



# Missing and Abducted College Students

Christopher Brown  
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# **Moderator - Melissa Blasing**

Project Coordinator

AMBER Alert Training and Technical Assistance Program

National Criminal Justice Training Center  
of Fox Valley Technical College



# Webinar Information

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# **AMBER Alert Training and Technical Assistance Program**

## **Mission**

To safely recover missing, endangered, or abducted children through the coordinated efforts of law enforcement, media, transportation, and other partners by using training and technology to enhance response capacities and capabilities and increase public participation.



# During the Webinar

- All attendees will be muted.
- If you desire to ask a question, please use the questions section of the GoToWebinar dialogue box, typically on the right side of your screen.
- Questions will either be answered directly by a panelist or asked to the presenter who will answer during the Q & A portion of the presentation.

# Certificate of Attendance

- We offer a Certificate of Attendance on our live AMBER Alert TTA Program webinars.
- To receive your certificate you must:
  - **Attend the entire live webinar; and  
(no certificates are available for the recorded webinars)**
  - **Complete the survey at the end of the live webinar.**
- Certificate of Attendance will be emailed within 2 weeks of the live webinar event.



# Post Webinar Information

- At the conclusion of the webinar, a short survey will appear.
- We ask that you complete the survey in an effort to gather information to better serve you all in preparation for future webinars.
  - Please complete it before signing off.
- You will also receive a link to access this webinar and related webinar material following the webinar.

# Poll Questions

- Poll questions may be asked during the webinar.
  - They are asked so we can better understand the audience and provide the most useful information to you.
- As they will only be open a short period of time, please respond promptly.



# POLL OPTION: Which of the following best describes your role?

- Law Enforcement
- College/University Employee
- Forensic Interviewer, Social Worker
- Medical, Mental Health
- Other (type your role in the question box)





**Christopher Brown**  
**chrisbrown@dprep.com**

- Special Victims Detective with California State University – Long Beach
- Over 10 years of experience working with college populations
- Recognized as a specialized sexual assault investigator
  - Robert Presley Institute of Criminal Investigation
  - California Peace Officer Standards and Training (POST)
- Consultant with DPREP

A satellite night view of North America, showing the outlines of the continents and the glowing lights of cities and urban areas. The background is a deep blue, representing the night sky and the dark parts of the land and water.

## Learning Objectives

- Identify laws which guide and direct campus response to cases of missing / abducted college students.
- Understand the obstacles in reporting and investigating cases of missing / abducted college students.
- Explore ways in which Institutions of Higher Education can engage in preventative education with stakeholders.





On Average, 200 college students are kidnapped or abducted each year...





