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Air Mode Transport

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January 2014

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Participant Guide *with Instructor Notes*

Training and Development Directorate

Lesson #



Canada Border
Services Agency

Agence des services
frontaliers du Canada

Canada

Publication History

Date	Updates Made
November 2013	Initial document creation

The Training and Development Directorate, Canada Border Services Agency, developed this material in partnership with Programs Branch. The content was reviewed for technical accuracy in 08-2012.

Examples and scenarios have been created using fictional names. Any resemblance to persons real, imaginary, or deceased is purely coincidental. There is no intention for examples to depict stereotyping on any basis.

Unless otherwise stated, whenever the masculine pronoun is used, both men and women are included.

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The Training and Development Directorate maintains the master version of this document.



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Instructor Notes Legend

The following icons and acronyms appear in the instructor guide and are intended to assist the instructor during delivery.












<i>Icon/ Acronym</i>	<i>Description</i>	<i>Icon/ Acronym</i>	<i>Description</i>
	Emphasize: Additional information is provided and requires attention drawn to it.		Present: Instructions for presenting the information.
	Discussion Questions: Questions for the instructor to ask participants.		Reference: Reference materials related to the content being presented.
	Group Activity: Instructor-lead group activity.		Slide: PowerPoint slide.
	Group Discussion: Questions or situations to generate a discussion.		Time: Time allocated for a specific section or activity.
	Job Aid: A job aid for participants.		Written Activity: Instructions for a written learning activity.
	Online Activity: Activity to be completed online.	QTC	Question to Class
		ANS	Anticipated answers

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Before you Begin

Introduction

Welcome to the Air Mode Transport (AMT) Session. This session is designed to give officers the skills and knowledge needed to allow them to perform Air Mode Transports of subjects.

As an instructor of the Air Mode Transport course, you should be aware that there is a panel of Instructor Trainers available to assist you. If you require technical assistance or want to contribute information to update the course, do not hesitate to contact one of the following representatives:

Rick McLeod - HQ, Use of Force and Enforcement Programs
Kerry Tierney - HQ, Use of Force and Enforcement Programs
Gerry Armstrong - Northern Ontario Region Trainer
Percy Decaire - GTA Inland Enforcement Officer/Trainer
Sharon Murphy - GTA Regional Intelligence Officer/Trainer
Warren Duncan - Prairie Region Inland Enforcement Officer/Trainer
Dan Murrell - Niagara Region Trainer

If you are interested in becoming an Instructor Trainer, send your written interest to one of the Instructor Trainers listed above. They will provide you with an overview of the responsibilities of an Instructor Trainer. The Instructor Trainer panel votes on all new members and decisions are unanimous.

Trainer Preparation

Following the Lesson Plans

As with all training, especially Use of Force training, it is imperative that you, as an Instructor, follow the lesson plans accordingly. If you do not, or if you are introducing material that has not been approved by the CBSA, you are opening yourself to possible liability issues.

You have been selected to deliver the Air Mode Transport course and as its representative you are expected to maintain the course's integrity, validity and consistency.

If you have concerns with the lesson plans or want to make additions, contact an Air Mode Transport Instructor Trainer.

Delivery Methods for Skill Based Training

When teaching a new skill to the group you must demonstrate the entire skill in front of them while explaining the actions that you're taking. Then if you're using a class instructional participant (subject), switch subjects and demonstrate the skill again breaking it down into steps. This will ensure that everyone in the group clearly sees what they are expected to perform.

After demonstrating the technique, ensure to ask the group if there are any questions and respond to any concerns that may arise. Do not get caught dealing with too much at this time, especially with issues that will be addressed later in the training. It is important not to spend too much time dealing with questions as once the group is released to complete the demonstrated skill, they will have forgotten a portion. You will then be required to demonstrate it over again, thereby reducing valuable training time.

Divide the class into groups and walk them through the skill in the same steps that it was broken down into during the second demonstration. This way you can ensure better monitoring of the group and proper skill development.

This demonstration technique will be followed for all physical skills taught within the Air Mode Transport course.

You should switch the practice partners between techniques to allow training on various partners of different size and flexibility. During "Team Control" training you may see a benefit in grouping teams together that work directly together in the field, as there is an increased chance that they will be required to perform an Air Mode Transport as a team sometime in the future.

Class Ratio

There should be a safe ratio of learners to instructors taking into consideration the size of the training area as well as the number of scenarios that require evaluation by the instructors. It is recommended to have an instructor to participant ratio of 1:6, although there should always be a minimum of 2 instructors regardless of class size.

Evaluation

This is not a pass/fail course; however, you will use the same format as with CDT recertification. Participants that cannot demonstrate proficiency after direct training assistance, should be scheduled for another Air Mode Transport course. In addition, participants must attend both days of the course to be successful.

Facilities/pre-check/required equipment and material

Required facilities and equipment:

- Classroom with audio-visual capabilities (PowerPoint, videos)
- Gym with mats (CDT gym)
- Flip-charts (enough for participants to work in team of 2 or 3)
- ASP Tri-Folds Restraints
- GRIP Restraint System with hobble and elbow restraints (one complete set per three participants)
- One set of rigid handcuffs per 2 participants and pouches
- A soft, plush ball (or other object) to use for a group interactive exercise

What to prepare:

- Verify ahead of time that the material works properly in the classroom you will be using (i.e. electronic videos)
- Prepare handouts:
 - Physical copy of the PowerPoint presentation for the participants in case of technical problems
 - Syllabus (optional)
 - On the flip-charts, write the title of each lesson/topic title on every second page;
 - Make sure arrangements have been made to have an Inland Enforcement Officer (SME) for the Airport Orientation Session and inform them of the responsibilities as outlined below;
 - Ensure the participants have been sent an electronic copy of the CBSA 103 and it has been completed and signed by their manager.

What to do:

- Distribute sign in sheet (if applicable) from appendix folder;
- Collect the CBSA 103 forms (if applicable), located within the appendix.

Subject Matter Expert Responsibilities

- Contact local CBSA management ahead of time.
 - Many AMT Officers will use the CBSA onsite operation as part of their removal (hold the subject in the detention cell until final boarding). If this is the case, then include this in the orientation.
- Make arrangements for airside passes (if required).
- Make arrangements to meet with the Manager of Security.
- Make arrangements to meet with the Airport Duty Manager to discuss higher risk removals that are processed directly at the departure gate.
- Make arrangements to have access to an airplane from a commercial airline and verify which gate and period of time it will be available for in order to enable the class to practice Air Mode Transport Control Tactics. If it is not possible to book an airplane, arrange for a suitable alternative (ex: a bus).
- If a course is being delivered by an instructor who may not have extensive overseas removal experience, the SME will be present for the entire course.

Background

- Air Mode Transport is a direct derivative of Transportation Control Tactics.
- Subject Movement is designed to concentrate on the vehicular transport of subjects and AMT focuses on the Air Transport of Subjects.

Purpose and Scope

- All officers that are required to perform the air mode transport of a subject must have been successfully completed the AMT course.
- It is recommended that:
 - Officers shadow 2 removals prior to taking a support role; and
 - Officers should take a support role for 3 removals, with at least one of them involving a transit point, before taking a lead role.

Air Mode Transport

Course Learning Objective

After completing this course, learners will be able to:

- Demonstrate the basic knowledge and skills required to perform an air mode transport;
- Safely take part in a regional mentoring process to become a transport officer.

Prerequisites

- Completed Use of Force CDT (including Subject Movement)

Duration

Please note that these are estimates only.

Lesson	Time
Classroom Delivery	0h 05m
1. Risk Assessment and Management	0h 10m
2. Pre-transport Preparation	0h 40m
3. Initial Subject Contact	0h 40m
4. Legislation	0h 10m
5. Pre-flight Preparation	0h 40m
6. Inflight	0h 40m
7. Post-flight	0h 40m
8. Escape	0h 15m
Exercise – Air Mode Transport Scenario	0h 45m
9. Summary	0h 05m
10. Introduction to Restraints	0h 15m
11. Team Control Rigid Restraint Application and Frisking	1h 25m
12. ASP Tri-fold Restraint	0h 20m
13. The GRIP restraint System	0h 45m
14. Airport Orientation	1h 30m
15. Close Quarter Concepts	n/a
16. Air Mode Control Techniques	4h 30m
Total	13h 40m

Classroom Delivery

The following information is repeated for you to follow along with the PowerPoint presentation.



5 minutes

Background

- Air Mode Transport is a direct derivative of Transport Control Tactics.
- Subject Movement was designed to concentrate on the vehicular transport of subjects and AMT focuses on the Air Transport of Subjects.



Slide 2

Purpose and Scope

- All officers that perform an Air Mode Transport of a subject must have successfully completed the AMT course.
- It is recommended that:
 - Officers also shadow 2 removals prior to taking a support role; and
 - Officers should take a support role for 3 removals, with at least one of them involving a transit point, before taking a lead role.



Slide 3

Course Learning Objective

After completing this course, learners will be able to:

- Demonstrate the basic knowledge and skills required to perform an air mode transport;
- Safely take part in a regional mentoring process to become a transport officer.



Slide 4

Prerequisites

- Completed Use of Force CDT (including Subject Movement)



Slide 5

In-class Presentation Overview



Slide 6

1. **Risk Assessment and Management**
2. **Pre-Transport Preparations**
3. **Initial Subject Contact**
4. **Legislation**
5. **Pre-Flight Preparation**
6. **Inflight**
7. **Post-Flight**
8. **Escape**

1. Risk Assessment and Management

This section is a reminder of the risk assessment and management concepts that the learners already know. Review it and remind learners that they must be constantly performing risk assessment at EVERY stage of a transport.



10 minutes

1.1 Learning Objective

After this lesson, learners will be able to:

- Discuss risk assessment and management in the context of an Air Mode Transport.



Slide 7

1.2 Pre-presentation

Ask learners how risk assessment would be different in the context of an AMT. Elicit responses and review any that have not been mentioned from the list below.

1.3 Presentation

Quickly review these points with the learners.

- When officers are transporting individuals, a level of risk will always exist.
- As in all other aspects of an officer's duties with the CBSA, risk assessment is the basis for everything done during a transport. Consideration must be given to all factors which make up the totality of the situation.
- Any situation where force is used must be reported in the Incident Management Reporting System (IMRS), hence a thorough understanding of risk assessment principles is needed in order for officers to legally articulate their decisions.
- To manage the inherent risks, officers must make informed risk assessments by checking sources.
- Officers will be expected to explain their assessment to the pilot/on flight personnel and to justify the use of restraints during the transport.



Slide 8

- Risk assessment will be done before a transport is made, as well as during the transportation.
- If the level of risk is deemed to be unacceptable, alternative response options will be chosen. (i.e.: cancel the removal, the utilization of other agency resources, additional officers, etc.).

1.4 Post-Presentation

As this is a reminder, ask learner if they have any questions and move on to the next lesson. Remember to stress the importance of risk assessment as it will determine every action taken during a transport.

2. Pre-Transport Preparations

The Pre-Transport Preparations lesson details the steps required to prepare for the transport of a subject before contact is initiated with the subject.



