



Ensuring Child Safety Upon Parental Arrest

Annual In-Service Training Curriculum 2026

Version: NM260013

INSTRUCTOR LESSON

Version:	Accreditation Number: NM260013
Lesson Purpose:	To provide law enforcement personnel with information regarding their responsibilities as they pertain to the identification of dependent children when the parents are arrested
Learning Objectives:	<p>During this lesson, students will receive information and instruction on how to do the following:</p> <ol style="list-style-type: none">1. Identify the elements of 29-7-7.3 & 31-1-8 NMSA 19782. Discuss how the arrest and specific actions made by officers can be traumatic to children and how officers can assist in mitigating any long-term effects3. Identify the procedures required to meet statutes to include making arrangements for the temporary care of a child
Hours:	1 hr
Instructional Methods:	Presentation Facilitation, Active Learning, small group discussions, with video content, testing,
Required Materials, Aids & Equipment:	Lesson Materials, PowerPoint, Audio-Visual classroom equipment, Flip Chart or Dry Erase Board
Handouts:	Student Materials Slide Set PDF 2024-2025 Statement of Reasonable Grounds PDF Sci Protocol PDF Children of Arrested Parents Protocol PDF Law Re: Arresting Parents PDF ACE Questionnaire for Adults

Videos: Safeguarding Children of Arrested Parents Roll Call Training Video.

<https://www.youtube.com/watch?v=jG0JRQwlp4k>

Video Scenarios to Discuss

Ensuring Child Safety: Upon Parental Arrest.

<https://vimeo.com/29856912>

Supplemental Videos

Tree analogy video and positive childhood experiences

<https://www.youtube.com/watch?v=AfX0wBWpfLU&t=39s>

Understanding ACEs: What are Adverse Childhood Experiences (ACEs)?

<https://www.youtube.com/watch?v=-vlqJK8Nu1Q&t=134s>

Testing Requirements: End-of-topic written test

References:

Bethell C, Jones J, Gombojav N, Linkenbach J, Sege R. Positive Childhood Experiences and Adult Mental and Relational Health in a Statewide Sample: Associations Across Adverse Childhood Experiences Levels. *JAMA Pediatr.* 2019;173(11):e193007. doi:10.1001/jamapediatrics.2019.3007

CDC. (2024, October 8). About adverse childhood experiences. U.S. Centers for Disease Control and Prevention; CDC. <https://www.cdc.gov/aces/about/index.html>

Centers for Disease Control and Prevention. (2021, August 23). Adverse childhood experiences (ACEs). Centers for Disease Control and Prevention. <https://www.cdc.gov/vitalsigns/aces/index.html>

Crandall, A., Miller, J. R., Cheung, A., Novilla, L. K., Glade, R., Novilla, M. L. B., Magnusson, B. M., Leavitt, B. L., Barnes, M. D., & Hanson, C. L. (2019). ACEs and counter-ACEs: How positive and negative childhood experiences influence adult health. *Child Abuse & Neglect*, 96(96), 104089. <https://doi.org/10.1016/j.chiabu.2019.104089>

Crouch, E., Radcliff, E., Strompolis, M., & Srivastav, A. (2018). Safe, Stable, and Nurtured: Protective Factors against Poor Physical and Mental Health Outcomes Following Exposure to Adverse Childhood Experiences (ACEs). *Journal of child & adolescent trauma*, 12(2), 165–173. <https://doi.org/10.1007/s40653-018-0217-9>

DCS Training. (2021, September 28). Tree Analogy. YouTube. <https://www.youtube.com/watch?v=AfX0wBWpfLU>

International Association of Chiefs of Police and the U.S. Department of Justice, Bureau of Justice Assistance, Safeguarding Children of Arrested Parents: A Model Policy (Alexandria, VA: IACP, 2014).

Kim, Jun Won, et al. "Influence of Temperament and Character on Resilience." *Comprehensive Psychiatry*, vol. 54, no. 7, Oct. 2013, pp. 1105–1110, <https://doi.org/10.1016/j.comppsy.2013.05.005>.

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Office of the California Surgeon General. "What Are Adverse Childhood Experiences (ACEs)?" YouTube, 17 Aug. 2023, www.youtube.com/watch?v=-vlqJK8Nu1Q.

Positive Childhood Experiences (PCEs) – Child Trauma and Wellbeing. (n.d.). <https://childwellbeingandtrauma.org/healing-and-prevention/positive-childhood-experiences/>

Safeguarding Children of Arrested Parents Toolkit. (2014, August). International Association of Chiefs of Police. <https://www.theiacp.org/resources/policyprotocol/safeguarding-children-of-arrested-parents-toolkit>

Take the ACE Quiz – And Learn What It Does and Doesn't Mean - Center on the Developing Child at Harvard University. (2025, March 12). Center on the Developing Child at Harvard University. <https://developingchild.harvard.edu/resources/handouts-tools/take-the-aces-quiz/>

Tan, Jere & Dube, Shanta. (2021). A Pilot Study on the Awareness and Knowledge of Adverse Childhood Experiences Science and Trauma-informed Care among Medical School Students. *The Permanente Journal*. 25. 1-8. 10.7812/TPP/20.285.

The IACP. (2023, March 24). Safeguarding Children of Arrested Parents Roll Call Training Video. YouTube.