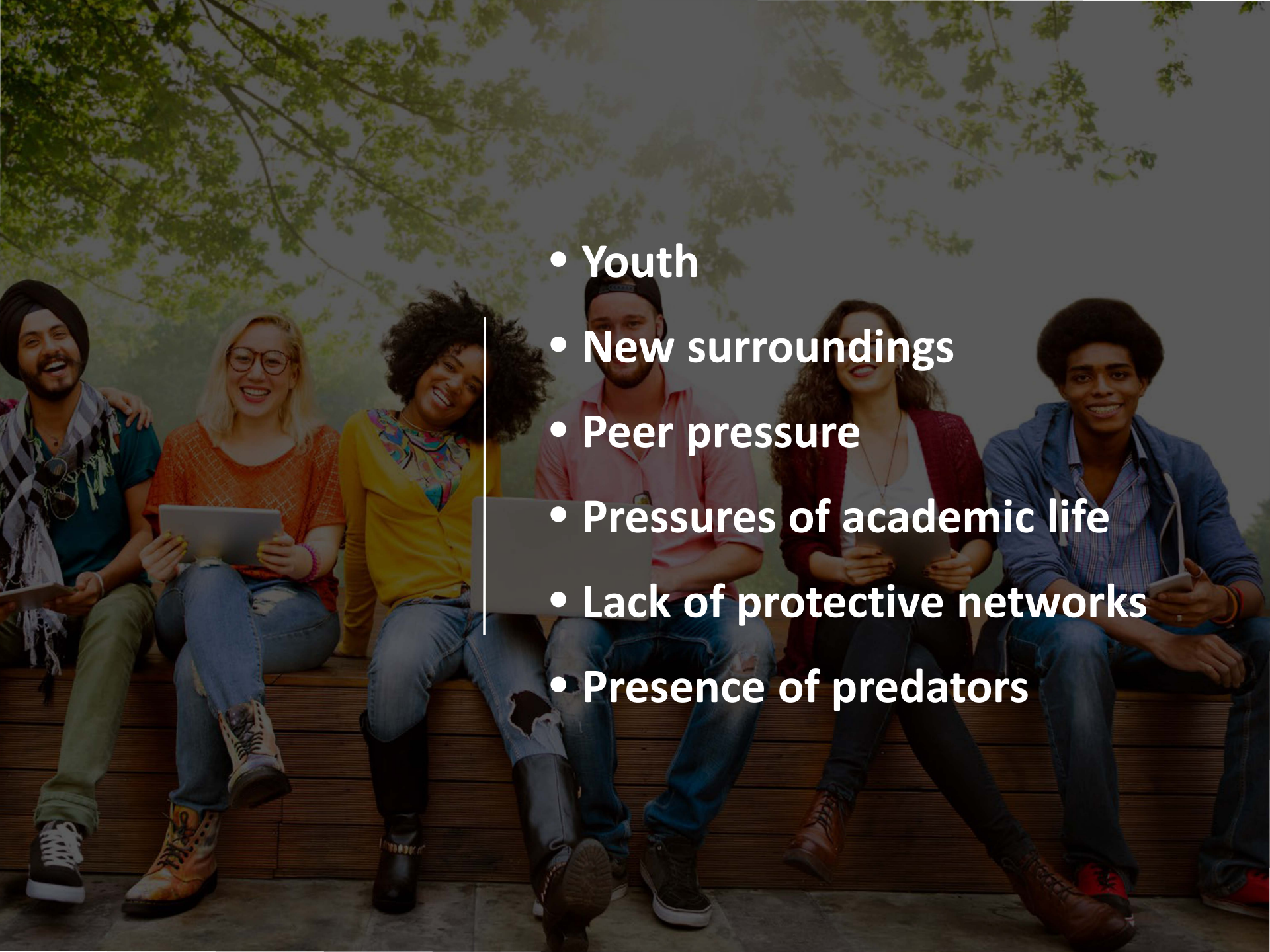
1/3<sup>rd</sup> of those involve  
stranger abductions

