minutes under most circumstances. If you have questions regarding the charting of a condition, please contact the DCJS Missing and Exploited Children Clearinghouse at (518) 457-6326.

Please forward the completed dental charting form and dental x-rays to the investigating police agency for submission to DCJS.

THANK YOU. The family and friends of this patient are extremely grateful for your cooperation and careful completion of this form.

[6/87]

AUTHORIZATION TO RELEASE DENTAL RECORDS AND X-RAYS

INVESTIGATING AGENCY: _____ CASE NUMBER: _____
ADDRESS: _____ NCIC (NIC) NUMBER: _____
TELEPHONE NUMBER: _____ TODAYS DATE: _____
INVESTIGATING OFFICER: _____
NAME OF MISSING PERSON (Patient): _____ DATE REPORTED MISSING: _____
DATE OF BIRTH: _____ RACE: _____ SEX: _____

Section 838 of the Executive Law of the State of New York requires the dentist of record of a missing person to release that person's dental records, including x-rays, within 10 days of receipt of this properly completed form to the Division of Criminal Justice Services (DCJS). The attached dental coding form and dental x-rays should be returned to the investigating police agency for submission to DCJS.

A family member or next of kin of the person reported missing may authorize the release of the dental records and x-rays by completing the below authorization. If no family member or next of kin is available to sign the authorization, the peace or police officer investigating the missing person complaint may authorize the dentist to release the missing person's dental records by executing a written declaration, stating that an active investigation seeking the location of the missing person is being conducted, and that the dental records are necessary for the exclusive purpose of furthering the investigation.

The completed authorization should be given to the dentist 30 days after the person is reported missing.

AUTHORIZATION

I, _____, am the ☐ Parent ☐ Guardian ☐ next of kin of the above named missing person or a ☐ Peace Officer ☐ Police Officer and I hereby authorize the release of all dental records and x-rays to assist law enforcement agencies in their investigation to locate this person.

Signature of Authorizing Person

Relationship

Street Address

Telephone Number

City, State, Zip

TO CHARTING DENTIST:

Please return the completed dental charting form, along with the patients x-rays to the investigating police agency at the address listed above. If you require a copy of the release for your records, please make a photocopy prior to sending it to the police agency. The records will be returned to you when the investigation has concluded.

NAME OF CHARTING DENTIST: _____

ADDRESS: _____

TELEPHONE: _____

STATE OF NEW YORK
POLICE MISSING PERSON REPORT
DENTAL INFORMATION

Dental X-rays Submitted (DXR): [] YES [] NO Date Last X-rays were taken: _____

Dental Models Available: (MPA): [] YES [] NO Date Last Treatment: _____

Photographs of Teeth Available: [] YES [] No

Dentist's Remarks (DRE) _____

(Attach additional sheets if necessary)