40 minutes

Follow the pre-presentation and presentation as written below, adding examples and explanations from your own experience. A summative exercise using this material will be given after all of the content is presented.

2.1 Learning Objective

After this lesson, learners will be able to:

- List the steps required to prepare for the pre-transport of a subject up to the point of direct contact with a subject.



Slide 9

2.2 Pre-presentation

Before breaking learners off into groups, ask:

- What are some important steps an officer must take before meeting the subject of a transport in order to be prepared?



Slide 10

Ask the question on the slide, then follow with the instructions found below.

Break learners into groups at the flip charts/whiteboards and turn to the page with the title “Pre-transport Preparations” written along the top. Have them brainstorm a list of steps that they feel are important to do prior to meeting a subject of a transport.

Give learners 10 minutes to work on creating their lists and rotate around the room to monitor. After brainstorming, have them quickly present their lists to the class.

2.3 Presentation

Have learners go back to their seats sitting in their groups. Referring to the PPT, present and explain the list provided to learners, adding in examples from your own experience to clarify any questions.



Slide 11 - 12

Information is located in the instructor notes on PPT as well.

Pre-transport list

- Review the existing file for accuracy and administrative errors. Gain a comprehensive knowledge of the subject and his/her background, including medication needs.
- Understand the environment and locations you will transport to.
- While not required by CBSA policy, if possible arrange for at least one of the officers to be of the same sex as the subject to be transported. This will help reduce potential allegations in the future.
- Review any relevant data sources (CPIC, PIRS, FOSS, NCIC, etc.) for further information on the subject and his/her history.
- Initiate communications with personnel to further enhance your knowledge of the subject. Personnel who may have had prior interactions with the subject (e.g. CBSA officers, other Law Enforcement Agencies [Parole/Probation Officer, Arresting Officers], Detention/Correctional facility staff, and security staff, Hearings Officer) could provide current and/or historical information.
- Contact the Removals Officer to get information on:
 - Luggage
 - Airline routing
 - Medication
 - VISA's
 - Travel Document
 - Money/Cheques (may be prepared in advance for subject)
 - Reception in country of destination
 - Number of deports on flight
- Medical professionals may be required during the transport if the subject has psychiatric or medical needs that would necessitate such assistance.
- Have all appropriate paperwork required for the transport such as passports, removal orders. Consistent with the transport being conducted other documentation such as airline tickets, visas, Air Carrier Authorization forms need to be coordinated and carried.

- Plan to wear comfortable, loose-fitting clothing (business casual). Avoid wearing ties or skirts.
- Prepare an appropriate travel/carry-on bag with personal necessities and toiletries.
- Ensure that you have wallets with local and possibly U.S. dollars/Euros, as well as credit cards.
- Establish the officer's roles and responsibilities prior to the first interaction with the subject. The initial contact officer will be in charge of the transport. This officer will initiate and control communications and make any final decisions required, as well as continually consult with any other officers (cover or shadowing officers) who may be involved in the transport.
- The cover officer is there to provide support both in terms of use of force incidents and otherwise facilitating the transport of the subject (i.e.: opening doors, etc.).
- International communication device and contact number (in transit numbers and regional office).
- Vehicle preparation (as per Subject Movement).
- Know airline seating rules for subject placement.
 - If possible, with higher risk subjects contact the airline to make arrangements which reduce exposure to the public (extra seats, curtains, etc.)
- Language barrier
 - Get a translator for initial interview, if needed.
- Review AMT manual.

2.4 Post-Presentation

After presenting the list on the PPT slide, have learners look over their lists and add/remove items that they've written based on what they've been presented. This can be done from their seats or you can have groups re-form, depending on the energy of the class. Are there any items learners have written that are worth noting but are not on the list below? Make note of these and send them to an Instructor Trainer after the course is finished.

3. Initial Subject Contact



40 minutes

The Initial Subject Contact lesson gives an overview of what should be considered when first coming into contact with a subject prior to a transport, in terms of precautions for officer and subject safety, officer expectations during the transport and ensuring communications are established with the appropriate contacts.

Follow the pre-presentation and presentation as written below, adding examples and explanations from your own experience. A summative exercise using this material will be given after all the content is presented.

3.1 Learning Objective

Learners will be able to:

- List the required steps to initiate contact with the subject prior to transport.

3.2 Pre-presentation

Before breaking learners into groups, ask:

- What are some important steps an officer must take before initiating contact with a subject prior to a transport?
- What are some considerations that should be taken into account for the transport which may impact officer/public/subject safety?

Break learners into groups at the flip charts/whiteboards and turn to the page with the title “Pre-transport Subject Contact” written along the top. Explain to the learners that this title is referring to what officers need to take into consideration upon first coming into contact with a subject prior to commencing the transport.

Have them brainstorm a list of steps that they feel are important to do prior to meeting a subject of a transport.

Give learners 10 minutes to work on creating their lists and have them quickly present them to the group.



Slide 13



Slide 14

3.3 Presentation

Have learners go back to their seats sitting in their groups. Present and explain the list provided to learners, adding in examples from your own experience to clarify any questions.

Initial Subject Contact List

- Whenever possible, conduct this interview in advance of the transport date.
- Ensure that you maintain the appropriate appearance, including the wearing of gear and other tactical considerations.
- Have photo ID of subject to confirm identity upon pick-up to avoid potential confusion.
- Using the appropriate tactical positioning concepts, while taking into consideration officer safety concepts, initiate contact with the subject being transported.
- Use Verbal Intervention concepts and skills developed in previous CBSA training. Establish rapport with the subject and set the necessary parameters of the transport.
- Discuss who you are, why you are there, expectations and guidelines on what you expect for the transport:
 - do not talk to anyone but the officers;
 - no alcohol;
 - subject must walk between officers;
 - washroom protocol;
 - smoke breaks (if allowed).
- Discuss food and medical considerations (religious/cultural, physical/psychological).
- Ask about any addictions and associated issues.
- Discuss the immediate or future application of restraints with the subject.
- Discuss legal issues that are related to the transport.



Slide 15-17

Information is located on the PPT slide and in the instructors notes below.

- In some cases, in order to reduce tensions officers may:
 - Discuss options for returning to Canada (esp., in cases where subject has family remaining)
 - Provide the subject with clean clothes to wear (ex: officer may take clothes from the subject's luggage after it has been searched)
- Allow time for any questions that the subject may have in regards to the transportation process. Answer any questions in a professional manner. If you are unaware of the answer, get it as soon as possible.
- Perform a visual assessment of the subject (i.e.: non-verbals, scars, indicators of drug/alcohol dependency, etc.)
- Search subject's luggage/carry-on for weapons or means of escape. It is advised to try to eliminate carry-on luggage if possible.
- Restrain subject (if deemed necessary). Certain air carriers and foreign laws will also assist the officer in choosing the appropriateness of restraints.
 - Search the subject after restraint application in the case of a restrained transport.
 - If the transport is to be unrestrained, it is still mandated that you must thoroughly search the subjects via the handcuffless search method instructed in CDT.
 - If restraints are a necessity, the officer will conduct an ongoing risk assessment to determine if the restraints stay on for the duration of the transport. Conversely, based on the behaviour and cooperation of the subject, restraints can be removed if this will not jeopardize officer or public safety.
 - Take possession of all medical prescriptions and money/valuables, and perform a search of subject luggage.
 - Use caution when taking possession of money or valuables that the subject may have. The professional handling and recording of these items will greatly reduce any attempts by the subject to suggest inappropriate officer behaviour.

Air Mode Transport

- Based on your risk assessment, determine if visits from family/friends will be allowed. It is best to have family/friends visit the day before, but this is not always possible.
 - If allowed, determine whether you will allow the subject to receive gifts of any kind and ensure that the officer both collects and searches them.
- If the transport is transiting through locations where the public has access, consider methods to reduce the visibility of restraints. (i.e.: draping a jacket over wrist restraints, placing a subject in wheelchair with a blanket to obscure restraints)

3.4 Post-presentation

After presenting the list on the PPT slide, have learners go over their lists and add/remove items that they've written based on what they've been presented. This can be done from their seats or you can have groups re-form, depending on the energy of the class. Are there any items learners have written that are worth noting but are not on the list below? Make note of these and send them to an Instructor Trainer after the course is finished.

4. Legislation



10 minutes

This lesson is broken down into two pieces of legislation: The Aviation Security Regulation, Section 31 (1), and the Enforcement Manual Part 6, Chapter 1.

Follow the pre-presentation and presentation as written below, adding examples and explanations from your own experience.

4.1 Learning Objective

Learners will be able to:

- Describe what is required by the Canadian Aviation Security Regulation and the three categories by which they must categorize the escorted person.
- Describe the Handcuff Policy from the Enforcement Manual Part 6, Chapter 1.

4.2 Pre-presentation

Do not break learners into group. Present the information below.

4.3 Presentation

Have learners go back to their seats (if they are not already). Present and explain the list provided to learners, adding in examples from your own experience to clarify any questions.

Canadian Aviation Security Regulations, 2012

An Inland Enforcement Officer who is a Peace Officer and escorts a person in custody during a flight must:

- a) Remain with the person at all times.
- b) Immediately before boarding the aircraft, search the person in custody and their carry-on baggage for weapons and other items that could be used to jeopardize flight safety.
- c) Search the area surrounding the aircraft seat assigned to the person in custody for weapons or other items that could jeopardize flight safety.
- d) Carry restraining devices that can be used to restrain the person, if necessary.



Slide 18



Slide 19

See notes for additional details

The *Regulation* also states that officers must categorize the escorted person into one of three categories: Minimum Risk, Medium Risk, or High Risk. Although this has not been defined in the regulations, officer categorization should reflect the totality of the risk assessment.

Handcuff Policy - EN Manual Pt 6, Ch 1

- Based on risk, officers have the authority to handcuff persons who are lawfully arrested or detained. Officers must assess the risk and act on reasonable grounds when deciding to handcuff a person. Reasonable grounds may include, but are not limited to, threat posed to the officer, another officer, members of the public, protecting the person, potential flight risk, and/or preventing the destruction of evidence.
- Risk- not only to officer but other officers, public, and subject.



Slide 20

4.4 Post-Presentation

Ask if there are any questions. If you have any examples of situations which illustrate the legislation or where not following the legislation has caused problems, relay them here.

5. Pre-Flight Preparation



40 minutes

The Pre-flight Preparation lesson discusses what needs to be taken into consideration during pre-boarding up until the flight takes off.

Follow the pre-presentation and presentation as written below for each lesson, adding examples and explanations from your own experience.

You have two options on how to present this material. Option 2 will require some paper cutting before the class starts. You may want to laminate the papers to save time when you reuse this exercise.

5.1 Learning Objectives

Learners will be able to:

- Discuss ideas to consider while going through the airport and upon first arriving on the plane

5.2 Pre-presentation

Before breaking learners off into groups, ask:

- What are some things to consider while going through the airport and upon first arriving on the plane?

Option 1:

Break learners into groups at the flip charts/whiteboards and turn to the page with the title “Pre-Flight Preparation” written along the top.