<https://www.youtube.com/watch?v=jG0JRQwlp4k>

U.S. Department of Justice, Bureau of Justice Assistance, BJA National Training and Technical Assistance Center, and the International Association of Chiefs of Police. Safeguarding Children of Arrested Parents. Digital video (MP4)

Reviewed By:

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Instructor Development Master
Lead PST Instructor
NMLEA
02/2026

Instructor Notes

SLIDE Slide, including all text on the slide.

INSTRUCTOR NOTE: Additional Information for instructor to share or discuss during course

Instructor may choose to break up video “Safeguarding Children of Arrested Parents” video into parts to be shown throughout the class. Recommended section to use video -Procedures Regarding Children of Arrested Parents

<https://www.youtube.com/watch?v=jG0JRQwlp4k>

Video Scenarios to Discuss

Recommendation: Instructor can choose clips from “Ensuring Child Safety: Upon Parental Arrest” can be used for scenario discussions of what was done well, what needed to be done differently, what techniques could be also included in the interaction

Note: Clip 2 and 4 involve a dual arrest, which NM statute discourages, <https://nmonesource.com/nmos/nmsa/en/item/4375/index.do#40-13-1.1> , which also can be discussed

Clip 1 0:00 to 1:19

Clip 2 1:20 to 2:43

Clip 3 6:20 to 9:31

Clip 4 10:32 to 13:28

<https://vimeo.com/29856912>

I. Introduction

SLIDE Ensuring Child Safety Upon Parental Arrest

A. Course Goal

SLIDE

Course Goal: To provide law enforcement personnel with information regarding their responsibilities as they pertain to the identification of dependent children when the parents are arrested

B. Learning Objectives

SLIDE

Learning Objectives

1. Training Objective 1a
 - a. Identify the elements of 29-7-7.3 NMSA 1978
2. Training Objective 2
 - a. Discuss how the arrest and specific actions made by officers can be traumatic to children and how officers can assist in mitigating any long-term effects.
3. Training Objective 1b
 - a. Identify the elements of 31-1-8 NMSA 1978
4. Training Objective 3
 - a. Identify the procedures required to meet statute to include making arrangements for the temporary care of a child

C. Ensuring Child Safety upon arrest, training

1. New Mexico Statute 29-7-7.3.

SLIDE

New Mexico Statute 29-7-7.3.

Ensuring child safety upon arrest; training.

Training for ensuring child safety upon the arrest of a parent or guardian shall be included in the curriculum of each basic law enforcement training class and as a component of in-service training each year for certified police officers.

II. Body

A. Childhood Trauma

SLIDE

Childhood Trauma

INSTRUCTOR NOTE: In this section, we will be discussing trauma, the effect of trauma on children, and the long-term effects of childhood trauma on adults.

1. What is Trauma?

SLIDE

What is Trauma?

Trauma is an experience(s) that causes intense physical or emotional stress.

It can have lasting negative effects on a person's well-being.

INSTRUCTOR NOTE:

It is important to know that individuals can heal and recover from psychological trauma.

Trauma happens when an individual is exposed to an event that overwhelms their ability to cope. Whether an individual experiences trauma reactions depends on both characteristics of the event and characteristics of the individual. There are risk factors that contribute to whether or not a child develops trauma, such as preexisting mental health conditions, the physical or emotional proximity to the event, and the resources the child has around them to help them cope with and process difficult events.

2. What is the difference between Stress and Trauma?

SLIDE

What is the difference between Stress and Trauma?

Stress

Stress is your body's natural response to pressure. It is a state of worry or tension caused by a difficult or challenging situation.

INSTRUCTOR NOTE

What are some examples of stress for a child?

Child Examples of Stress

Moving to a new school

- Taking tests
- Making new friends
- A new sibling arriving
- Arguing with friends

What are some examples of stress for an adult?

Adult Examples of Stress

- Work deadlines
- Dealing with coworkers
- Taking exams
- Parenting challenges
- Moving to a new city

SLIDE

Trauma

A traumatic event is a frightening, dangerous, or violent event that poses a threat to a person's life or bodily integrity.

INSTRUCTOR NOTE

Definition from previous slide

Trauma is an experience or experiences that cause intense physical and/or emotional stress.

What are some examples of traumatic experiences?

EXAMPLES OF TRAUMATIC EXPERIENCES

- Abuse and neglect
- Disasters and terrorism
- Family or community violence
- Traumatic separation
- Serious accidents

Witnessing a traumatic event that threatens life or physical security of a loved one can also be traumatic. This is important for young children whose sense of safety depend on the perceived safety of their parents and caregivers.

<https://www.nctsn.org/resources/understanding-stress-vs-trauma>

3. What are Adverse Childhood Experiences?

SLIDE

What are Adverse Childhood Experiences?

Adverse Childhood Experiences, or ACEs, are potentially traumatic events that occur in childhood (0-18 years).

INSTRUCTOR NOTE:

ACEs examples include:

- a. Experiencing violence, child abuse, child sexual abuse, or neglect.
- b. Witnessing violence in the home or community.
- c. Having a family member attempt or die by suicide.
- d. Also included are aspects of the child's environment that can undermine their sense of safety, stability, and bonding.