	FDI Dental Examination (FDI)	Un ivers Dental Perma nent Us	S T A T U S	DENTAL CHARACTERISTICS (DCH)					R E M O V A B L E	A P P L I A N C E S	O T H E R C H A R A C T E R I S T I C S
				RESTORATIONS/CARIES							
				M E S I A L	O C C U S A L	D I S T A L	B U C C A L	L I N G U A L			
U P P E R	THIRD MOLAR	18	1	001/	033/	065/	097/	129/	161/	193/	225/
	SECOND MOLAR	17	2	002/	034/	066/	098/	130/	162/	194/	226/
	FIRST MOLAR	16	3	003/	035/	067/	099/	131/	163/	195/	227/
	SECOND BICUSPID	15	A 4	004/	036/	068/	100/	132/	164/	196/	228/
	FIRST BICUSPID	14	B 5	005/	037/	069/	101/	133/	165/	197/	229/
E N T	CUSPID	13	C 6	006/	038/	070/	102/	134/	166/	198/	230/
	LATERAL INCISOR	12	D 7	007/	039/	071/	103/	135/	167/	199/	231/
	CENTRAL INCISOR	11	E 8	008/	040/	072/	104/	136/	168/	200/	232/
U L T E R I O R	CENTRAL INCISOR	21	F 9	009/	041/	073/	105/	137/	169/	201/	233/
	LATERAL INCISOR	22	G 10	010/	042/	074/	106/	138/	170/	202/	234/
	CUSPID	23	H 11	011/	043/	075/	107/	139/	171/	203/	235/
	FIRST BICUSPID	24	I 12	012/	044/	076/	108/	140/	172/	204/	236/
	SECOND BICUSPID	25	J 13	013/	045/	077/	109/	141/	173/	205/	237/
P E R M A N E N T	FIRST MOLAR	26	14	014/	046/	078/	110/	142/	174/	206/	238/
	SECOND MOLAR	27	15	015/	047/	079/	111/	143/	175/	207/	239/
	THIRD MOLAR	28	16	016/	048/	080/	112/	144/	176/	208/	240/
L O W E R	THIRD MOLAR	38	17	017/	049/	081/	113/	145/	177/	209/	241/
	SECOND MOLAR	37	18	018/	050/	082/	114/	146/	178/	210/	242/
	FIRST MOLAR	36	19	019/	051/	083/	115/	147/	179/	211/	243/
	SECOND BICUSPID	35	K 20	020/	052/	084/	116/	148/	180/	212/	244/
	FIRST BICUSPID	34	L 21	021/	053/	085/	117/	149/	181/	213/	245/
P E R M A N E N T	CUSPID	33	M 22	022/	054/	086/	118/	150/	182/	214/	246/
	LATERAL INCISOR	32	N 23	023/	055/	087/	119/	151/	183/	215/	247/
	CENTRAL INCISOR	31	O 24	024/	056/	088/	120/	152/	184/	216/	248/
L O W E R	CENTRAL INCISOR	41	P 25	025/	057/	089/	121/	153/	185/	217/	249/
	LATERAL INCISOR	42	Q 26	026/	058/	090/	122/	154/	186/	218/	250/
	CUSPID	43	R 27	027/	059/	091/	123/	155/	187/	219/	251/
	FIRST BICUSPID	44	S 28	028/	060/	092/	124/	156/	188/	220/	252/
	SECOND BICUSPID	45	T 29	029/	061/	093/	125/	157/	189/	221/	253/
P E R M A N E N T	FIRST MOLAR	46	30	030/	062/	094/	126/	158/	190/	222/	254/
	SECOND MOLAR	47	31	031/	063/	095/	127/	159/	191/	223/	255/
	THIRD MOLAR	48	32	032/	064/	096/	128/	160/	192/	224/	256/

☐ DENTIST - Check Here if all 32 teeth are present without decay, restoration, or any unusual characteristics.
 TERMINAL OPERATOR - Enter code ALL in the DCH/ field.

☐ DENTIST - Check here if information is not available for coding the above chart.
 TERMINAL OPERATOR - Enter the code UNK in the DCH/ field.

Status Column Codes

(For use in boxes 001 through 032)

Code and Description

- A - Missing, closed socket (healed)
- P - Missing, open socket (not healed)
- D - Deciduous with permanent successor present
- E - Deciduous without permanent successor present
- F - Fractured or decayed at gingiva (crown not present)
- G - Tooth apparently prepared but not restored
- I - Impacted/incompletely erupted
- X - Information not available

Status Column Coding Rules

1. Only one of the above codes may be used for a tooth.
2. If none of the above codes describe the status of a given tooth, leave the status box for that tooth blank (not coded).
3. Unerupted teeth should not be coded as missing.
4. Use the code D when a deciduous tooth is present, no X-ray films are available to determine whether the permanent successor is present, and it is believed that the permanent successor will follow in a normal progression.
5. If a deciduous tooth has been prepared but not restored, enter the code G.
6. Unusual mixed dentition arrangements should be noted under "Dentist's Remarks" on the dental chart.

Restoration/Caries Columns Codes

(For use in boxes 033 through 192)

Code and Material Description

- 0 - Temporary type filling (cement, etc.)
- 1 - Amalgam
- 2 - Gold, other types of cast metal, or gold foil
- 3 - Acrylic/composite/bonded composite or veneer
- 4 - Porcelain fused to metal crown, porcelain fused to metal pontic, or all porcelain crown
- 5 - Any combination of 0, 1, 2, 3, and 4 above, for any one surface
- 6 - Stainless steel crown
- 7 - Temporary crown (acrylic, aluminum, etc.)
- 8 - Not identifiable, not recorded, or not remembered
- 9 - Caries (decay) Note: Use this code only when a tooth surface has caries and no restoration.