Option 2

At the end of this guide, find the Appendix entitled **Pre-Flight Prep Activity**. Split the class into teams of 2 or 3 depending on class size and give them a set of the steps cut out and jumbled. Give learners 5 minutes to place them in logical order.



Slide 21



Slide 22

5.3 Presentation

Option 1:

Have learners go back to their seats and take up the list on slide 23-24.

Option 2:

Have groups present their ordered list, making note of any differences between groups.

Pre -Flight Preparation List

- Ensure that you have all appropriate documentation for the subject and officers involved in the transportation process. Such documentation would include: identification, airline tickets, travel itinerary, passports, visas, removal orders, air carrier authorization form, and medical records, etc. When appropriate, have a kit bag that could carry the aforementioned items and would also include prescription needs, restraints, manufactured designed removal devices and any protective equipment that would be required.
- Arrive at the airport within the specified time and check-in.
- Perform another risk assessment of the environment/subject behaviour to determine application/removal of restraints.
- Advise CBSA supervisors of your arrival at the airport.
- When proceeding through airport security screening, initiate communications with the CATSA supervisor on duty. Explain the nature of the transport and the restraint application (if appropriate).
 - The supervisor should be able to facilitate your clearance in a much more private and timely manner.
 - If it is necessary to clear security via the public area be alert for friends and associates and maintain tactical positioning concepts. One officer will go through screening first and maintain visual contact with the subject and partner. The subject will then proceed through, followed by the second officer.
 - If the subject should not be processed through security with the general public due to elevated risk, arrangements can be made through the CATSA supervisor and airport duty manager to defer screening to the gate.



Slide 23-24

- Using sound tactical positioning and movement concepts go to the pre-boarding area of your assigned flight. Wait in this area as far away from the rest of the passengers as possible.
 - Once the subject is seated, one officer should go to the pre-boarding counter and inform the agent of the transport. Ensure that they are aware that you would like to board first, prior to the rest of the passengers.
- If risk assessment allows, decide if the subject is allowed to visit duty free/Tim Hortons/etc. while awaiting boarding. If not, the second officer can get desired items (ex: coffee, magazines, etc.)
- Before boarding, encourage subject to eat and use the washroom.
- Ensure that the captain has received notification of the transport and discuss concerns with the captain/head flight attendant as needed.
- When boarding the plane, confirm that the flight crew is aware of the transport and that they have the appropriate paperwork related to the transport. Inform the flight crew that no alcohol is to be served and only plastic utensils must be given to the person under transport.
- When proceeding to your assigned seat, (preferably at the rear of the plane), always follow the concepts of sound tactical positioning. One officer will be in front of the subject to check the aisle and one officer will be in an oblique position, to the rear of the subject.
- Prior to seating, search the seat area and the magazine/information storage area. Confiscate and control any objects that could be used as improvised weapons.
- Belt in the subject (for the duration of the flight).
- Check the bathrooms for possible concerns.

Show the class a vomit bag from an airplane. As an example of a possible means of escape, show learners how to remove the wire. Discuss some ways it can be used. If you don't have access to one, ask SME to get an extra from the airline and demonstrate it during the airport orientation.



Demonstration

***Emphasize:* It is important to remember that airlines will try to cooperate with you to facilitate a safe transport, but they are not required or legislated to do so. The captain has the final say and authority, as he or she is responsible for the safety of the flight and all on board.**

Air Mode Transport

5.4 Post-Presentation

Option 1:

After presenting the list on the PPT slide, have learners look over their lists and add/remove items that they've written based on what they've been presented. This can be done from their seats or you can have groups re-form, depending on the energy of the class. Are there any items learners have written that are worth noting but are not on the list below? Make note of these and send them to an Instructor Trainer after the course is finished.

Option 2:

Some groups may order some steps differently. If there are differences, discuss them as a class and determine which group has the most appropriate ordered list and why.

6. Inflight



40 minutes

In the previous lesson, learners were asked to consider what the process of going through an airport would be like and what needs to be done when first arriving on a plane. Now, have learners think about the time after the plane has taken off, but before landing.

As with the previous lesson, you have two options for the presentation of the material.

6.1 Learning Objective

Learners will be able to:

- Describe the tactics and concepts that may have to be used during the flight.

6.2 Pre-presentation

Present the PPT slide to learners before asking the group the question written below. This will provide them with context to help them in the break-off. **Discuss** the answer to the question before moving on to the next slide.

What are some ways to maintain officer awareness on long flights?

- Don't go out drinking the night before
- Get enough sleep
- Eat a good meal
- Attention devoted to task on hand
- Communicate problems with your partner
- Keep personal distractions to a minimum
- Bring snacks
- Changing seats/schedule role change

Ask learners:

- What are some of the potential situations that may arise while in flight?



Slide 25



Slide 26



Slide 27

Option 1:

Break learners into groups at the flip charts/whiteboards and turn to the page with the title “In-flight Concepts” written along the top.

Option 2:

Throw around a koosh ball and elicit answers from the class. Do this until either all the answers have been given, or the class runs out of ideas.

6.3 Presentation

Option 1:

Have learners go back to their seats sitting in their groups. Present the PPT list, adding in examples from your own experience to clarify any questions.

Option 2:

Present the PPT list, adding examples from your experience to clarify any questions.

- Sometimes illness happens very quickly and it may happen that during a transport the subject, you or your partner, or the subject may become ill. It may be useful to have some common medicines with you, or if severe enough you may have to make alternate arrangements if possible. Bear in mind medical information such as allergies, etc. which may complicate the situation.
- If the subject becomes ill, only administer medicine as per CBSA policy.
- Depending on your risk assessment, the subject may be able to feed him/herself, or the officer may be required to do the feeding if the subject needs to be restrained. Regardless, the following guidelines should be followed for subject feeding:
 - Subject eats first
 - Utensils should always be plastic
 - Officers eat at different times after the subject has eaten
- The subject’s behaviour may change based on many factors, including when nearing the destination. Officers must be constantly alert and ready to react as required by the situation. If subject:
 - Becomes assaultive or noisy, restraints might be required).
 - Calms down then officers may remove restraints pending risk assessment.



Slides 28-29

See notes for further information

Also, remind learners that the physical close quarters tactics potentially needed during this stage will be covered tomorrow.

- Other passengers may interfere if they know the subject or talk to the subject and develop empathy for the situation. Determine if contact is allowed and enforce this decision with the subject and the public, if required.
- If your subject does not speak a language one of the officers speaks, ensure that you have a way of communicating essential information. This may mean using body language, pantomiming, or having some phrases written out beforehand to be given to the subject at key points.
- If the subject needs to use the washroom, both officers must go with the subject. Always use tactical positioning concepts with one officer in front and the other in an oblique position to the rear of the subject. One officer must check to ensure that there are no items that could be used by the subject to escape or as a weapon. If needed officers can place a foot in the door to ensure subject cannot lock it, while positioning themselves away to give privacy.
- Ensure that you have adult diapers on hand for subjects who become assaultive and too dangerous for bathroom breaks.
- Communicate information that may affect transport with partner (restraints, medication, change in behaviour, etc.).

6.4 Post-Presentation

Option 1:

After presenting the list on the PPT slides have learners review their lists and add/remove items that they've written based on what they've been presented. This can be done from their seats or you can have groups re-form, depending on the energy of the class. Are there any items learners have written that are worth noting but are not on the list below? Make note of these and send them to an Instructor Trainer after the course is finished.

Option 2:

After going over the PPT slides as a class, take up any questions that may arise. Are there any items learners have written that are worth noting but are not on the list below? Make note of these and send them to an Instructor Trainer after the course is finished.

7. Post-flight

This lesson covers the concepts learners will need to know from the time the plane lands until dropping the subject off at the final destination.



40 minutes

7.1 Learning Objectives

Learners will be able to:

- Describe the steps required to exit the plane with the subject;
- Describe what do to with the subject in case of a stop-over; and
- Describe what is required once a subject has been brought to the final destination.



Slide 30

7.2 Pre-presentation

Before breaking learners off into groups, ask:

- What are some issues and considerations that must be taken into account upon exiting a plane with a subject?



Slide 31

Break learners into groups at the flip charts/whiteboards and turn to the page with the title “Post-Flight” written along the top.

Give learners 10 minutes to brainstorm a list of factors and situations that may arise from the exit of the plane until final drop off. Remind them that they may be taking multiple flights during a transport and should take this into consideration.

If learners mention the subject escaping, acknowledge that point but tell them it will be addressed in the next section.

7.3 Presentation

Have learners go back to their seats sitting in their groups. Referring to the PPT, present and explain the list provided to learners, adding in examples from your own experience to clarify any questions.



Slide 32

- Once the flight is over and the transport is nearing completion, this is the time to remain even more alert and vigilant. The subject's behaviour may change noticeably, so be prepared to deal with any eventuality that may arise in relation to subject control.
- Reconfirm contact and cover roles.
- Exit only after all passengers have left the plane. Use the appropriate tactical positioning concepts as the subject exits the plane.
- Make sure your airport pass and CBSA badge are visible when exiting.
- Determine subject transfer procedure:
 - Which authorities to turn the person over to.
 - Where to line up.
 - Confirm if restraints are allowed if needed.
 - Transfer of possessions/money back to the client.
 - Hand over reserve medication (if necessary).
 - Get the subject to sign IMM 56/receipt for the transfer of possessions (have subject sign before handover).
 - What if they don't sign?
 - Based on officer assessment some potential options are:
 - a) Get the airline to witness
 - b) Based on the country of destination, either turn money over to the local authorities and get them to sign, or give it directly to the subject. Caution: if money is handed over to authorities it may not be returned to the subject. Research the situations beforehand and use judgement.

Air Mode Transport

- If this is a stop in a third party country before reaching the final destination:
 - There may be law enforcement officials from the other country at the plane exit door area to meet and assist you. Local authorities may require that the subject is held in a holding cell prior to the next segment of the transport.
 - Take the lead from local authorities in passing over the subject.
 - Verify directions and protocol for regaining control of the subject when the transport continues.
 - If there are no local law enforcement officials scheduled to meet you and your layover is of sufficient duration, contact with local law enforcement officials should be minimised unless your risk assessment deems contact necessary.
- If this is the final destination, whenever possible have the local officials sign the Confirmation of Departure (IMM 56) paperwork that will verify that the subject has been transferred to their custody and that the transport is complete.
- Contact CBSA home office to let them know you have arrived/handed over the subject (if required).
- Depending on your itinerary (whether you are to remain or return home), you will now have to make the appropriate plans and follow the applicable directions to reach your destination.



Give examples of why this could be important.

7.4 Post-Presentation

After presenting the list on the PPT slide, have learners look over their lists and add/remove items that they've written based on what they've been presented. This can be done from their seats or you can have groups re-form, depending on the energy of the class. Are there any items learners have written that are worth noting but are not on the list below? Make note of these and send them to an Instructor Trainer after the course is finished.

8. Escape!

This lesson deals with what an officer would do in the case where a subject escapes.



15 minutes

8.1 Learning Objective

Learners will be able to:

- Describe the steps to be taken in the case where a subject escapes while in CBSA custody.

8.2 Pre-presentation

You will **not** be breaking the group off for this lesson. Show the PPT slide and ask the following question:

What do you do if a subject escapes?