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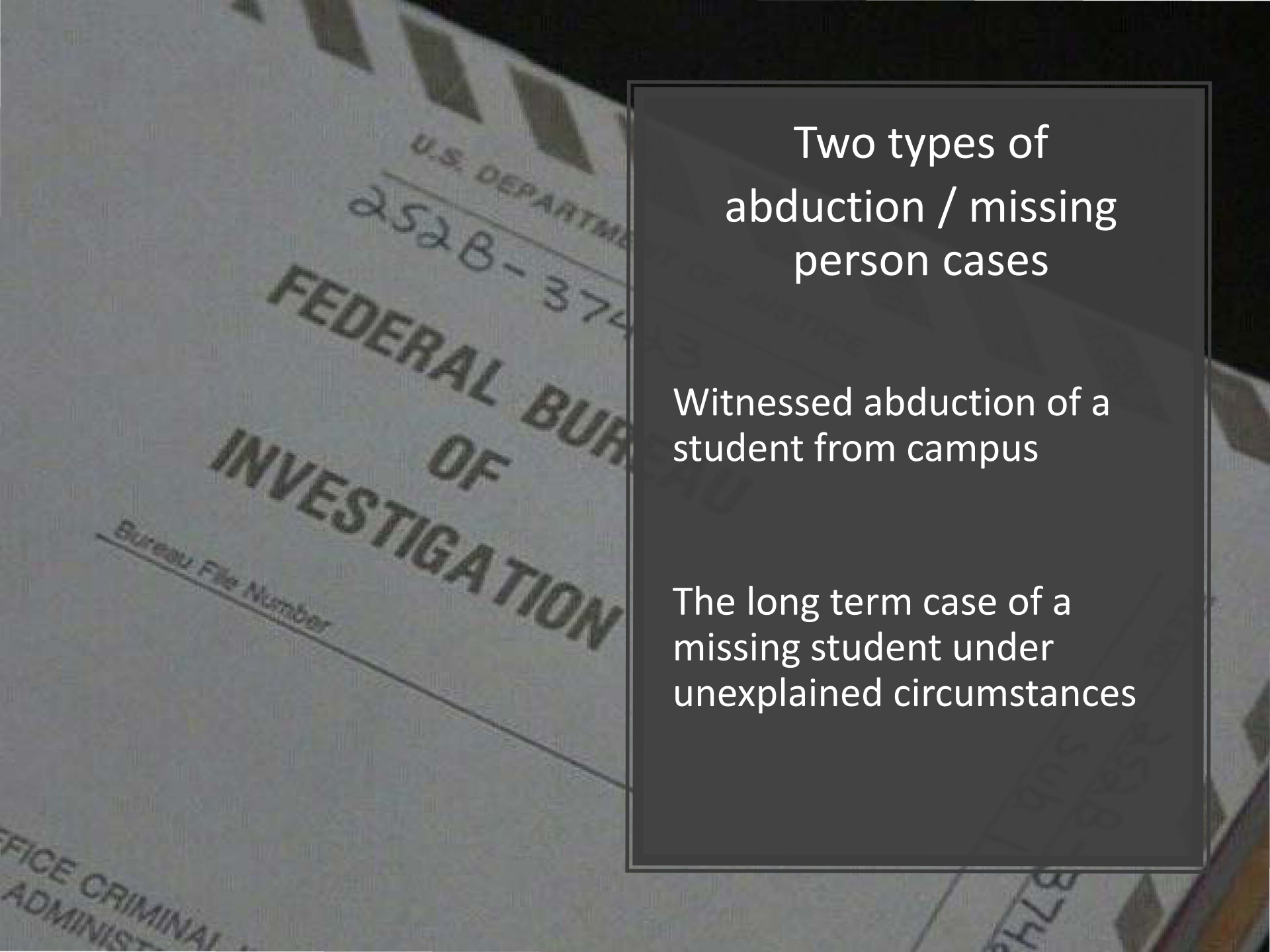
## Vulnerable Populations

- 
- A group of six diverse young adults are sitting on wooden steps outdoors. From left to right: a man with a beard and a turban, a woman with blonde hair and glasses, a woman with curly hair, a man with a beard and a cap, a woman with long brown hair, and a man with a beard. They are all smiling and holding various electronic devices like tablets and smartphones. The background shows green foliage and a clear sky. A semi-transparent dark grey box is overlaid on the right side of the image, containing a list of factors.
- Youth
  - New surroundings
  - Peer pressure
  - Pressures of academic life
  - Lack of protective networks
  - Presence of predators





Missing person cases are the same types as those seen in the community.