Examples can include growing up in a household with:

- 1) Substance use problems such as a drug addicted parent or alcoholic family member.
- 2) Mental health problems.
- 3) Instability due to parental separation.
- 4) Instability due to household members being in jail or prison

<https://www.cdc.gov/aces/about/index.html>

4. Negative Impacts of Adverse Childhood Experiences on Adults

SLIDE

Negative Impacts of Adverse Childhood Experiences on Adults

- a. Physical Health Issues, Possible Risk Outcomes:
 - 1) Cardiovascular Disease
 - 2) Cancer
 - 3) Diabetes
 - 4) Stroke
 - 5) Autoimmune Disorders
 - 6) Obesity
- b. Mental Health Issues, Possible Risk Outcomes:
 - 1) Post-Traumatic Stress Disorder (PTSD) Stroke
 - 2) Anxiety Disorders
 - 3) Mood Disorders
 - 4) Depression Disorders
- c. Behavioral Health Issues, Possible Risk Outcomes:
 - 1) Substance Use Disorder
 - 2) Domestic Violence: (Victimization & Perpetration)
 - 3) Eating Disorders
 - 4) Criminal Behavior
 - 5) Self-harm
 - 6) Suicide

5. Take the ACE Self-Survey

SLIDE

Take the ACE Self-Survey

This is a self-survey for adults and will not be shared out to the instructor or audience.

This survey is help you understand Adverse Childhood Experiences in your own life and in the lives of the children in the community you serve.

INSTRUCTOR NOTE:

Emphasize this is a private survey and is not to be shared out. Pass out copies of the ACEs self survey, which individuals can read through and make a mental tally of their own score

Instructions:

The following is a self-survey questionnaire for Adults about Adverse Childhood Experiences during their childhoods.

For each Yes or No answer of the 10 questions, each "Yes" answer will be given one (1) point.

The total points determine an adult's ACE Score (0 to 10).

This is a self-assessment and no data is collected.

6. ACE questions

SLIDE

ACE questions

1. Did you feel that you didn't have enough to eat, had to wear dirty clothes, or had no one to protect or take care of you?
2. Did you lose a parent through divorce, abandonment, death, or other reason?
3. Did you live with anyone who was depressed, mentally ill, or attempted suicide?
4. Did you live with anyone who had a problem with drinking or using drugs, including prescription drugs?
5. Did your parents or adults in your home ever hit, punch, beat, or threaten to harm each other?
6. Did you live with anyone who went to jail or prison?

7. Did a parent or adult in your home ever swear at you, insult you, or put you down?
8. Did a parent or adult in your home ever hit, beat, kick, or physically hurt you in any way?
9. Did you feel that no one in your family loved you or thought you were special?
10. Did you experience unwanted sexual contact (such as fondling or oral/anal/vaginal intercourse/penetration)?

7. ACE Self- Survey: What does the score mean?

SLIDE

What does the score mean?

According to studies, Adults with ACEs scores of 4 or more have an increased risk of negative adult health outcomes, including physical health issues, alcoholism, drug abuse, and depression.

INSTRUCTOR NOTES

There are ways to counter the impact of ACEs – (see next slide)

More About ACEs and Other Resources

<https://www.cdc.gov/aces/about/index.html>

<https://988nm.org/>

<https://www.cdc.gov/vitalsigns/aces/index.html>

<https://www.sciencedirect.com/science/article/abs/pii/S0145213419302662>

<https://developingchild.harvard.edu/resources/handouts-tools/take-the-aces-quiz/>

8. Positive Childhood Experiences

INSTRUCTOR NOTE:

Studies have also shown that Positive Childhood Experiences, such as feeling safe and protected by an adult in the home, feeling supported by friends and family, and having non-parent adults take a genuine interest in your well being as a child, and feeling a sense of belonging and community can help counter such outcomes of ACEs.

SLIDE

Positive Childhood Experiences

Can help to mitigate the outcomes of ACEs

Feeling safe and protected by an adult in the home

Feeling supported by friends and family

Having non-parent adults take a genuine interest in your well being as a child

Feeling a sense of belonging and community

INSTRUCTOR NOTE

Examples of:

Positive Childhood Experiences

Felt able to talk to their family about feelings

Felt their family stood by them during difficult times

Enjoyed participating in community traditions

Felt a sense of belonging in high school

Felt supported by friends

Had at least two non-parent adults who took genuine interest in them

Felt safe and protected by an adult in their home

Supplemental Video

Tree analogy video

<https://www.youtube.com/watch?v=AfX0wBWpfLU&t=39s>

<https://childwellbeingandtrauma.org/healing-and-prevention/positive-childhood-experiences/>

9. Building Resilience

SLIDE

Building Resilience

Resilience is the ability to recover from life's difficulties.

Protective factors can help children build resilience and cope with the negative effects of

Adverse Childhood Experiences (ACEs).

INSTRUCTOR NOTE

Not every child who experiences one or more ACEs, however, has poor long-term health outcomes. Children may cope successfully with these traumatic experiences. This process of overcoming adversity is called resilience.

Resilience is the ability to recover from life's difficulties. Resilience is created by positive childhood experiences which include external protective factors, and also internal factors, like the individual's personality, temperament, and character

Protective factors can help children build resilience and cope with the negative effects of adverse childhood experiences (ACEs).