Throw around the plush ball (or a similar object) and elicit answers from the class. Write their answers on a flipchart. Do this for about 3 or 4 minutes, unless all the answers are given or learners run out of ideas.

8.3 Presentation

Referring to the PPT, present and explain the list provided to learners, adding in examples from your own experience to clarify any questions.

In the event of escape, qualified officers must:

1. Notify the police and security of jurisdiction and give all pertinent information/ID.
2. Notify the designated contact and the intended destination/CBSA office/detention facility.
3. Cooperate with foreign authorities regarding whether you should stay in the country or leave.

Remember - a subject could escape at any point along the way, from initial contact to arrival destination! Be on the alert at ALL times.

8.4 Post-presentation

After presenting the list on the PPT slide, have learners look over their list and add/remove items based on what you presented. Are there any items learners have answered that are worth noting but are not on the list below? Make note of these and send them to an Instructor Trainer after the course is finished.



Slide 33



Slide 34



Slide 35



Exercise 1 – Air Mode Transport Scenario

Go over the scenario below with the learners. In groups of 2 or 3, have learners write up what they would do for the situation below from start to finish. Have learners give all of the details on what they would do for each stage, taking into account as many factors as possible.

As the instructor, feel free to throw in specific variables for different groups to see how it would affect the answers given. You could add in an escape for one group, or mid-flight illness of either the subject or one of the officers for another group.

After the groups have finished, have them present their scenarios and steps back to the group. Have a class discussion to see if everyone agrees with what was decided.

Ensure that learners give all of the reasons for their decisions, remembering the IMIM.

- Your manager presents you and your opposite sex partner with the removal of a male subject who has been incarcerated in jail for attempted murder from a bar fight 3 years ago. He was in Canada illegally prior to his arrest and has ties to organized crime. He has family members in Canada. You are to pick him up from the penitentiary and drive three hours to the airport of departure and spend the night before flying out the following morning. Your flight departs Canada and lands six hours later at Heathrow Airport in London where you are to switch terminals and catch a connecting flight to Istanbul, Turkey. Your return flight to London is 2 days later.

1. Pre-Transport Preparations
2. Initial Subject Contact
3. Pre-flight Preparation
4. Inflight
5. Post-Flight



45 minutes

- 25 minutes to complete exercise

- 20 minutes for take up



Slide 36

Switch to the next slide to give learners the headings for each step as a guide.



Slide 37

9. Summary

After this morning's session, you are able to:

- Discuss risk assessment and management in the context of an Air Mode Transport.
- List the steps required to prepare for the pre-transport of a subject up to the point of direct contact with a subject.
- List the required steps to initiate contact with the subject prior to transport.
- Describe the legislation pertinent to an Air Mode Transport.
- Discuss ideas to consider while going through the airport and upon first arriving on the plane.
- Describe the tactics and concepts that may have to be used during the flight.
- Describe what to do in order to exit a plane at a stopover prior to the final destination.
- Describe the steps to be taken in the case where a subject escapes while in CBSA custody.

Hand out job aids to learners and inform them that will help keep them organised during a transport. Advise that they can feel free to use or modify them according to their needs.



Slide 38-39

10. Introduction to Restraints

This isn't a proper lesson, but instead is a chance for learners to become familiar the restraints before using them on the mats. This is not the time for learners to practice using the restraints, but instead to handle them and ask some basic questions.



15 minutes

10.1 Presentation

Hand out the Training ASP Tri-fold Restraint and then introduce the cutting mechanism. Outline the working parts and elicit from learners what they think the strengths and weaknesses of these restraints are. Discuss some appropriate times to use them versus other restraints, giving an example from your experience if possible, and answer questions as they come up.

*1 hour 30 minutes*

14. Airport Orientation

The purpose of this lesson is to give learners a chance to apply the concepts, tactics and techniques learned on the mats in an environment similar to what will be encountered when performing an air mode transport.

Before the start of the course you should ensure that a local Subject Matter Expert (SME) is contacted to set up and work with the group for this part of the course (as outlined in the course preparation).

Ensure that the SME has arranged for airport security passes for all the participants, including the instructors.

14.1 Learning Objective

After this lesson, learners will be able to:

- Describe the airport procedures for bringing a subject through a local airport.

14.2 Pre-presentation

Explain to learners that this lesson will give them the chance to apply the concepts, tactics and techniques learned on the mats in an environment similar to what will be encountered when performing an Air Mode Transport.

14.3 Presentation

1. Airport Security Manager Presentation

Have the manager complete a simple orientation session of what officers can expect when processing through security during an air mode transport. Have the manager explain the process if the officers have a higher risk subject and the security screening was to be deferred to the gate. It's good practice for the learners to get the manager's business card at this time for future reference.

Air Mode Transport

2. Duty Manager Presentation

The number of removals being completed at the airport may influence the need to introduce the learners to one of the Duty Managers of the operation. The Duty Managers are the people who can assist in possibly deferring the subject airside in a vehicle to the gate and having the subject screened by security at that location. If there is any change to the normal process, the duty manager needs to be informed. It may be good to collect some business cards for the learners to keep in case there is a need to contact the Duty Managers in the future.

3. Chief of Operations Presentation (if applicable)

During the course of an Air Mode Transport, officers may require the resources of the local CBSA operations (i.e.: holding cells, lock boxes for duty firearms, etc.). A presentation from the local Chief of Operations may be required.

4. Walk-through Airport Presentation by Subject Matter Expert

This presentation covers such topics as: check-in, pre-boarding, seating at the gate, how to inconspicuously have a subject in restraints (jacket over the cuffs or a wheel chair for GRIP restraints), approaching the gate agent to inform the agent of the reasons why you will require early, using of the washrooms in the terminal, etc.

14.4 Practice

At the end of the various presentations, have learners give a quick oral summary of what was presented, ensuring that they have covered all the major points.

15. Close Quarter Concepts

This lesson shouldn't be taught independently. These concepts need to be delivered throughout the Air Mode Control Tactics and the Airport Awareness lessons. They have been presented here as a quick reference, but there will be notes with suggested places to introduce the concepts. It is the responsibility of the instructor to ensure that these concepts are properly addressed through the training.

Law enforcement officers may be required to use force to effect control or arrest in confined areas. Confined areas are hallways, small rooms, and transportation systems, such as buses or airplanes. Use of force tactics instructed in an open type of environment, where space is not a concern, would not work in a closed environment. Therefore, specialized tactics for this environment are required, as our force response options must be specific to the environment being operated in.

- The dynamics of a confined area means that there is a lack of opportunity for footwork, therefore, tactics and techniques must address this limitation.
- All tactics and techniques must be linear in response; they have to "go down the middle."
- Make the confined area work for you.
- Try to position an inanimate object between you and the subject.

16. Air Mode Control Techniques

This lesson is broken down into 5 topics which cover some of the physical tactics that may be required when performing an air mode transport. These tactics should be taught on an airplane or an alternate setting, if required. Stress to learners that they should always be able to articulate (using plain language) the reasons why use of force was required and clearly justify the option that was chosen.



4 hour 30 minutes

Remind learners that law enforcement officers may be required to use force to effect control or arrest in confined areas where there is a lack of opportunity for footwork and due to the space limitations all techniques will be linear. Confined areas such as hallways, small rooms, and transportation systems, such as buses or airplanes do not allow for angled movements. Therefore, specialized tactics for this environment are required, as our force response options must be specific to the environment being operated in.

As mentioned previously, throughout this lesson the instructor will find concepts placed on the side of the page. Remember that these concepts are general and may be applied to multiple tactics, but they have been placed here in order to allow you to highlight them for learners.

***Emphasize:* Any force application must be reasonable and based on the totality of circumstances known to the officer at the time force was used. Prior training in CDT and the I.M.I.M. will allow the officer to select (and articulate) the most appropriate response.**

16.1 Learning Objective

After this lesson, learners will be able to:

- Demonstrate the appropriate use of the tactics and concepts taught in this lesson in a realistic setting for an air mode transport.

16.2.3 Practice

In pairs, have the learners practice this technique against the wall of the airplane/bus making sure that they switch roles. Ensure that you monitor the learners and provide feedback as required.



16.3.3 Practice

In groups of 3, have learners rotate through the roles to practice each position. Walk around and ensure that learners are properly applying the technique.

16.4 Head Manipulation From The Side

16.4.1 Pre-presentation

Explain to learners that in this technique, the cover officer is not located behind the subject but rather next to the contact officer. The subject is located besides the aircraft wall.

16.4.2 Presentation

Using a co-instructor or a member of the group, demonstrate to learners the following two options:



Remind learners:

- To watch the subject's body mechanics for pre-assault cues. Focus on shoulder and/or hip movement. Do not tunnel in on the hands or weapons.

After each of the options above have been demonstrated, explain that the subject will need to be restrained and controlled using the rigid restraints in the best way possible given the subject's position.

1. Cuffing is done by obtaining control of one of the subject's arms and placing the rigid restraint on whichever arm is easiest to obtain.
2. Once the restraint is placed on the hand (more than likely by the cover officer) clear instructions to the subject are given in order to obtain the other arm. Pain compliance may be achieved by the rigid cuff manipulation if needed.

16.4.3 Practice

In groups of three, have learners rotate through the roles to practice each technique with the subject in various positions which will influence the follow up cuffing process. Walk around and ensure that learners are properly applying the technique.

In groups of three, have learners rotate through the roles to practice each technique with the subject in various positions which will influence the follow up cuffing process. Walk around and ensure that learners are properly applying the technique.

16.6.3 Practice

In groups of three, practice all three options above and have learners rotate through the roles. Walk around and ensure that learners are properly applying the technique.

Course Summary

Now that you have completed these lessons, you are able to:

- Demonstrate the basics need to perform an air mode transport; and
- Safely take part in a regional mentoring process to become a transport officer.

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AMT Lists

1. Risk Assessment and Management

- When officers are transporting individuals, a level of risk will always exist.
- As in all other aspects of an officer's duties with the CBSA, risk assessment is the basis for everything done during a transport. Consideration must be given to all factors which make up the totality of the situation.
- Any situation where force is used must be reported in the Incident Management Reporting System (IMRS), hence a thorough understanding of risk assessment principles is needed in order for officers to legally articulate their decisions.
- To manage the inherent risks, officers must make informed risk assessments by checking sources.
- Officers will be expected to explain their assessment to the pilot/on flight personnel and to justify the use of restraints during the transport.
- Risk assessment will be done before a transport is made, as well as during the transportation.
- If the level of risk is deemed to be unacceptable, alternative response options will be chosen. (i.e.: cancel the removal, the utilization of other agency resources, additional officers, etc.).