Two types of  
abduction / missing  
person cases

Witnessed abduction of a  
student from campus

The long term case of a  
missing student under  
unexplained circumstances



Both types have an enormous  
impact on campus



# Kristin Smart

Disappeared  
May 25, 1996



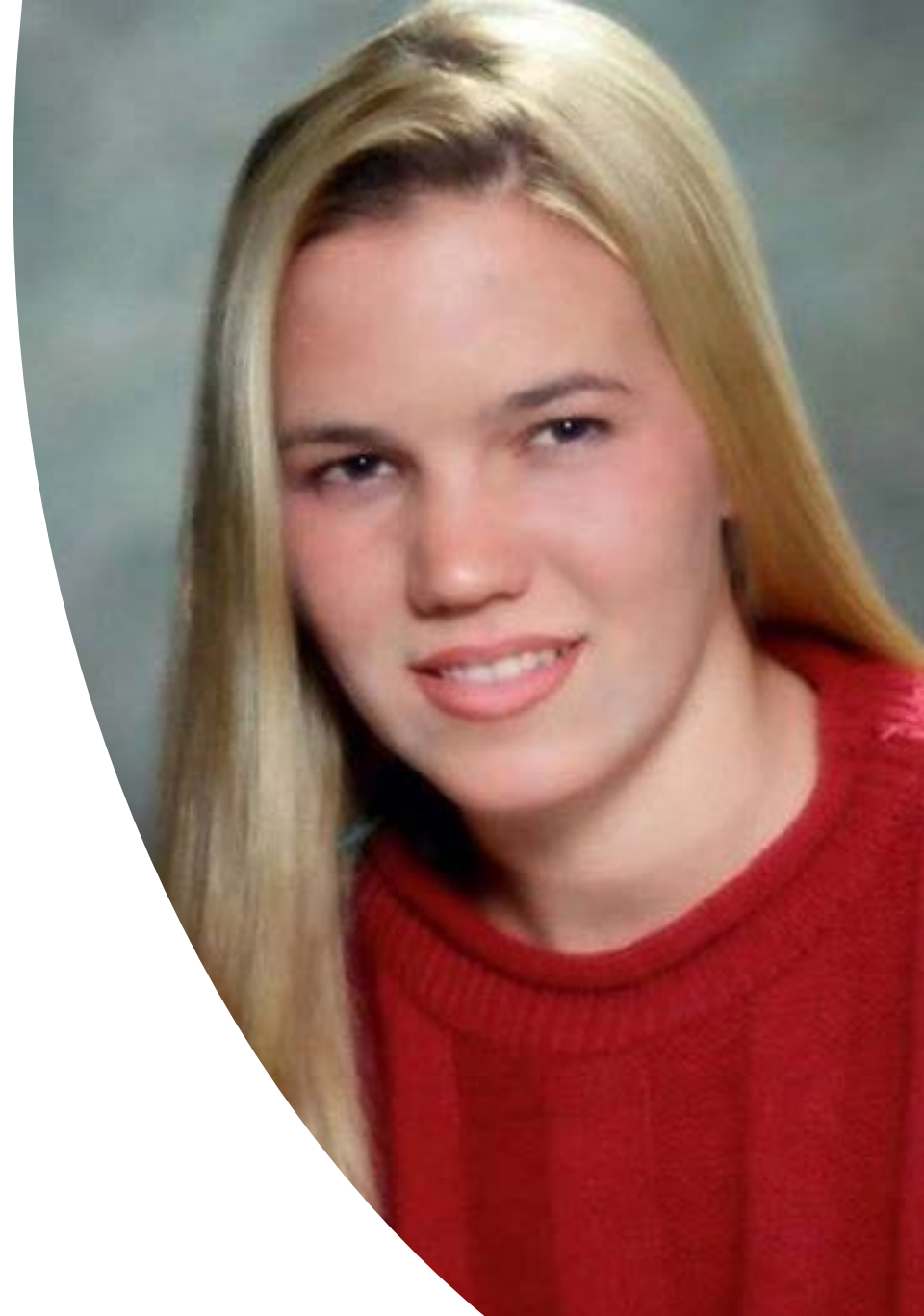
## **Kristin Smart Campus Safety Act of 1998**

(California Law)

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Mandated that local law enforcement agencies and campus law enforcement agencies enter into written agreements clarifying operational responsibility for investigating Part 1 violent crimes, sexual assaults, and hate crimes.

The written agreement is reviewed and updated every five years.







Nicholas Kollias and Ani Okeke Ewo

Abducted – Tortured  
December 4<sup>th</sup> thru December 7<sup>th</sup>, 2015



How do these events impact your organizations?







**ACTION**

Play a major role in the success or  
failure of a case



A large, dark, textured rock is positioned on the left side of the frame, partially obscuring a road. The road has two parallel yellow lines running towards the horizon. The background is dark and indistinct.

# Obstacles in Reporting & Investigation

Misunderstanding of:

- FERPA / HIPPA
- Reporting and notification requirements
- Delay initiating investigation



# Obstacles in Reporting & Investigation

Delay in Campus Alerts

Local / State agency  
resources

Protecting potential crime  
scenes

A large, dark, textured rock is positioned on the left side of the image, partially blocking a road. The road has two parallel yellow lines running down its center. The background is dark and indistinct, suggesting a nighttime or low-light setting. The rock's surface is rough and uneven, with some lighter patches. The overall scene conveys a sense of obstruction or a barrier.

# Obstacles in Reporting & Investigation

Lack of campus canvas or search

Failure to deploy specialized resources early on

**Suzanne Lyall**  
**University of Albany, NY**

Disappeared March 3, 1998





The background of the slide features a large, stylized seal of the President of the United States. It includes an eagle with a shield, holding an olive branch and arrows, surrounded by a ring of stars. The words "PRESIDENT OF THE UNITED STATES" are partially visible around the eagle.