Restoration/Caries Columns Coding Rules

1. Tooth restorations are coded by indicating the restoration material(s) present on those surfaces which have been restored. For example, if the upper right first molar (tooth #3) has only one amalgam restoration on the occlusal surface, code 1 should be entered in the box having the number 067/ (occlusal surface). The other restoration/caries boxes for tooth #3 should be left blank. For example:

Upper Right	FDI	Univ.	Status	M	O	D	B	Remov.	Other	
								L	Appl.	Char.
FIRST MOLAR	16	3	003/	035/	067/ 1	099/	131/	163/	195/	227/

2. Only one of the restoration/caries codes may be used in a box. If a tooth surface has two different restoration materials, e.g., amalgam and composite, enter code 5 for the appropriate surface.
3. If a tooth surface has both a restoration and caries, only the restoration should be coded. Code 9 should be used only when a tooth surface has caries and no restoration.
4. When the natural surfaces of a tooth have been replaced by a crown, all replaced tooth surfaces must be coded. For example, if the lower right first molar (tooth #30) has a stainless steel crown, restoration code 6 would be entered on all five surfaces:

Upper Right	FDI	Univ.	Status	M	O	D	B	Remov.	Other	
								L	Appl.	Char.
FIRST MOLAR	46	30	030/	062/6	094/6	126/6	158/6	190/6	222/	254/

A combination of the restoration codes may be used in situations when porcelain has been fused to some, but not all, surfaces of a crown for aesthetic purposes. For example, a crown on the upper right cuspid (tooth #6) having porcelain fused to all surfaces except the lingual would be coded as follows:

Upper Right	FDI	Univ.	Status	M	O	D	B	Remov.	Other	
								L	Appl.	Char.
CUSPID	13	C	6 006/	038/4	070/4	102/4	134/4	166/2	198/	230/

A combination of codes may be used to indicate that a crown has a plastic veneer on less than all surfaces. For example, a metal crown on the upper left second bicuspid (tooth #13) having a plastic veneer on only the buccal surface would be coded as follows:

Upper Right	FDI	Univ.	Status	M	O	D	B	Remov.	Other	
								L	Appl.	Char.
SEC. BICUSPID	13	C	6 006/	038/4	070/4	102/4	134/4	166/2	198/	230/

NOTE: The incisal surface of an anterior crown shall be considered the occlusal surface.

5. Pontics on a fixed bridge should be described in the Restoration/Caries Columns. For example, if the upper left first molar (tooth #14) is replaced by a porcelain fused to metal pontic, the restoration code 4 should be entered for all five tooth surfaces as follows:

Upper Left	FDI	Univ.	Status	M	O	D	B	Remov.	Other	
								L	Appl.	Char.
FIRST MOLAR	26	C	14 014/A	046/4	078/4	110/4	142/4	174/4	206/	238/

If there are fewer pontics than the number of teeth missing, the pontics shall be charted as the lowest number(s) of the teeth missing. For example, if teeth #3, #4, and #5 are missing and a fixed bridge spanning from tooth #2 to tooth #6 has only two pontics, the pontics are marked for teeth #3 and #4.

6. When charting from X-ray films, if a restoration cannot be determined to be either buccal or lingual, it shall be considered buccal.
7. When charting from X-ray films, if the buccal surface material of a crown or pontic is indeterminable, the buccal surface shall be charted using code 8, not identifiable, not recorded, or not remembered.
8. When charting from X-ray films, if the nature of a metallic material is indeterminable, it shall be charted as code 8 in the appropriate tooth surface box.