(Protective Factors are the bricks that create positive childhood experiences)

Protective factors, such as the presence of an adult who makes a child feel safe, can build resilience.

<https://pmc.ncbi.nlm.nih.gov/articles/PMC7163854/#CR53>

10. Questions

SLIDE

Questions

What is the difference between stress and trauma?

What are ACEs? Why are they relevant?

What is resilience?

What are protective factors? Examples?

INSTRUCTOR NOTES

Answer is small groups or as a class discussion.

B. Trauma Associated with the Arrest of a Parent**SLIDE**

Trauma Associated with Arrest of a Parent

INSTRUCTOR NOTE

In this section, we will be discussing how parental arrest is traumatic for children, and how law enforcement, by following state statutes and best practices, can be a protective factor for children during this stressful situation.

1. When a child is experiencing the arrest of a parent, what can be traumatic for a child?

SLIDE

Discussion question

When a child is experiencing the arrest of their parents, what can be traumatic for a child?

INSTRUCTOR NOTE

Facilitate discussion about what can be traumatic for a child during a parent's arrest

Examples

Seeing a parent arrested by police

Seeing a parent upset or hurt

Being separated from a parent

Scary chaotic situation

Fear

Feelings of helplessness

Not knowing what will happen next

2. Arrest of a Parent causes emotional harm to children

SLIDE

Witnessing a violent crime or other event, such as the arrest of a parent, are causes of emotional harm to children.

Law enforcement can assist in reducing the long-term effects of the trauma for children.

3. Law Enforcement as a Protective Factor for children

SLIDE

The law enforcement officer is one of the protective factors that children have in decreasing a potential harmful event.

4. What does “mitigating a child’s trauma” mean?

SLIDE

What does “mitigating a child’s trauma” mean?

What steps can a law enforcement officer take to mitigate a child’s trauma during the arrest of a parent?

INSTRUCTOR NOTE

Mitigating a child’s trauma means making the traumatic event less harmful or less painful for children

Discussion as a class or in small groups
Some examples on following slide

5. The Role of Law Enforcement is Mitigating the Trauma for Children

SLIDE

The Role of Law Enforcement is Mitigating the Trauma for Children

When planning arrest/search warrant, consider age and location of children.

Do not arrest parents in front of their children if it is at all possible.

Avoid sirens and lights in a non-emergency situation and where the use is discretionary.

C. What officers can do to help decrease a child's trauma at the scene of their parent's arrest

SLIDE

Procedures Regarding Children of Arrested Parents

INSTRUCTOR NOTE

In this section we will be discussing some procedures regarding the children of arrested parents. The goal of the responding officer is to minimize the trauma of the actual arrest for the children and the disruption it causes to their lives. Officers must provide the most supportive environment possible for the children and determine what the best alternative care is.

1. Section 31-1-8 NMSA

SLIDE

Section 31-1-8 NMSA

A state or local law enforcement officer who arrests a person shall, at the time of the arrest, inquire whether the person is a parent or guardian of minor or dependent children who may be at risk as a result of the arrest.

INSTRUCTOR NOTE

The officer should document they asked and document the response.

D. Identification of minor or dependent children at the time of parental arrest

1. Presence of Children in the home, things to look for

SLIDE

Things to Look For
Car Seats
Toys
Clothes
Bottles
Indoor Swings/Chairs
Outdoor Children's Items

INSTRUCTOR NOTE

Awareness of children's items on the scene, before or at the time of arrest, may indicate a child is or is likely to be present.

2. Things To Ask Arrestee

SLIDE

Things to Ask Arrestee:

“Do you have any children that depend on you to take care of them?”

“Are there any children in the house?”

“Where are they?”

The inquiry should include any child who may not be present at the time of parental arrest.

INSTRUCTOR NOTE

There are questions officers should ask the arrestee at every arrest: such as

Do you have children:

Note that parents will not always tell you whether they have children who live with them. Some parents may fear the child will be taken away by Child Protective Services, or that the arrest may result in a loss of custody.

Officer should also ask:

Where are the children:

Who can take care of them:

The inquiry includes any child who may not be present at the time of arrest but is expected to be picked up from or is returning home from school, a babysitter, a friend's house, or any other location or activity.

This New Mexico statute requirement of asking the parent at the time of arrest is to ensure no child is at home alone without appropriate supervision or care.

3. Section 31-1-8 NMSA

SLIDE

Section 31-1-8 NMSA

Identification of minor or dependent children at the time of parental arrest

The officer shall make reasonable efforts to ensure the safety of minor or dependent children at risk as a result of an arrest

a. Reasonable Efforts

SLIDE

Section 31-1-8 NMSA

The officer shall make reasonable efforts to ensure the safety of minor or dependent children at risk as a result of an arrest

INSTRUCTOR NOTE

What are reasonable efforts?

Reasonable is defined as: Just, proper, fit and appropriate to the end or appropriate in the circumstances, moderate, fair, equitable.

The officer establishes this “reasonable effort” by such actions as:

First asking the arrestee if there are any minor or dependent children at risk because of the arrest, and,

If an alternative care giver is located, ensuring a “background check” through Children Youth and Families Department Statewide Central Intake, SCI, is completed and at a minimum a local arrest history check is made

E. Mitigating Trauma for Children at the Time of Parental Arrest**1. Mitigating Trauma for Children at the Time of Parental Arrest****SLIDE**

Mitigating Trauma for Children at the Time of Parental Arrest

If it is safe, the parent should be allowed to explain to the child what is happening.