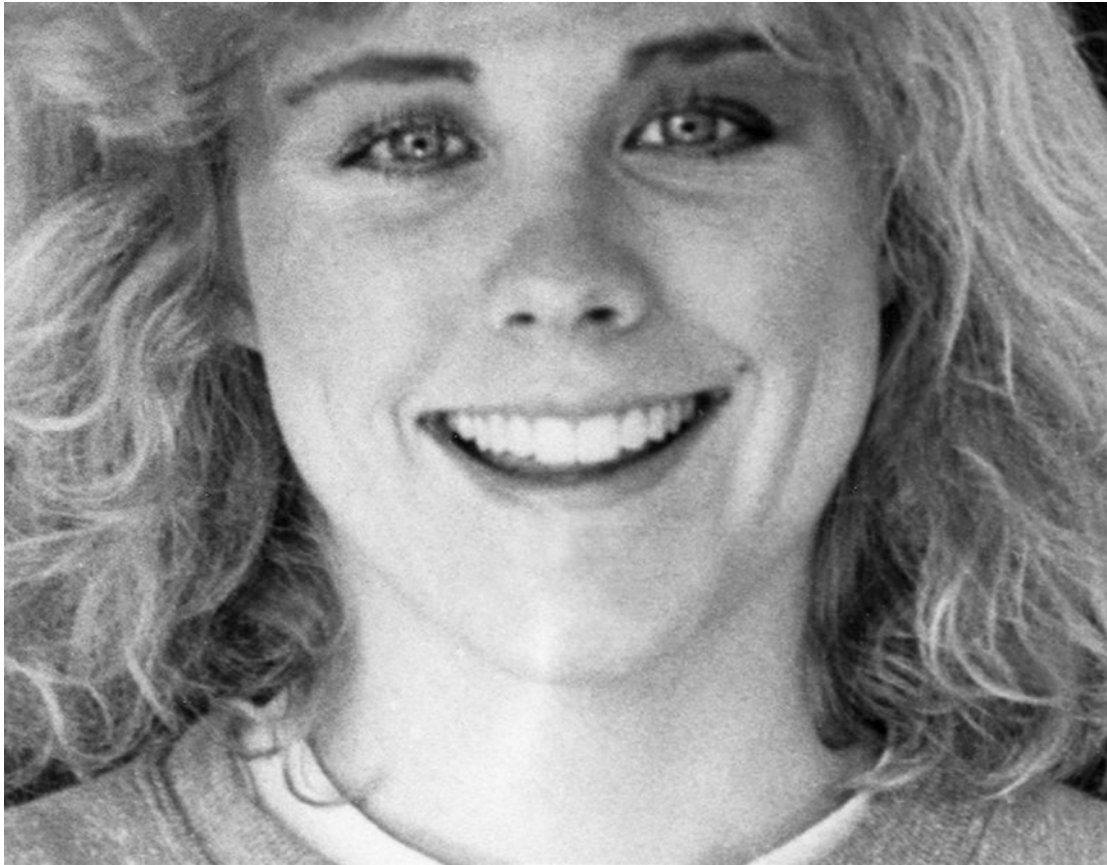
# PROTECT ACT of 2003

AKA Suzanne's Law

Eliminates waiting periods  
before law enforcement  
agencies will investigate reports  
of missing persons ages 18-21

These reports must also be filed  
with the NCIC and NCMEC.

Assigns a national Amber Alert  
Coordinator.



**Jeanne Clery**

Sexually assaulted and murdered on April 5, 1986

Found in her room by another student after the dorm room door was seen open

Parents sued Lehigh University when it was found that crime rates and security concerns were woefully underreported



# **Jeanne Clery Act**

Enacted in 1990

Requires all colleges and universities that participate in financial aid programs keep and disclose information about crime on or near their respective campuses

Annual Campus Safety Report

Crime log, crime statistics, and timely warnings to students



# Clery Act Requirements for Missing Students

Must disclose missing student notification procedures that pertain to students residing in campus housing facilities.

Foreign campuses with on-campus student housing must also comply with student notification regulations.

Does not apply to students who are temporarily residing off-campus in study abroad programs.