Removable Appliances column Codes

(For use in boxes 193 through 224)

Code and Description

- A - Natural tooth replaced by acrylic tooth on acrylic partial denture (e.g. "flippers," etc.)
- B - Natural tooth replaced by acrylic tooth on metal frame partial denture
- C - Natural tooth replaced by porcelain tooth on acrylic partial denture
- D - Natural tooth replaced by porcelain tooth on metal frame partial denture
- E - Natural tooth replaced by metal tooth on metal frame partial denture
- F - Abutment tooth retaining partial denture, simple clasps (I-Bars, etc.)
- G - Abutment tooth retaining a partial denture with precision or semiprecision attachments
- H - Full dentures, upper or lower, all acrylic teeth (See Rule 4)
- I - Full dentures, upper or lower, all porcelain teeth (See Rule 4)
- J - Full dentures, upper or lower, combinations of porcelain, acrylic, and cutter bar teeth (See Rule 4)

Removable Appliances Column Coding Rules

1. If a person has a partial denture, all missing teeth should be coded as such in the Status Column using the status code A (missing, closed socket) or P (missing, open socket). Each replacement tooth should be described in the Removable Appliances Column using the appropriate code A through E. Note that the natural teeth retaining the partial denture should be coded in the Removable Appliances Column using the code F and/or G.
2. The above removable appliances codes should be used to describe each replacement tooth on a removable denture. NOTE: Pontics on a fixed bridge are coded in the Restoration/Caries Columns, not in the Removable Appliances Column.
3. If there are fewer replacement teeth than the number of teeth missing, the replacement teeth shall be charted as the lowest number(s) of the teeth missing. For example, if teeth #3, #4, and #5 are missing and a partial denture spanning from tooth #2 to tooth #6 has only two replacement teeth, the replacement teeth are marked for teeth #3 and #4.
4. Full dentures are charted using the removable appliances codes H, I, or J in box 193 for a full upper denture and/or box 209 for a full lower denture. If a full upper and/or full lower denture is present, it is not necessary to indicate that the teeth are missing in the Status Column. For example, if an upper denture is present, the status boxes numbered 001 through 016 (for teeth #1 through #16) should be left blank and the code H, I, or J should be entered in the removable appliances box 193. The computer will automatically code the Status Column of the appropriate upper and/or lower teeth as missing when the code H, I, or J is entered in the Removable Appliances Column in box 193 for upper and/or box 209 for lower.
5. In the rare case when a unique situation exists which is not covered above, please describe the situation under "Dentist's Remarks" on the dental chart.

Other Characteristics Column Codes

(For use in boxes 225 through 256)

Code and Description

- A - Tilted mesially
- B - Tilted distally
- C - Tilted buccally, including protruding anterior teeth
- D - Tilted lingually or palatally
- E - Root canal therapy completed
- F - Root canal therapy not completed
- G - Metal post in canal or retentive pins
- H - Rotated
- I - Supernumerary tooth
- J - Retained root tip
- K - Shovel-shaped incisor
- L - Retained amalgam or metal fragments imbedded in tissue adjacent to the affected tooth or tooth vicinity (e.g., amalgam tattoo)
- M - Overhang of restoration at gingival margin
- N - Diastema
- O - Orthodontic band on tooth
- P - Orthodontic bracket bonded to tooth
- Q - Functional appliances, e.g., bionator and palate expander, etc.
- R - Orthodontic arch wire
- S - Excessive wear due to tooth brushing
- T - Excessive occlusal wear (Bruxism)
- U - Severe bone loss, soft tissue pocketing, or recession
- V - Periapical pathology (granuloma, cyst, etc.)
- W - Intrinsic staining, e.g., mottling, tetracycline, etc.
- X - Torus mandibularis or palatinus (other exostosis)
- Y - Blade implant or individual tooth implant (metal, ceramic, etc.)
- Z - Implant, subperiosteal
- 3 - Surgically placed wires, e.g., fracture repair procedures
- 4 - Chipped

Other Characteristics column coding Rules

1. A maximum of three of the above codes may be used in the Other Characteristics box for a tooth. If more than three of the above characteristics apply to one tooth, chart the three most unique characteristics.
2. If a supernumerary tooth is present, record in the box corresponding to the closest tooth. If necessary, describe further under "Dentist's Remarks" on the dental chart.
3. The code N (Diastema) should be entered in the boxes for the teeth between which the space is present. For example, if teeth #7, #8, #9, and #10 are separated by spaces, the code N would be entered in the other characteristics box for teeth #7, #8, #9, and #10 (boxes 231, 232, 233, and 234).
4. Describe a chipped tooth under "Dentist's Remarks" on the dental chart.