2. Pre-Transport Preparations

- Review the existing file. Gain a comprehensive knowledge of the subject and his/her background, including medication needs..
- Understand the environment and locations you will transport to.
- While not required by CBSA policy, if possible arrange for at least one of the officers to be of the same sex as the subject to be transported. This will help reduce potential allegations in the future.
- Review any relevant data sources (CPIC, PIRS, FOSS, NCIC, etc.) for further information on the subject and his/her history.
- Initiate communications with personnel to further enhance your knowledge of the subject. Personnel who may have had prior interactions with the subject (e.g. CBSA officers, other Law Enforcement Agencies [Parole/Probation Officer, Arresting Officers], Detention/Correctional facility staff, and security staff, Hearings Officer) could provide current and/or historical information.
- Contact the Removals Officer to get information on:
 - Luggage
 - Airline routing
 - Medication
 - VISA's
 - Travel Document
 - Money/Cheques (may be prepared in advance for subject)
 - Reception in country of destination
 - Number of deports on flight
- Medical professionals may be required during the transport if the subject has psychiatric or medical needs that would necessitate such assistance.
- Have all appropriate paperwork required for the transport such as passports, removal orders. Consistent with the transport being conducted other documentation such as airline tickets, visas, Air Carrier Authorization forms need to be coordinated and carried.
- Plan to wear comfortable, loose-fitting clothing (business casual). Avoid wearing ties or skirts.
- Prepare an appropriate travel/carry-on bag with personal necessities and toiletries.
- Ensure that you have wallets with local and possibly U.S. dollars/Euros, as well as credit cards.
- Establish the officer's roles and responsibilities prior to the first interaction with the subject. The initial contact officer will be in charge of the transport. This officer will initiate and control communications and make any final decisions required, as well as continually consult with any other officers (cover or shadowing officers) who may be involved in the transport.
- The cover officer is there to provide support both in terms of use of force incidents and otherwise facilitating the transport of the subject (i.e.: opening doors, etc.).
- International communication device and contact number (in transit numbers and regional office).
- Vehicle preparation (as per Subject Movement)
- Know airline seating rules for subject placement.
 - If possible, with higher risk subjects contact the airline to make arrangements which reduce exposure to the public (extra seats, curtains, etc.)
- Language barrier
 - Get a translator for initial interview, if needed.
- Review AMT manual.

3. Initial Subject Contact

Initial Subject Contact List

- Whenever possible, conduct this interview in advance of the transport date.
- Ensure that you maintain the appropriate appearance, including the wearing of gear and other tactical considerations.
- Have photo ID of subject to confirm identity upon pick-up to avoid potential confusion.
- Using the appropriate tactical positioning concepts, while taking into consideration officer safety concepts, initiate contact with the subject being transported.
- Use Verbal Intervention concepts and skills developed in previous CBSA training. Establish rapport with the subject and set the necessary parameters of the transport.
- Discuss who you are, why you are there, expectations and guidelines on what you expect for the transport:
 - do not talk to anyone but the officers,
 - no alcohol,
 - must walk between officers
 - washroom protocol
 - smoke breaks (if allowed)
- Discuss food and medical considerations (religious/cultural).
- Ask about any addictions and associated issues.
- Discuss the immediate or future application of restraints with the subject.
- Discuss legal issues that are related to the transport.
- In some cases, in order to reduce tensions officers may:
 - Discuss options for returning to Canada (esp., in cases where subject has family remaining)
 - Provide the subject with clean clothes to wear (ex: officer may take clothes from the subject's luggage after it has been searched)
- Allow time for any questions that the subject may have in regards to the transportation process. Answer any questions in a professional manner. If you are unaware of the answer, get it as soon as possible.
- Perform a visual assessment of the subject (i.e.: non-verbals, scars, indicators of drug/alcohol dependency, etc.)
- Restrain subject (if deemed necessary). Certain air carriers and foreign laws will also assist the officer in choosing the appropriateness of restraints.
 - Search the subject after restraint application in the case of a restrained transport.
 - If the transport is to be unrestrained, it is still mandated that you must thoroughly search the subjects via the handcuffless search method instructed in CDT.
 - If restraints are a necessity, the officer will conduct an ongoing risk assessment to determine if the restraints stay on for the duration of the transport. Conversely, based on the behaviour and cooperation of the subject, restraints can be removed if this will not jeopardize officer or public safety.
 - Take possession of all medical prescriptions and money/valuables, and perform a search of subject luggage.
 - Use caution when taking possession of money or valuables that the subject may have. The professional handling and recording of these items will greatly reduce any attempts by the subject to suggest inappropriate officer behaviour.

- Based on your risk assessment, determine if visits from family/friends will be allowed. It is best to have family/friends visit the day before, but this is not always possible.
 - If allowed, determine whether you will allow the subject to receive gifts of any kind and ensure that the officer is the one to collect them.
- If the transport is transiting through locations where the public has access, consider methods to reduce the visibility of restraints. (i.e.: draping a jacket over wrist restraints, placing a subject in wheelchair with a blanket to obscure restraints)

4. Legislation

Canadian Aviation Security Regulations, 2012

An Inland Enforcement Officer who is a Peace Officer and escorts a person in custody during a flight must:

- a) Remain with the person at all times.
- b) Immediately before boarding the aircraft, search the person in custody and their carry-on baggage for weapons and other items that could be used to jeopardize flight safety.
- c) Search the area surrounding the aircraft seat assigned to the person in custody for weapons or other items that could jeopardize flight safety.
- d) Carry restraining devices that can be used to restrain the person, if necessary.

The *Regulation* also states that officers must categorize the escorted person into one of three categories: Minimum Risk, Medium Risk, or High Risk. Although this has not been defined in the regulations, officer categorization should reflect the totality of the risk assessment.

Handcuff Policy – EN Manual Pt 6, Ch 1

- Based on risk, officers have the authority to handcuff persons who are lawfully arrested or detained. Officers must assess the risk and act on reasonable grounds when deciding to handcuff a person. Reasonable grounds may include, but are not limited to, threat posed to the officer, another officer, members of the public, protecting the person, potential flight risk, and/or preventing the destruction of evidence.
- Risk- not only to officer but other officers, public, and subject

5. Pre-Flight Preparation

Pre-Flight Preparation List

- Ensure that you have all appropriate documentation for the subject and officers involved in the transportation process. Such documentation would include: identification, airline tickets, travel itinerary, passports, visas, removal orders, air carrier authorization form, and medical records, etc. When appropriate, have a kit bag that could carry the aforementioned items and would also include prescription needs, restraints, manufactured designed removal devices and any protective equipment that would be required.
- Arrive at the airport within the specified time and check-in.
- Perform another risk assessment of the environment/subject behaviour to determine application/removal of restraints.
- Advise CBSA supervisors of your arrival at the airport.
- When proceeding through airport security screening, initiate communications with the CATSA supervisor on duty. Explain the nature of the transport and the restraint application (if appropriate).
 - The supervisor should be able to facilitate your clearance in a much more private and timely manner.
 - If it is necessary to clear security via the public area – maintain tactical positioning concepts. One officer will go through screening first and maintain visual contact with the subject and partner. The subject will then proceed through, followed by the second officer.
 - If the subject should not be processed through security with the general public due to elevated risk, arrangements can be made through the CATSA supervisor and airport duty manager to defer screening to the gate.
- Using sound tactical positioning and movement concepts go to the pre-boarding area of your assigned flight. Wait in this area as far away from the rest of the passengers as possible.
 - Once the subject is seated, one officer should go to the pre-boarding counter and inform the agent of the transport. Ensure that they are aware that you would like to board first, prior to the rest of the passengers.
- If risk assessment allows, decide if the subject is allowed to visit duty free/Tim Hortons/etc. while awaiting boarding. If not, the second officer can get desired items (ex: coffee, magazines, etc.).
- Before boarding, encourage subject to eat and use the washroom.
- Ensure that the captain has received notification of the transport and discuss concerns with the captain/head flight attendant as needed.
- When boarding the plane, confirm that the flight crew is aware of the transport and that they have the appropriate paperwork related to the transport. Inform the flight crew that no alcohol is to be served and only plastic utensils must be given to the person under transport.
- When proceeding to your assigned seat, (preferably at the rear of the plane), always follow the concepts of sound tactical positioning. One officer will be in front of the subject to check the aisle and one officer will be in an oblique position, to the rear of the subject.
- Prior to seating, search the seat area and the magazine/information storage area. Confiscate and control any objects that could be used as improvised weapons.
- Belt in the subject (for the duration of the flight).
- Check the bathrooms for possible concerns.

***Emphasize:* It is important to remember that airlines will try to cooperate with you to facilitate a safe transport, but they are not required or legislated to do so. The captain has the final say and authority, as he or she is responsible for the safety of the flight and all on board.**

6. Inflight

- Sometimes illness happens very quickly and it may happen that during a transport the subject, you or your partner, or the subject may become ill. It may be useful to have some common medicines with you, or if severe enough you may have to make alternate arrangements if possible. Bear in mind medical information such as allergies, etc. which may complicate the situation.
- If the subject becomes ill, only administer medicine as per CBSA policy.
- Depending on your risk assessment, the subject may be able to feed him/herself, or the officer may be required to do the feeding if the subject needs to be restrained. Regardless, the following guidelines should be followed for subject feeding:
 - Subject eats first
 - Utensils should always be plastic
 - Officers eat at different times after the subject has eaten
- The subject's behaviour may change based on many factors, including when nearing the destination. Officers must be constantly alert and ready to react as required by the situation. If subject:
 - Becomes assaultive or noisy, restraints might be required).
 - Calms down then officers may remove restraints pending risk assessment.
- Other passengers may interfere if they know the subject or talk to the subject and develop empathy for the situation. Determine if contact is allowed and enforce this decision with the subject and the public, if required.
- If your subject does not speak a language one of the officers speaks, ensure that you have a way of communicating essential information. This may mean using body language, pantomiming, or having some phrases written out beforehand to be given to the subject at key points.
- If the subject needs to use the washroom, both officers must go with the subject. Always use tactical positioning concepts with one officer in front and the other in an oblique position to the rear of the subject. One officer must check to ensure that there are no items that could be used by the subject to escape or as a weapon. If needed officers can place a foot in the door to ensure subject cannot lock it, while positioning themselves away to give privacy.
- Ensure that you have adult diapers on hand for subjects who become assaultive and too dangerous for bathroom breaks.
- Communicate information that may affect transport with partner (restraints, medication, change in behaviour, etc.).

7. Post-flight

- Once the flight is over and the transport is nearing completion, this is the time to remain even more alert and vigilant. The subject's behaviour may change noticeably, so be prepared to deal with any eventuality that may arise in relation to subject control.
- Reconfirm contact and cover roles.
- Exit only after all passengers have left the plane. Use the appropriate tactical positioning concepts as the subject exits the plane.
- Make sure your airport pass and CBSA badge are visible when exiting.
- Determine subject transfer procedure:
 - Which authorities to turn the person over to.
 - Where to line up.
 - Confirm if restraints are allowed if needed.
 - Transfer of possessions/money back to the client.
 - Hand over reserve medication (if necessary).
 - Get the subject to sign IMM 56/receipt for the transfer of possessions (have subject sign before handover).
 - What if they don't sign?
 - Based on officer assessment some potential options are:
 - a) Get the airline to witness.
 - b) Based on the country of destination, either turn money over to the local authorities and get them to sign, or give it directly to the subject. Caution: if money is handed over to authorities it may not be returned to the subject. Research the situations beforehand and use judgement.
- If this is a stop in a third party country before reaching the final destination:
 - There may be law enforcement officials from the other country at the plane exit door area to meet and assist you. Local authorities may require that the subject is held in a holding cell prior to the next segment of the transport.
 - Take the lead from local authorities in passing over the subject.
 - Verify directions and protocol for regaining control of the subject when the transport continues.
 - If there are no local law enforcement officials present and your layover is of sufficient duration, contact with local law enforcement officials should be minimised unless your risk assessment deems contact necessary.
- If this is the final destination, whenever possible have the local officials sign the Confirmation of Departure (IMM 56) paperwork that will verify that the subject has been transferred to their custody and that the transport is complete.
- Contact CBSA home office to let them know you have arrived/handed over the subject (if required).
- Depending on your itinerary (whether you are to remain or return home), you will now have to make the appropriate plans and follow the applicable directions to reach your destination.