Nothing prevents institutions from applying notification procedures beyond these requirements.



# Missing Student Policy Statement

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A composite image with a red background. On the left, a magnifying glass with a silver handle is focused on a blue and purple fingerprint. To the right, a white sign with a black border has the word 'MISSING' in large, bold, black capital letters at the top. Below the text is a black silhouette of a person's head and shoulders. The magnifying glass is positioned over the fingerprint, which is partially overlapping the sign.

# MISSING

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The official determination a student is missing can be made at any time by the campus police department, campus security, or local law enforcement.





Often assumed that college aged youths, as legal adults, disappear of their own free will.

Numerous cases have proven that this is not a responsible assumption.

As in all cases, the facts of the case should drive the investigation.

## Waiting Periods



Don't confuse "notification" requirements with the acceptance of a missing person report and the investigation.



24:00:00

# The 24-Hour Rule

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POLL OPTION: What methods are used to alert students and staff about emergency situations on your campus [including alerts about missing students] (choose all that apply)?

- Email
- Text or mobile app
- Phone
- Other (please enter method in the question box)
- I do not work with students





## NOTIFICATION

# TIMELY WARNING CRIME BULLETIN

**"Your Right to Know"**

**DATE:** May 16, 2018

**TYPE OF CRIME:** Sexual Assault

**In compliance with the federal *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998*, we are issuing this "Timely Warning Notice" to report an act of violence occurring in our campus community.**

### **Synopsis of Crime:**

On May 15, 2018 a student reported to the University Police Department that they had been sexually assaulted on May 15, 2018. The assault was reported to have occurred in the residence halls and was committed by a person known to the victim. The assault occurred after the two individuals returned to campus. The incident is currently under investigation by UPD Detectives.

**Issuing a Crime Alert to Campus**

The background of the slide is a close-up, slightly blurred image of a filing cabinet. Several drawers are visible, each with a label that reads "CONFIDENTIAL" in red, bold, capital letters. The labels are rectangular with a double-line border. The lighting is warm, and the colors are primarily yellow and orange from the cabinet, with the red of the labels providing a strong contrast.