If it's not safe, the officer will explain to the child.

Use age-appropriate language

Reassure the child that parent and child will be taken care of

2. Talking to Children

a. Introductions and the Role of a Police Officer

SLIDE

Talking to Children:

Introductions

Introduce yourself:

Hi, I am Officer _____

Use the child's name.

Use simple, age-appropriate language.

Sit at the child's physical eye level

INSTRUCTOR NOTES

Sitting at the child's physical eye level helps to create a more positive interaction.

b. The Role of a Police Officer

SLIDE

Talking to Children:

The Role of a Police Officer

Explain that your role as a police officer is to keep the child safe.

Acknowledge the child's right to remain silent with child friendly statements like

"It's alright if you don't want to talk..."

Recognize the child's loyalty to the parent.

Don't criticize the parent(s) in front of the child.

c. Asking and Answering Questions

SLIDE

Talking to Children: Asking and Answering Questions;
Limit the use of questions that require just a yes/no answer;

Ask open-ended questions:

“ Tell me about_____.”

“What happened when_____?”

Use simple reflection, by repeating or restating what the child said in your own words, to make sure there is clarity.

"So you said <this happened> then <this happened>... did I get that right?"

INSTRUCTOR NOTES

Ask open-ended questions, that give the child more space for a thoughtful response:

Prompts like “ Tell me about....”;

Or “What happened when....”; are examples of opened-ended questions.

Use simple reflection, by repeating or restating what the child said to you, in your own words; This makes sure there is clarity and let's the child know you have been listening to them;

"So you said ...then repeat or rephrase what the child said,... did I get that right;" is an example of a simple reflective statement.

SLIDE

Answer any questions that the child may have.

Ask one question at a time.

Check that the child understands your question.

Give the child permission to tell you when the child doesn't know the answer or does not understand a word or a question.

Avoid "why" questions.

Wait for the child to listen to your question, to think about it, and then to respond to it.

INSTRUCTOR NOTE

Why should you avoid WHY questions with Children?

Avoid "why" questions,

1. They are difficult for young children to understand and answer, depending on the child's age and their cognitive development

 "What" and "Where" questions – 2 to 3 years old

 "Who" questions – 3 to 4 years old

 "Why" and "How" questions – 4 to 5 years old

2. They make older children feel judged, defensive, and/or guilty, for themselves or their parents, and shuts down communication (This is also true for adults)

d. Listening

SLIDE

Talking to Children

Listening

Avoid rushing the child; let them have time to process thoughts and feelings.

Observe non-verbal communication.

REMEMBER:

The child's body is responding to the stressful situation, and this may affect his or her ability to listen, reason and retain information.

This may also affect the child's emotional and physical responses to what is happening.

e. Other Tips

SLIDE

Talking to Children: Other Tips.

Make no assumptions about the child's abilities based on age.

Allow the child to hold onto a stuffed animal or other object for comfort.

Do not make promises that you will not be able to fulfill.

F. Finding a caregiver

1. Finding a Caregiver

a. Parent's wishes and determining if a Co-Parent is Available

SLIDE

Finding a Caregiver for the Child

Parent's Wishes

Barring drug use, weapons or criminal behavior, a parent's wishes shall be respected in regard to their children's care. The arrested parent may risk being charged with abuse and neglect, if information is withheld regarding their children.

Determining if a Co-Parent is Available

The officer shall determine if co-parent or legal guardian is available.

INSTRUCTOR NOTE

The individual being arrested should be asked if there is a co-parent or legal guardian who can be contacted to care for the child. If a co-parent or legal guardian is not available, the officer should determine whether or not there is a relative who could be contacted

b. Finding Relatives or Fictive Kin

SLIDE

Finding a Caregiver for the Child

Finding Relatives or Fictive Kin

Find other adult relatives or fictive kin willing to take the child.

INSTRUCTOR NOTES

If a co-parent is not available, an officer can identify a relative to care for the child.

if neither co-parent nor a relative can be identified, then an officer should attempt to identify a “fictive kin” who could be contacted to care for the child.

What does Fictive kin mean?

Who are “Fictive KIN”?

SLIDE

Who are Fictive Kin?

Fictive Kin are not related to the child by blood, marriage, or adoption, but they have a strong emotional connection.

INSTRUCTOR NOTES

Fictive kin

is anyone who is known to and in a trusted relationship with the child but is not a blood relative.

Some examples of fictive kinship are godparents, close family friends, long-time neighbors, or mentors.

c. Checking Criminal History

SLIDE

Finding a Caregiver for the Child

Check Criminal History

Adults with criminal histories of sexual crimes or crimes against children are ineligible as child placements.