8. Escape!

In the event of escape, qualified officers must:

1. Notify the police and security of jurisdiction and give all pertinent information/ID.
2. Notify the designated contact and the intended destination/CBSA office/detention facility.
3. Cooperate with foreign authorities whether you should stay in the country or leave.

Remember - a subject could escape at any point along the way, from initial contact to arrival destination! Be on the alert at ALL times.

Appendix A: Pre-Flight Prep Activity



Ensure that you have all appropriate documentation for the subject and officers involved in the transportation process. Such documentation would include: identification, airline tickets, travel itinerary, passports, visas, removal orders, air carrier authorization form, and medical records, etc. When appropriate, have a kit bag that could carry the aforementioned items and would also include prescription needs, restraints and any protective equipment that would be required.



Arrive at the airport within the specified time and check-in.



Perform another risk assessment of the environment/subject behaviour to determine application/removal of restraints.



Advise CBSA supervisors of your arrival at the airport.



When proceeding through airport security screening, initiate communications with the CATSA supervisor or the OIC on duty. Explain the nature of the transport and the restraint application (if appropriate).



- The supervisor should be able to facilitate your clearance in a much more private and timely manner.
- If it is necessary to clear security via the public area – maintain tactical positioning concepts. One officer will go through screening first and maintain visual contact with the subject and partner. The subject will then proceed through, followed by the second officer.



Using sound tactical positioning and movement concepts go to the pre-boarding area of your assigned flight. Wait in this area as far away from the rest of the passengers as possible.



✂-----

○ Once the subject is seated, one officer should go to the pre-boarding counter and inform the agent of the transport. Ensure that they are aware that you would like to board first, prior to the rest of the passengers.

✂-----

If risk assessment allows, decide if the subject is allowed to visit duty free/Tim Hortons/etc. while awaiting boarding.

✂-----

Ensure that the captain has received notification of the transport and discuss concerns with the captain/head flight attendant as needed.

✂-----

When boarding the plane, confirm that the flight crew is aware of the transport and that they have the appropriate paperwork related to the transport. Inform the flight crew that no alcohol is to be served and only plastic utensils must be given to the person under transport.

✂-----

When proceeding to your assigned seat, (preferably at the rear of the plane), always follow the concepts of sound tactical positioning. One officer will be in front of the subject to check the aisle and one officer will be in an oblique position, to the rear of the subject.

Prior to seating, search the seat area and the magazine/information storage area. Confiscate and control any objects that could be used as improvised weapons.

✂-----

Belt in the subject.

✂-----

Check the bathrooms for possible concerns.

✂-----



Officer Options

Exercise 1 - Officer Options Case Studies

CASE STUDY 1

- a) Inadmissible under A41(a) and A16(1), and A39.
- b) Suggested answer: Allow the subject to leave. Complete form IMM 1282.

This inadmissibility can be overcome by obtaining funds and proper I.D. His reasons for coming to Canada are not obvious and could be suspect. A removal order would be too severe a consequence if subject were willing to voluntarily withdraw his application.

If he is unwilling to withdraw his application, causing an admissibility hearing to obtain a removal order would be appropriate. A44(1) report would be prepared, and detention could be considered if the MD is not readily available.

CASE STUDY 2

- a) Inadmissible under A41(a) and A20(1)(b) for R7.
- b) Suggested answer: Allow the person to leave. Complete form IMM 1282.

Subject has been to Canada before and is aware of the requirements for a TRV. His reason for coming to Canada does not justify favourable consideration. Again this is conditional on his voluntary withdrawal. Otherwise, A 44(1) report can be prepared and removal order issued as per case study 1.

Note: The issuance of a removal order in this case is within the jurisdiction of Minister's delegate - R228(1)(c)(iii).

CASE STUDY 3

- a) Inadmissible under A36(1)(b) and possibly A37.
- b) Suggested answer: Prepare an A44(1) report for serious criminality allegation. If you want to pursue A37, you will require a Security Certificate. The information of ICES will provide some direction regarding the Minister's intent re: Security Certificate

Detention would be appropriate under A55(3).

An admissibility hearing is the desirable method to deal with the subject, as seeking a removal order appears to be the most appropriate outcome.

Exercise 2 - Enforcement Options

Please note that the following options are merely that: options. There are always many factors to consider with any enforcement action. For the purposes of this exercise, it is important to be able to explain the rationale behind the choice of an option.

- a) R42(1) - Withdraw application
 A23 or A55 could still apply here. Insufficient information (does he have a criminal record? Is the relationship with the girlfriend genuine? Etc.)
- b) R40(1) - Direction to leave (border), A23 - Entry to complete examination or hearing (airport), A55 - Detain the person may also be an option depending on the circumstances.
- c) R40(1) - Direction to leave (border), A23 - Entry to complete examination or hearing (airport), A55 - Detain the person may also be an option depending on the circumstances.
- d) R41 - Direct Back (border), A23 - Entry to complete examination or hearing and A55 - Detain the person (airport)
- e) A55 - Detain the person

Exercise 3: A44 Report Errors

- 1. The report initially refers to a foreign national but then, in the remarks, refers to a permanent resident.
- 2. The officer uses paragraph 38(1) (a) of the Act although the remarks do not include anything to support the A38(1)(a) allegation.
- 3. The officer indicates that the subject was convicted of trafficking on the 31st of February 2000 but fails to state the location in the report.
- 4. The report does not include the relevant section of the Criminal Code.
- 5. "BC Judges don't care about drug offences."
 This is an opinion and should not be used in a report.
- 6. "If all goes well, Ms. Walsh will get ordered deported for his conviction."
 This is speculation and should not be used in a report.
- 7. Do not use abbreviations (max).
- 8. The date (31 February) does not exist!

Exercise 4: A44 Report Narrative Facts

The facts included in the remarks could be that the subject:

- 1. is not a Canadian citizen.
- 2. is not a permanent resident of Canada.
- 3. was ordered deported on April 23, 1999, in Vancouver, British Columbia.
- 4. was removed from Canada and had his departure confirmed on April 24, 1999, at Douglas, British Columbia.
- 5. has returned to Canada and did not obtain authorization as required by A52(1).

Exercise 5: Writing an A44 Report

Scenario 1



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REPORT UNDER SUBSECTION 44(1)
OF THE IMMIGRATION AND REFUGEE PROTECTION ACT

DOCUMENT NO : OFF FILE NO. : 5

CLIENT ID :

TO : THE MINISTER OF CITIZENSHIP AND IMMIGRATION

FROM : _____

IN ACCORDANCE WITH SUBSECTION 44(1) OF THE IMMIGRATION AND REFUGEE PROTECTION ACT, I HEREBY REPORT THAT :

IS A PERSON WHO IS :

A FOREIGN NATIONAL WHO HAS NOT BEEN AUTHORIZED TO ENTER CANADA

AND WHO, IN MY OPINION, IS INADMISSIBLE PURSUANT TO :

PARAGRAPH 36(2)(B)

PARAGRAPH 36(2)(b) IN THAT THERE ARE REASONABLE GROUNDS TO BELIEVE IS A FOREIGN NATIONAL WHO IS INADMISSIBLE ON GROUNDS OF CRIMINALITY FOR HAVING BEEN CONVICTED OUTSIDE CANADA OF AN OFFENCE THAT, IF COMMITTED IN CANADA, WOULD CONSTITUTE AN INDICABLE OFFENCE UNDER AN ACT OF PARLIAMENT.

THIS REPORT IS BASED ON THE FOLLOWING INFORMATION :

THAT

--IS NOT A CANADIAN CITIZEN

--IS NOT A PERMANENT RESIDENT OF CANADA

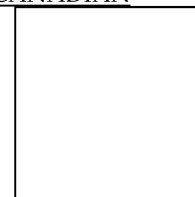
--WAS CONVICTED AT

OF THEFT. IF COMMITTED IN CANADA

THIS WOULD CONSTITUTE AN OFFENCE, NAMELY THEFT UNDER \$5000.00 CONTRARY TO SECTION 322(1) OF THE CANADIAN CRIMINAL CODE AND PUNISHABLE UNDER SECTION 334 OF THE CANADIAN CRIMINAL CODE, BY A MAXIMUM TERM OF IMPRISONMENT OF TWO YEARS.

DATED AT : _____ ON _____

OFFICER :



CLIENT SIGNATURE (must sign inside the white box in black ink only)

SIGNATURE DU CLIENT (doit signer à l'intérieur de la boîte blanche à l'encre noire seulement)

Scenario 2



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REPORT UNDER SUBSECTION 44(1)
OF THE IMMIGRATION AND REFUGEE PROTECTION ACT

DOCUMENT NO. : OFF FILE NO.
CLIENT ID :

TO : THE MINISTER OF CITIZENSHIP AND IMMIGRATION

FROM : _____

IN ACCORDANCE WITH SUBSECTION 44(1) OF THE IMMIGRATION AND REFUGEE PROTECTION ACT, I HEREBY REPORT THAT :

IS A PERSON WHO IS :

A FOREIGN NATIONAL WHO HAS NOT BEEN AUTHORIZED TO ENTER CANADA

AND WHO, IN MY OPINION, IS INADMISSIBLE PURSUANT TO :

PARAGRAPH 36(1)(A)

PARAGRAPH 36(1)(A) IN THAT THERE ARE REASONABLE GROUNDS TO BELIEVE IS
A PERMANENT RESIDENT OR A FOREIGN NATIONAL WHO IS INADMISSIBLE ON
GROUNDS OF SERIOUS CRIMINALITY FOR HAVING BEEN CONVICTED IN CANADA
OF AN OFFENCE UNDER AN ACT OF PARLIAMENT PUNISHABLE BY A MAXIMUM TERM
OF IMPRISONMENT OF AT LEAST 10 YEARS.

THIS REPORT IS BASED ON THE FOLLOWING INFORMATION :

THAT

--IS NOT A CANADIAN CITIZEN

--IS NOT A PERMANENT RESIDENT OF CANADA

--WAS CONVICTED.

OF

ROBBERY, AN INDICTABLE OFFENCE, CONTRARY TO SECTION 343 OF THE CANADIAN CRIMINAL CODE

--THE MAXIMUM SENTENCE FOR THIS OFFENCE IS LIFE IMPRISONMENT

DATED AT : _____ ON _____

OFFICER :

CLIENT SIGNATURE (must sign inside the white box in black ink only)

SIGNATURE DU CLIENT (doit signer à l'intérieur de la boîte blanche à l'encre noire seulement)

Note: The sample report for Johnny B Good could also be written for having been sentenced to a term of imprisonment of more than 6 months.