**Proper Consent**

**Judicial Order**

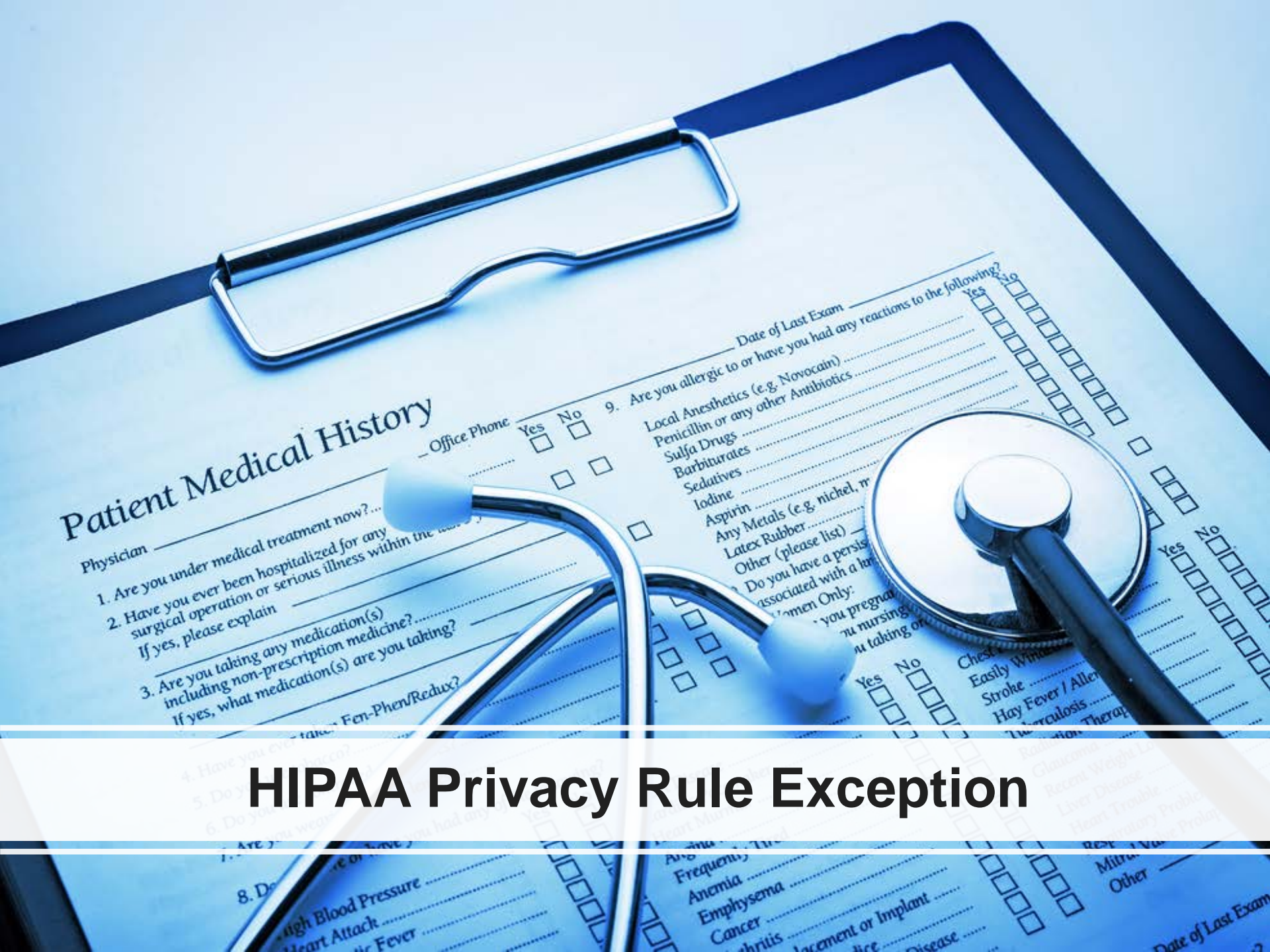
**Student Records**





# Health or Safety Emergency FERPA Exception

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## Patient Medical History

Physician \_\_\_\_\_

Office Phone \_\_\_\_\_

Yes ☐ No ☐

9. Are you allergic to or have you had any reactions to the following?  
Local Anesthetics (e.g. Novocain) \_\_\_\_\_  
Penicillin or any other Antibiotics \_\_\_\_\_  
Sulfa Drugs \_\_\_\_\_  
Barbiturates \_\_\_\_\_  
Sedatives \_\_\_\_\_  
Iodine \_\_\_\_\_  
Aspirin \_\_\_\_\_  
Any Metals (e.g. nickel, m \_\_\_\_\_  
Latex Rubber \_\_\_\_\_  
Other (please list) \_\_\_\_\_  
Do you have a pers \_\_\_\_\_  
associated with a h \_\_\_\_\_  
Women Only: \_\_\_\_\_  
Do you pregna \_\_\_\_\_  
Are you nursing \_\_\_\_\_  
Are you taking o \_\_\_\_\_

Date of Last Exam \_\_\_\_\_

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

# HIPAA Privacy Rule Exception

8. Do you have \_\_\_\_\_  
High Blood Pressure \_\_\_\_\_  
Heart Attack \_\_\_\_\_  
Fever \_\_\_\_\_

9. Do you have \_\_\_\_\_  
Frequently \_\_\_\_\_  
Anemia \_\_\_\_\_  
Emphysema \_\_\_\_\_  
Cancer \_\_\_\_\_  
Arthritis \_\_\_\_\_  
Injury or Implant \_\_\_\_\_  
Disease \_\_\_\_\_

Chest \_\_\_\_\_  
Easily Wind \_\_\_\_\_  
Stroke \_\_\_\_\_  
Hay Fever / All \_\_\_\_\_  
Tuberculosis \_\_\_\_\_  
Lung \_\_\_\_\_  
Therap \_\_\_\_\_

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

Glaucoma \_\_\_\_\_  
Recent Weight \_\_\_\_\_  
Liver Disease \_\_\_\_\_  
Heart Trouble \_\_\_\_\_  
Respiratory Problem \_\_\_\_\_  
Migraine \_\_\_\_\_  
Other \_\_\_\_\_

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

Date of Last Exam \_\_\_\_\_





# Shifting Gear

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**How are you generally notified of a missing person?**



**Witnessed abductions**

**Obvious suspicious circumstances**



A nighttime scene showing several emergency vehicles, likely police cars, with their red and blue lights flashing. The lights create a strong lens flare effect across the image. The vehicles are parked on a dark, possibly wet, surface. The overall atmosphere is urgent and dramatic.