INSTRUCTOR NOTE

Prior to placing a child with an alternative caregiver, law enforcement must contact CYFD Statewide Central Intake (SCI) (SkY) for an abuse/neglect background check and conduct a local check

2. When an alternative Caregiver is Located

SLIDE

When an Alternative Caregiver is Located

Provide the alternative caregiver with as much information as possible regarding:

The arrest of the parent/guardian of the child

Location of the jail

Charges

Estimated amount of time the parent/guardian could be in jail

INSTRUCTOR NOTE

Once the officer feels the alternative caregiver can provide a safe environment for the child, the officer must provide the caregiver with as much information as possible regarding the arrest of the parent or guardian. This information should include but is not limited to

The Location of the jail; and charges

The alternative care giver should also be advised about the amount of time the parent or guardian could possibly spend in jail, which is dependent upon the charges and whether the parent can make bond

3. The Alternative Caregiver should be advised

SLIDE

The Alternative Caregiver Should Be Advised

The alternative caregiver is accepting responsibility for the child while the parent/guardian is in jail

About any information pertaining to the child's physical health, medications, etc.

G. Procedures when no alternative caregiver can be found

1. When to call CYFD

SLIDE

Children, Youth & Families Department should be called if an alternative caregiver cannot be located. However, CYFD is a last resort.

2. Procedures

a. SCI

SLIDE

Procedures

If a child is placed with an adult other than the non-arrested parent, officers shall check with CYFD's State Centralized Intake (SCI) regarding history of child abuse or neglect.

1-855-333-7233 (Statewide)

505-841-6100 (Albuquerque)

b. Intake

SLIDE

Procedures

CYFD's State Centralized Intake (SCI) will ask to verify your identity

If no one is available, SCI will provide numbers to local shelters

INSTRUCTOR NOTE

When calling Statewide Central Intake (SCI), the officer should select the Law Enforcement option.

During the intake:

The Intake Worker will ask for the officer's badge number and phone number; and may ask for the officer's supervisor's name and phone number.

The officer should provide as much information about the alternative caregiver as possible, including name, date of birth, and address.

The intake worker should be told what type of information is being sought about the individual in question (outstanding referrals, substantiated cases, etc.) SCI can also provide a list of shelters, if applicable to the situation, for older children.

c. Protective Custody

SLIDE

Procedures

If an officer believes protective custody is necessary:

SCI will notify the Protective Services Division of CYFD

Officer will be asked for "Statement of Reasonable Grounds for Emergency Custody"

INSTRUCTOR NOTE

Student materials have a copy of the Statement of Reasonable Grounds form

d. School

SLIDE

Procedures

If children are in school, the officer shall contact the school

Notify principal, school resource officer and parent's preference for placement

e. Officer's Report

SLIDE

Procedures

Officer's report should include:

Names and contact info where child is placed

Names of CYFD and school workers contacted

Names of family members mentioned regardless if children are placed with them or not. (Important for possible future placement)

H. CARE

1. CARE Summary

- a. Child
- b. Assess Arrest Conditions
- c. Responsible Adult
- d. Ensure Child Safety

SLIDE

CARE

a. C – Child

Always ask if the arrestee is the parent or guardian of minor or dependent children.

INSTRUCTOR NOTE

If the officer observes car seats, children's toys, etc., in the vehicle or immediate area of the arrest, the officer may ask where the children are and who is taking care of them.

b. A - Assess Arrest Conditions

If it is safe to do so, make the arrest away from the child.

If it is safe to do so, allow the arrestee to explain to his or her child that they will be cared for.

INSTRUCTOR NOTE

When possible, consider the ages and location of children when deciding when and where to make the arrest.

c. R - Responsible Adult

Identify an alternate caregiver.

Confirm that adult is appropriate.

INSTRUCTOR NOTE

If children are present at the time of arrest, or if the arrestee indicates that there are children who will be left unattended, identify an alternate caregiver.

Confirm that adult is appropriate.

When placing a child with someone other than a parent or guardian, confirm that the adult is appropriate (any history of sexual crimes or violence against children will make the adult ineligible to assume custodial care):

1. Contact SCI for an abuse/neglect background check.
#SAFE (#7233) from a mobile phone
or 1-855-333-SAFE (7233)
2. Complete a preliminary criminal background check.

d. E - Ensure Child Safety

If no alternate caregiver can be located, contact CYFD.

The officer is responsible for the well-being of the child until transfer of custody

INSTRUCTOR NOTE

The officer is responsible for identifying an alternate caregiver. If an alternate caregiver cannot be identified, then CYFD should be contacted. CYFD should be the last resource utilized.

The officer is responsible for the well-being of the child until transfer of custody.

The officer must make arrangements for transportation, if needed.

III. Summary

SLIDE

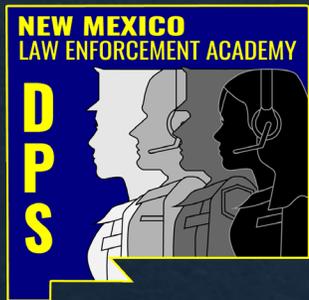
Summary

Having a parent arrested can be traumatic for children and can cause long-term negative consequences to their health and well-being as adults.

Law enforcement officers can assist in mitigating the long-term effects of trauma for children by assessing situations, communicating using appropriate language, and by following NM statutes and best practices.

Law enforcement officers are required by NM statute to ask arrestees if they have children under their care or supervision who will be put at risk due to parent's arrest.

Law enforcement officers are required to make reasonable efforts to ensure the safety of minor or dependent children at risk as a result of an arrest, including finding appropriate caregivers for the children.