Exercise 6: Statutory Declaration Errors

I am a border services officer working at MClA (**abbreviation**). While working the evening shift, January 15, 2010 I interviewed John DOE a citizen of the USA. He claimed (**claimed - gives the reader the impression Mr. Doe is untruthful. Stated - is an objective term**) that he was coming to visit a "friend" (**the use of quotation marks gives the impression that you think Mr. Doe is untruthful; leave the quotation marks out and let the words speak for themselves**) but could not provide an address or phone number for his "friend". He states that he has never been to Canada before today and that his purpose for coming to Canada is to become a temporary resident. I believe there is no "friend" in Canada. (**Conclusion, state the facts only**)

Mr. DOE has a tattoo on the knuckles of his right hand that reads "PAIN". He states he has never been arrested or convicted of a crime anywhere, including Canada or the United States of America. I have reasonable grounds to believe that Mr. Doe is not being truthful about his criminal history. (**Conclusion**)

Mr. DOE stated that he is currently unemployed in the USA and has been so for the last 4 months. He also states that he is in possession of only (**leave out the word "only", let the words speak for themselves**) two hundred dollars US cash, no credit cards. I am not satisfied that Mr. DOE will not become a public charge and Canada can ill afford this these types of travels. (**Opinion and conclusion**)

Based on the above information I am not satisfied Mr. DOE will leave Canada as within the period authorized with A 20(1)(b) of IRPA. (**Conclusion**)

And I make this solemn declaration conscientiously believing it to be true and knowing that it is of the same force and effect as if made under oath.

Other errors:

- Officer signed in wrong place; should have signed as declarant.
- Details on the identity of the subject are missing (no date and place of birth).
- No details to support various conclusions (such as the proposed length of stay).
- The solemn declaration is not made to another officer.

Notes:

- The surname is correctly capitalized throughout.
- Any blank spaces in the report narrative should be stroked out and initialled.

Exercise 7: Completing a Statutory Declaration



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PAGE 1 OF/DE 4

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**DECLARATION
DÉCLARATION**

CANADA

Province of / Province de Ontario

City of / Ville de Windsor

In the matter of the *Immigration and Refugee Protection Act* and in the matter of
In re la *Loi sur l'immigration et la protection des réfugiés* et in re

I Your Name
(Full name)

Je, soussigné(e) Your Name
(Nom au complet)

of Canada Border Services Agency

de Canada Border Services Agency

solemnly declare that

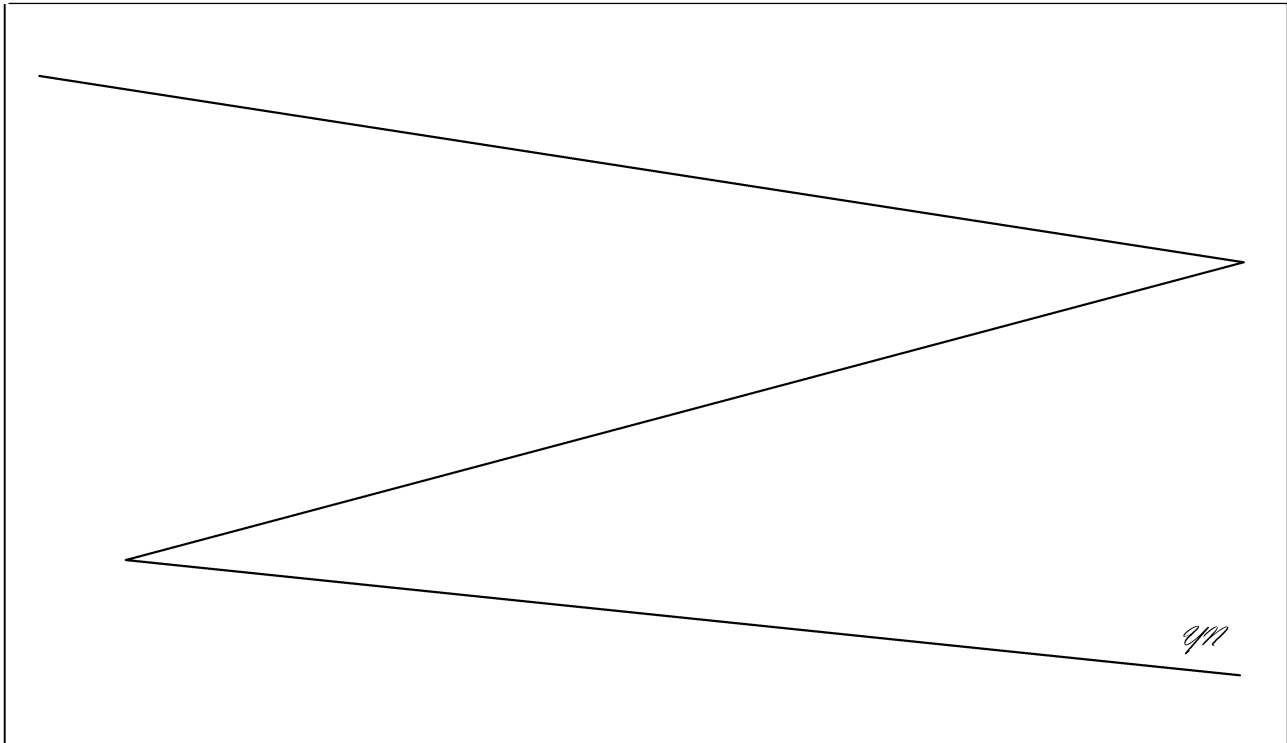
déclare solennellement que

I am a border services officer, that on 5 October 2012, at Windsor Tunnel Port of Entry, Windsor, Ontario I interviewed one [redacted] that Mr. [redacted] spoke English very well and had no difficulty understanding me; that he told me that his name was [redacted] and that he was born the [redacted] that he was neither a Canadian citizen or permanent resident of Canada; that he was seeking to enter Canada to visit for six months; that he was convicted in [redacted] of robbery on or about [redacted] and received a sentence of one year in jail; that this is his first trip back to Canada since being released from prison in Windsor, Ontario.

I interviewed [redacted] for approximately 35 minutes (10:15 am - 10:50 am); I made these notes during and immediately following the interview.

[Redacted signature area with handwritten initials]

Continue - Continué



and I make this solemn declaration conscientiously believing it to be true and knowing that it is of the same force and effect as if made under oath.

et je fais cette déclaration solennelle croyant en conscience qu'elle est vraie et sachant qu'elle a la même force et les mêmes effets que si elle était faite sous serment.

Declared before me at Windsor Tunnel Port of Entry in the city of Windsor
Déclaré devant moi à _____ à _____

in the province of Ontario
dans la province de _____

this 5 day of October of the year 2012
ce 5 jour de October de l'an 2012

Officer Signature
Signature of Officer - Signature de l'agent

Your Name
Signature of declarant - Signature du déclarant

IMM 1362 (06-2002) B



Officer Options

Exercise 1 - Officer Options Case Studies

Read the following case studies and determine what action you would take as BSO. Provide reasons for your answer.

Case Study 1

You are working in Windsor at the Ambassador Bridge POE. It is 02:00 and an 18-year-old male is seeking entry destined to Windsor for the night to "look around". He has no friends or relatives in Windsor. The subject claims to be a U.S. citizen, but has only a high school card for identification. He is driving his father's car and the surname on the registration matches the high school I.D. The subject has \$12 U.S. in his possession.

What inadmissible sections could you consider in this case?

a) What action would you take and why?

Case Study 2

You are working at Vancouver International Airport. At 23:30 a 40-year-old male is seeking entry destined to Penticton for a week's vacation. He has no friends or relatives in Canada. He has been to Canada once before when he spent some time in Penticton and has returned because he enjoyed his trip and he was so close. The subject is a citizen of Iran, holding Resident Status in Great Britain. He is on business in the US, attending a meeting in Seattle. The subject does not have a temporary resident visa and otherwise appears to be admissible. The subject states that he had a visa on his previous trip but that this time he hadn't planned to come to Penticton and did not have the time to apply for a visa. He becomes very persistent and refuses, rather vocally, to accept the fact that he requires a visa.



20 minutes

This exercise can be completed individually or in small groups of 2 or 3. Advise participants that they may refer to IRPA.

After 15 minutes, discuss the answers as a group and address any questions.

a) What inadmissible sections could you consider in this case?

b) What action would you take and why?

Case Study 3

You are on duty at Edmonton International Airport. It is 22:00 and a U.S. citizen, male, age 37 is seeking entry destined to Edmonton arriving from Los Angeles. ICES indicates a Lookout which identifies him as a member of the Ku Klux Klan destined to Edmonton for a membership drive. The Lookout also tells you he has a long criminal record including convictions for kidnapping, assault causing bodily harm, inciting a riot, etc. The subject confirms the information and admits to the convictions. He tells you that this membership drive is important to him and his organization, and that it is imperative that he attends. There is a flight available for return to the U.S. in 30 minutes.

a) What inadmissible sections could you consider in this case?

b) What action would you take and why?

Exercise 2 - Enforcement Options

For each of the following case profiles, determine which of the following enforcement options would be the most appropriate.

- R42(1) - Withdraw application
- R40(1) - Direction to leave
- A23 - Entry to complete examination or hearing
- R41 - Direct Back
- A55 - Detain the person

Note: In some cases you will have to indicate in your answer whether you were working at a land port or an airport.

- a) A person is at Niagara Falls and is seeking entry to Canada. He was just coming for the evening to meet a girlfriend. He forgot his wallet at home and is fully cooperative. He advises you that he just wants to return home. You have no other concerns with him.

- b) A person does not speak English or French and you cannot ascertain what language she does speak. You cannot locate an interpreter for at least 12 hours.

- c) A passenger is extremely intoxicated and cannot answer any of your questions.

- d) You wrote an A44 report on a person whom you consider inadmissible under A41(a) and A20(1)(b) because you do not believe that he is a genuine visitor and there is no Minister's delegate available.

- e) A person refuses to speak to you or answer any questions and proceeds to leave your office.



5 minutes

Give participants a few minutes to select an enforcement option for each of the case profiles. Answer any questions they may have.



10 minutes

Allow up to 10 minutes for completion of this exercise and then debrief orally.

Exercise 3: A44 Report Errors

Working individually, review the following A44 report and identify as many errors as you can.



Answers are provided in the Lesson Exercise Answers document.