More common to have parents  
or friends notify if the student  
can't be contacted.



## Initial Steps upon Report



Residential Housing staff and Campus Police or Local Law Enforcement can conduct a preliminary investigation.

# Residential Students





# Develop a Response Checklist

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# Health and Safety Inspections

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# Social Media

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## Class Schedule



| Name                              | Semester |                           |                            |                           |                            |                           |     |
|-----------------------------------|----------|---------------------------|----------------------------|---------------------------|----------------------------|---------------------------|-----|
|                                   | SUN      | MON                       | TUE                        | WED                       | THUR                       | FRI                       | SAT |
| <b>6</b> am<br>:30                |          | Breakfast                 | Breakfast                  | Breakfast                 | Breakfast                  | Breakfast                 |     |
| <b>7</b> am<br>:15<br>:30<br>:45  |          | ► to campus               |                            | ► to campus               |                            | ► to campus               |     |
|                                   |          | MATH 101<br>Rm 215, MB    | Study                      | MATH 101<br>Rm 215, MB    | Study                      | MATH 101<br>Rm 215, MB    |     |
| <b>8</b> am<br>:15<br>:30<br>:45  |          | Weekly Planning           |                            | Study                     |                            | Study                     |     |
|                                   |          | ► to campus               |                            | ► to campus               |                            |                           |     |
| <b>9</b> am<br>:15<br>:30<br>:45  |          | BIOLOGY<br>Rm 214, SB     | ENGLISH 101<br>Rm 100, FLM | BIOLOGY<br>Rm 214, SB     | ENGLISH 101<br>Rm 100, FLM | BIOLOGY<br>Rm 214, SB     |     |
| <b>10</b> am<br>:15<br>:30<br>:45 |          | PHYSICS 101<br>Rm 95, SFH |                            | PHYSICS 101<br>Rm 95, SFH |                            | PHYSICS 101<br>Rm 95, SFH |     |
| <b>11</b> am<br>:15<br>:30<br>:45 |          |                           |                            |                           |                            |                           |     |
| <b>12</b> pm<br>:15<br>:30<br>:45 |          |                           |                            |                           |                            |                           |     |



# Additional Leads to Consider

**Report  
Suspicious  
Activity to  
the Police**





**MISSING**

?

If initial attempts to contact fail...

Initiate investigation

Consider campus notification procedure


Treat as a missing persons Case





What systems do you have in place to help manage a missing persons case?

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A person is wearing an orange high-visibility vest with the words "INCIDENT COMMANDER" printed in large, bold, black capital letters. The vest has reflective silver stripes. The person is in a control room or operations center, with other people and computer monitors visible in the background. The scene is dimly lit, with light coming from the screens.

**Utilize the Incident  
Command System  
(ICS)**

The diagram features a blue pyramid divided into four horizontal sections. To the left of the pyramid is a black circle with a white border containing the text 'Unified Command'. The pyramid's levels, from top to bottom, are labeled: 'PD', 'FBI / Specialized Resource', 'School Administration', and 'Family Advocate'. The background is split vertically into a grey left half and a white right half.

Unified  
Command

PD

FBI / Specialized  
Resource

School Administration

Family Advocate



What can  
we do to  
improve  
safety?

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# Safe Exchange Zones

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**Surveillance  
cameras**

**LPR cameras**







# Developing Campus Culture

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# Keeping Students Informed About Confidential Resources

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*Brand*

what you say and  
how you behave

Reputation

what others say about you  
based on shared perceptions

# Avoid Putting the University “Image” First

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**Christopher Brown**  
**[chrisbrown@dprep.com](mailto:chrisbrown@dprep.com)**

# Thank you for your participation!

For assistance, please contact us:



AMBER Alert Training and Technical Assistance Program (AATTAP)  
(877) 712-6237 | [askamber@fvtc.edu](mailto:askamber@fvtc.edu) | [ncjtc.fvtc.edu/AMBER](http://ncjtc.fvtc.edu/AMBER)



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