5. Describe unusual positions of the teeth employing codes A, B, C, and D. If necessary, further descriptions of malocclusions may be listed under "Dentist's Remarks" on the dental chart.
6. The functional appliances code Q may be used only in box 225 (for an upper appliance) or box 241 (for a lower appliance).
7. The code R (orthodontic arch wire) may be used in box 225 and 241 only. An R in box 225 indicates an arch wire on the upper teeth and an R in box 241 indicates an arch wire on the lower teeth.
8. Obvious periodontal defects which would aid in identification should be recorded using code U in the box corresponding to the involved tooth or teeth. Additional clarifying descriptions should be included under "Dentist's Remarks" on the dental chart.
9. The code X (torus mandibularis or palatinus) may be used in box 225 and 241 only. An X in box 225 indicates torus palatinus and an X in box 241 indicates torus mandibularis.
10. The subperiosteal implant code Z may be used only in box 225 (for an upper implant) and box 241 (for a lower implant). The position of the post on a subperiosteal implant is not recorded.
11. When using the code Y for a blade implant, the Y is used to identify the location of the post. For example, teeth #30, #31, and #32 are missing. A blade is implanted and the post of the blade protrudes from the gingiva nearest the space previously occupied by natural tooth #31. The code Y would therefore be entered in the other characteristics box for tooth #31 (box 255). If a fixed bridge is made with porcelain fused to metal crowns for teeth #28 and #29, a porcelain fused to metal pontic for the missing tooth #30, and a full metal crown for the missing tooth #31, the dental chart for teeth #28 through #32 would appear as follows:

Lower Right	FDI	Univ.	Status	M	O	D	B	L	Remov. Appl.	Other Char.
FIRST BICUSPID	44	S	28 028/	060/ 4	092/ 4	124/ 4	156/ 4	188/ 4	220/	252/
SEC. BICUSPID	45	T	29 029/	061/ 4	093/ 4	125/ 4	157/ 4	189/ 4	221/	253/
FIRST MOLAR	46		30 030/ A	062/ 4	094/ 4	126/ 4	158/ 4	190/ 4	222/	254/
SECOND MOLAR	47		31 031/ A	063/ 2	095/ 5	127/ 2	159/ 2	191/ 2	223/	255/ Y
THIRD MOLAR	48		32 032/ A	064/	096/	128/	160/	192/	224/	256/

Poster and Brochures

Handout Material



James W. McMahon
Superintendent



MISSING CHILD



INFORMATION WANTED
BY THE NEW YORK STATE POLICE



SARA ANNE WOOD

DOB: 3/4/81 AGE: 12

300 HACADAM ROAD FRANKFORT, NY

DESCRIPTION:

WHITE FEMALE, 5 FEET TALL, 96 LBS., BLUE EYES, DARK BROWN CURLY HAIR
(SHOULDER LENGTH)

LAST SEEN:

Wednesday Afternoon, August 18, 1993 at 2:30PM On Her Pink And White Bicycle Leaving The NORWICH
CORNERS CHURCH On Roberts Road In The Town Of FRANKFORT, HERKIMER COUNTY, NY

SARA WAS WEARING:

A Pink T-Shirt With The Words "GUESS WHO" Embroidered On The Front In The Same Pink Color,
Turquoise Blue Shorts and Brown Sandals

Family and Friends Have Posted a \$10,000 Reward For Information Leading To Her Return.

IF YOU HAVE ANY INFORMATION CALL THE NEW YORK STATE POLICE AT (315) 736-0121

MISSING



Name Kari Lynn Nixon
Born May 2, 1971
Race/Sex White/Female
Height 5' 3"
Weight 106 pounds
Hair Brown-Shoulder length
with bangs and white barrettes.

Eyes Blue
Misc.: Pierced ears, no glasses, no scars

Last seen wearing Blue Jean Jacket, 2 Button
Yellow shirt with one light blue sleeve and
one turquoise sleeve, maroon color warm up
pants, size 7 white loafers, no socks

Missing: June 22, 1987 - 10:00 p.m.
From: AuSable Forks, New York

IF ANY INFORMATION PLEASE CONTACT NEW YORK STATE POLICE:

STATE POLICE
RAY BROOK (518) 897-2000

STATE POLICE
PLATTSBURGH (518) 563-3761

PA - MPU - 132

KARI LYNN NIXON 87-73