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REPORT UNDER SUBSECTION 44(1)
OF THE IMMIGRATION AND REFUGEE PROTECTION ACT

DOCUMENT NO : _____ OFF FILE NO. : _____
CLIENT ID : _____

TO : THE MINISTER OF CITIZENSHIP AND IMMIGRATION

FROM : SHAWN LOPEZ

IN ACCORDANCE WITH SUBSECTION 44(1) OF THE IMMIGRATION AND REFUGEE PROTECTION ACT, I HEREBY REPORT THAT :

: _____ BORN

IS A PERSON WHO IS :

A FOREIGN NATIONAL WHO HAS NOT BEEN AUTHORIZED TO ENTER CANADA

AND WHO, IN MY OPINION, IS INADMISSIBLE PURSUANT TO :

PARAGRAPH 38(1)(A)

PARAGRAPH 38(1)(A) IN THAT, ON A BALANCE OF PROBABILITIES, THERE ARE GROUNDS TO BELIEVE IS A FOREIGN NATIONAL WHO IS INADMISSIBLE ON HEALTH GROUNDS AS THEIR HEALTH CONDITION IS LIKELY TO BE A DANGER TO PUBLIC HEALTH.

THIS REPORT IS BASED ON THE FOLLOWING INFORMATION :

THAT

- IS NOT A CANADIAN CITIZEN
- BECAME A PERMANENT RESIDENT AT VANCOUVER INTERNATIONAL AIRPORT ON 18 SEPTEMBER 1996
- WAS CONVICTED ON : _____ OF TRAFFICKING
- THE MAX. SENTENCE FOR THIS OFFENCE IS LIFE
- UPON CONVICTION, _____ GOT 3 MONTHS. HE SHOULD HAVE RECEIVED AT LEAST 2 YEARS, BUT B.C. JUDGES DON'T CARE ABOUT DRUG OFFENCES
- IF ALL GOES WELL, I _____ WILL GET ORDERED DEPORTED FOR THIS CONVICTION.

DATED AT : RIGAUD POE ON JANUARY 1, 2001

OFFICER : *Shawn Lopez*

CLIENT SIGNATURE (must sign inside the white box in black ink only)
SIGNATURE DU CLIENT (doit signer à l'intérieur de la boîte blanche à l'encre noire seulement)

THIS FORM HAS BEEN ESTABLISHED BY THE MINISTER OF CITIZENSHIP AND IMMIGRATION
THIS DOCUMENT IS THE PROPERTY OF THE GOVERNMENT OF CANADA

FORMULAIRE ÉTABLI PAR LE MINISTRE DE LA CITOYENNETÉ ET DE L'IMMIGRATION
LE PRÉSENT DOCUMENT EST LA PROPRIÉTÉ DU GOUVERNEMENT DU CANADA

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PART
PARTIE

-1



Exercise 4: A44 Report Narrative Facts

Subsection A44(1) refers to an officer preparing a report setting out the relevant facts. To determine which facts are relevant, BSOs should be guided by the basic elements of the particular allegation(s) they are making.

Each element of the allegation(s) being made must be supported by the relevant fact(s).

For the allegation A41(a) combined with A52(1) - a foreign national who has returned to Canada without authorization after being removed, the five elements are:

1. Not a Canadian citizen
2. Not a permanent resident
3. Ordered deported
4. Removal order was enforced
5. Returned to Canada without obtaining authorization.

Given these five elements, write out the five facts that would constitute your report narrative if you were making this allegation in an A44 report. In order to do this, come up with a story of your own and the elements to justify it.

1. _____

2. _____

3. _____

4. _____

5. _____



10 minutes

This is an individual activity. Once participants have identified their five facts, have them exchange answers with a colleague and get feedback.



30 minutes

This is an individual activity.

Exercise 5: Writing an A44 Report

Complete an A44 report for each one of the following scenarios using the blank reports on the following pages. Cite the applicable inadmissibility paragraph by number but do not reproduce it.

Be sure to include all remarks appropriate to your scenario.

Scenario 1

_____ born on _____ was convicted on _____ in Amsterdam of theft and sentenced to one year probation. If committed in Canada, this offence would constitute an offence, contrary to section 322 Canadian Criminal Code (CCC), namely theft under \$5,000 and punishable under 334(b) CCC by a maximum term of imprisonment of 2 years. Harold tells you he stole a pair of roller skates from the Amsterdam Roller Academy. He says he would like to visit Canada for 3 weeks. He meets all other requirements of IRPA and he is not a Canadian Citizen or permanent resident of Canada.

Scenario 2

_____ was convicted at _____ of robbery, contrary to section 343 CCC and sentenced to one-year imprisonment. You interview him at Windsor Tunnel and learn the following:

- He is not a Canadian citizen or permanent resident of Canada.
- He has no other criminal convictions.
- He is seeking to come into Canada today, as a temporary resident for 6 months.

You are able to verify all of the above statements.



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REPORT UNDER SUBSECTION 44(1)
OF THE IMMIGRATION AND REFUGEE PROTECTION ACT

DOCUMENT NO : OFF FILE NO. : 5
CLIENT ID :

TO : THE MINISTER OF CITIZENSHIP AND IMMIGRATION

FROM :

IN ACCORDANCE WITH SUBSECTION 44(1) OF THE IMMIGRATION AND REFUGEE PROTECTION
ACT, I HEREBY REPORT THAT :

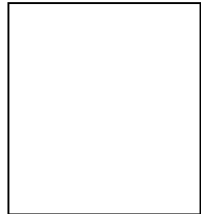
IS A PERSON WHO IS :

AND WHO, IN MY OPINION, IS INADMISSIBLE PURSUANT TO :

SECTION and/or PARAGRAPH _____

THIS REPORT IS BASED ON THE FOLLOWING INFORMATION :

THAT _____



DATED AT : _____ ON _____

OFFICER : _____

CLIENT SIGNATURE (must sign inside the white box in black ink only)
SIGNATURE DU CLIENT (doit signer à l'intérieur de la boîte blanche à l'encre noire seulement)





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Immigration Canada

Citoyenneté et
Immigration Canada

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REPORT UNDER SUBSECTION 44(1)
OF THE IMMIGRATION AND REFUGEE PROTECTION ACT

DOCUMENT NO. : _____ OFF FILE NO. : _____
CLIENT ID

TO : THE MINISTER OF CITIZENSHIP AND IMMIGRATION

FROM :

IN ACCORDANCE WITH SUBSECTION 44(1) OF THE IMMIGRATION AND REFUGEE PROTECTION
ACT, I HEREBY REPORT THAT :

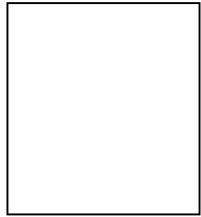
IS A PERSON WHO IS :

AND WHO, IN MY OPINION, IS INADMISSIBLE PURSUANT TO :

SECTION and/or PARAGRAPH _____

THIS REPORT IS BASED ON THE FOLLOWING INFORMATION :

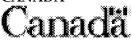
THAT _____



DATED AT : _____ ON _____

OFFICER : _____

CLIENT SIGNATURE (must sign inside the white box in black ink only)
SIGNATURE DU CLIENT (doit signer à l'intérieur de la boîte blanche à l'encre noire seulement)



Exercise 6: Statutory Declaration Errors



10 minutes

This is an individual activity.



Suggested answers are provided in the Lesson Exercise Answers document.

Citizenship and Immigration Canada / Citoyenneté et Immigration Canada

PAGE 1 OF/DE 4

PROTECTED WHEN COMPLETED / PROTÉGÉ UNE FOIS REMPLI - A

DECLARATION / DÉCLARATION

CANADA

Province of / Province de Ontario

City of / Ville de Ottawa

In the matter of the Immigration and Refugee Protection Act and in the matter of / In re la Loi sur l'immigration et la protection des réfugiés et in re

I July CHAUDRY Je, soussigné(e) July CHAUDRY
(Full name) / (Nom au complet)

of Canada Border Services Agency de Canada Border Services Agency

solemnly declare that / déclare solennellement que

I am a border services officer working at MCIA. While working the evening shift, January 15, 2010, I interviewed John DOE, a citizen of the USA. He claimed that he was coming to visit a "friend" but could not provide an address or phone number for his "friend". He states that he has never been to Canada before today and that his purpose for coming to Canada is to become a temporary resident. I believe there is no "friend" in Canada.

Mr. DOE has a tattoo on the knuckles of his right hand which reads "PAIN". He states he has never been arrested or convicted of a crime anywhere, including Canada or the United States of America. I have reasonable grounds to believe that Mr. DOE is not being truthful about his criminal history.

Mr. DOE states that he is currently unemployed in the USA and has been so for the last 4 months. He also states that he is in possession of only two hundred dollars US cash, no credit cards. I am not satisfied that Mr. DOE will not become a public charge and Canada can ill afford these types of travellers.

Based on the above information I am not satisfied Mr. DOE will leave Canada as within the period authorized with A20(1) (b) of IRPA.

and I make this solemn declaration conscientiously believing it to be true and knowing that it is of the same force and effect as if made under oath.

et je fais cette déclaration solennelle croyant en conscience qu'elle est vraie et sachant qu'elle a la même force et les mêmes effets que si elle était faite sous serment.

Declared before me at / Déclaré devant moi à 80 Wellington Street

In the city of / à Ottawa

in the province of / dans la province de Ontario

this / ce 23 day / jour de January

of the year / de l'an 2011

J. Chaudry
Signature of Officer - Signature de l'agent

Signature of declarant - Signature du déclarant



20 minutes

This is an individual activity.

Refer participant to scenario 2 of exercise 5. Give participants 15 to 20 minutes to complete the statutory declaration.

Remind participants that they sign their declaration as the declarant.

Exercise 7: Completing a Statutory Declaration

Refer to scenario 2 of exercise 5, Writing an A44 Report (page 6). Put yourself in the role of the BSO who interviewed _____ and complete the following statutory declaration in the narrative summary style.

Additional details:

- The subject spoke English fluently and has not been in Canada since his conviction.
- The examination lasted approximately 35 minutes, starting at 10:15 and ending at 10:50.
- Notes were taken immediately after the examination.
- Today's date is the 5 October 2012 and you are working at the Windsor Tunnel POE.

Once you have completed your declaration, have it administered by another participant, playing the role of an officer, pursuant to A141. This is done by you, as the declarant, saying: *"I make this declaration conscientiously believing it to be true and knowing that it is of the same force and effect as if made under oath."* Then, both you and the officer sign the report.



Citizenship and
Immigration Canada

Citoyenneté et
Immigration Canada

PAGE 1 OF/DE 4

PROTECTED WHEN COMPLETED - A
PROTÉGÉ UNE FOIS REMPLI

DECLARATION DÉCLARATION

CANADA

Province of
Province de _____

City of
Ville de _____

In the matter of the *Immigration and Refugee Protection Act* and in the matter of
In re la *Loi sur l'immigration et la protection des réfugiés* et in re

I _____
(Full name)

Je, soussigné(e) _____
(Nom au complet)

of _____

de _____

solemnly declare that

déclare solennellement que

Continue - Continué

<p>and I make this solemn declaration conscientiously believing it to be true and knowing that it is of the same force and effect as if made under oath.</p>			
<p>et je fais cette déclaration solennelle croyant en conscience qu'elle est vraie et sachant qu'elle a la même force et les mêmes effets que si elle était faite sous serment.</p>			
Declared before me at Déclaré devant moi à _____	in the city of à _____		
in the province of dans la province de _____			
this ce _____	day of jour de _____	of the year de l'an	_ _ _
_____ Signature of Officer - Signature de l'agent		_____ Signature of declarant - Signature du déclarant	

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