Ensuring Child Safety Upon Parental Arrest

New Mexico Law Enforcement Academy Annual In-Service Training Curriculum 2025

NMLEA Accreditation Number: NM260013

Course Goal

To provide law enforcement personnel with information regarding their responsibilities as they pertain to the identification of dependent children when the parents are arrested

Objectives

1. Identify the elements of 29-7-7.3 NMSA 1978 and 31-1-8 NMSA 1978
2. Discuss how the arrest and specific actions made by officers can be traumatic to children and how officers can assist in mitigating any long-term effects.
3. Identify the procedures required to meet statute to include making arrangements for the temporary care of a child



New Mexico Statute 29-7-7.3.

Ensuring child safety upon arrest; training.

Training for ensuring child safety upon the arrest of a parent or guardian shall be included in the curriculum of each basic law enforcement training class and as a component of in-service training each year for certified police officers.

Childhood Trauma



What is Trauma?

Trauma is an experience(s) that causes intense physical or emotional stress.

It can have lasting negative effects on a person's well-being.

What is the difference between stress and trauma?

STRESS

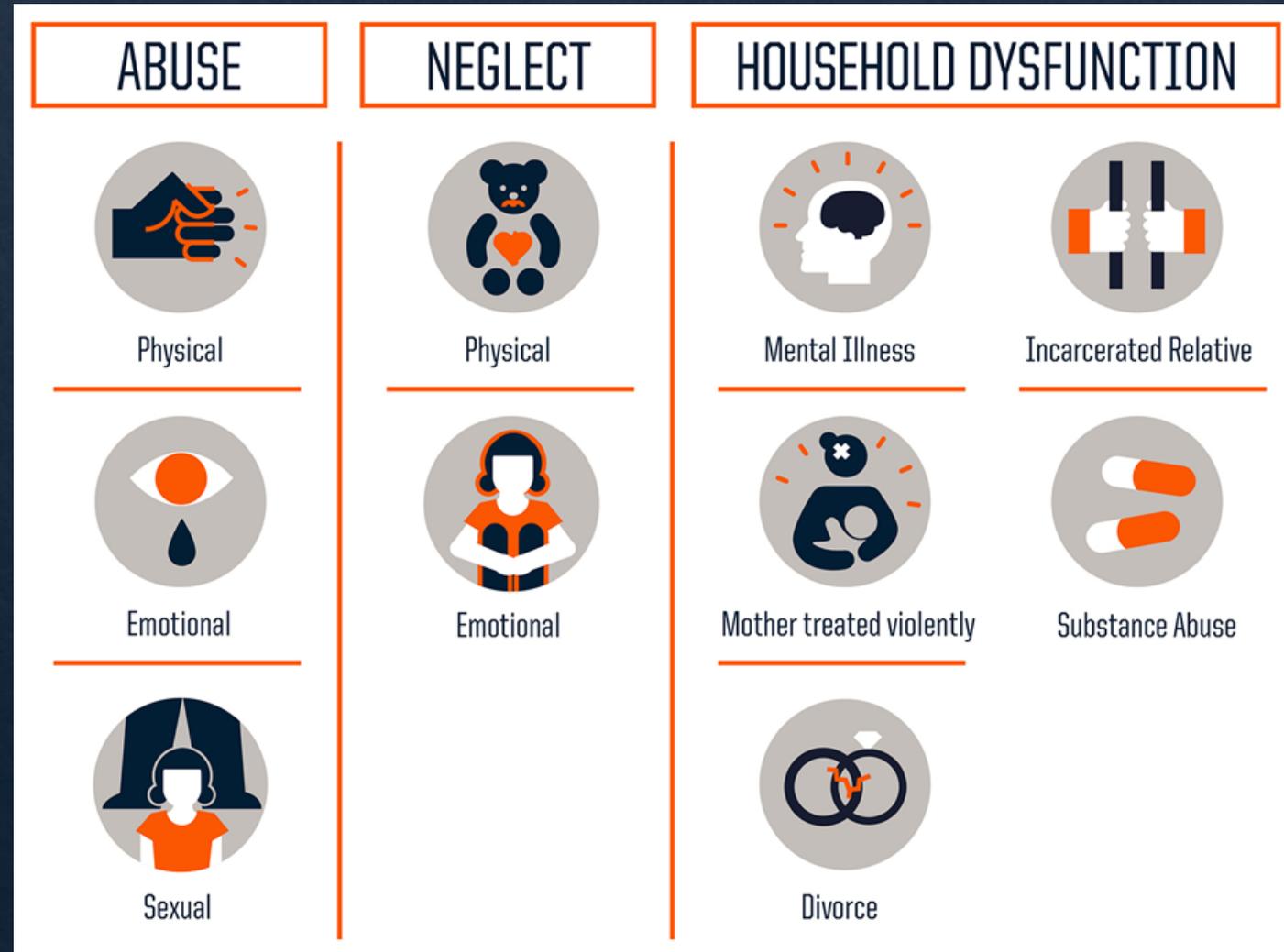
Stress is your body's natural response to pressure. It is a state of worry or tension caused by a difficult or challenging situation.

TRAUMA

A traumatic event is a frightening, dangerous, or violent event that poses a threat to a person's life or bodily integrity.

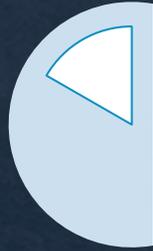
What are Adverse Childhood Experiences?

Adverse Childhood Experiences, or ACEs, are potentially traumatic events that occur in childhood (0-18 years).



Negative Impacts of Adverse Childhood Experiences on Adults

Physical Health Issues



Possible Risk Outcomes:

Cardiovascular Disease
Cancer
Diabetes
Stroke
Autoimmune Disorders
Obesity

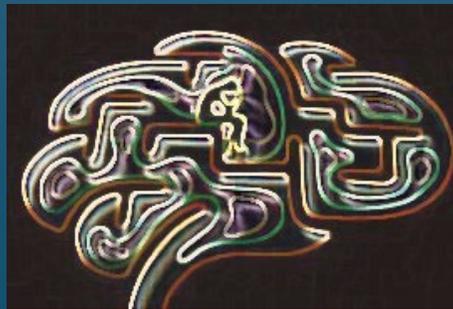


Mental Health Issues



Possible Risk Outcomes:

Post-Traumatic Stress Disorder (PTSD)
Anxiety Disorders
Mood Disorders
Depression Disorders



Behavioral Health Issues



Possible Risk Outcomes:

Substance Use Disorder
Domestic Violence:
• (Victimization & Perpetration)
Eating Disorders
Criminal Behavior
Self-harm
Suicide



Take the ACE Self-Survey

This is a self-survey for adults and will not be shared out to the instructor or audience.

This survey is help you understand Adverse Childhood Experiences in your own life and in the lives of the children in the community you serve.

Adverse Childhood Experience Questionnaire for Adults



Instructions: Below is a list of 10 categories of Adverse Childhood Experiences (ACEs). From the list below, please place a checkmark next to each ACE category that you experienced prior to your 18th birthday. Then, please add up the number of categories of ACEs you experienced and put the *total number* at the bottom.

1. Did you feel that you didn't have enough to eat, had to wear dirty clothes, or had no one to protect or take care of you?	<input type="checkbox"/>
2. Did you lose a parent through divorce, abandonment, death, or other reason?	<input type="checkbox"/>
3. Did you live with anyone who was depressed, mentally ill, or attempted suicide?	<input type="checkbox"/>
4. Did you live with anyone who had a problem with drinking or using drugs, including prescription drugs?	<input type="checkbox"/>
5. Did your parents or adults in your home ever hit, punch, beat, or threaten to harm each other?	<input type="checkbox"/>
6. Did you live with anyone who went to jail or prison?	<input type="checkbox"/>
7. Did a parent or adult in your home ever swear at you, insult you, or put you down?	<input type="checkbox"/>
8. Did a parent or adult in your home ever hit, beat, kick, or physically hurt you in any way?	<input type="checkbox"/>
9. Did you feel that no one in your family loved you or thought you were special?	<input type="checkbox"/>
10. Did you experience unwanted sexual contact (such as fondling or oral/anal/vaginal intercourse/penetration)?	<input type="checkbox"/>
Your ACE score is the total number of checked responses	

Experiences in childhood are just one part of a person's life story.
There are many ways to heal throughout one's life.

New Mexico Crisis & Access Line
CALL 1-855-NMCRISIS (662-7474) AND/OR DIAL 988
Call or text 988

<https://www.988lifeline.org/chat>

Crisis Line 1-855-662-7474

Warmline 1-855-466-7100

TTY 1-855-227-5485

www.nmcrisisline.com

988

SUICIDE & CRISIS LIFELINE

Instructions: Below is a list of 10 categories of Adverse Childhood Experiences (ACEs). From the list below, please place a checkmark next to each ACE category that you experienced prior to your 18th birthday. Then, please add up the number of categories of ACEs you experienced and put the *total number* at the bottom.

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2. Did you lose a parent through divorce, abandonment, death, or other reason?	<input type="checkbox"/>
3. Did you live with anyone who was depressed, mentally ill, or attempted suicide?	<input type="checkbox"/>
4. Did you live with anyone who had a problem with drinking or using drugs, including prescription drugs?	<input type="checkbox"/>
5. Did your parents or adults in your home ever hit, punch, beat, or threaten to harm each other?	<input type="checkbox"/>
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10. Did you experience unwanted sexual contact (such as fondling or oral/anal/vaginal intercourse/penetration)?	<input type="checkbox"/>
Your ACE score is the total number of checked responses	

ACE Self-Survey

What does the score mean?

According to studies, Adults with ACEs scores of 4 or more have an increased risk of negative adult health outcomes, including physical health issues, alcoholism, drug abuse, and depression.

Positive Childhood Experiences

Can help to mitigate the outcomes of ACEs

- Feeling safe and protected by an adult in the home
- Feeling supported by friends and family
- Having non-parent adults take a genuine interest in your well being as a child
- Feeling a sense of belonging and community



Building Resilience

Resilience is the ability to recover from life's difficulties.

Protective factors can help children build resilience and cope with the negative effects of Adverse Childhood Experiences (ACEs).

Questions

What is the difference between stress and trauma?

What are ACEs? Why are they relevant?

What is resilience?

What are protective factors? Examples?

Trauma
Associated
with
Arrest of a Parent

Discussion Question

**When a child is experiencing the
arrest of a parent,
what can be traumatic for a child?**

Witnessing a violent crime or other event, such as the arrest of a parent, can cause emotional harm to children.

Law Enforcement Officers can assist in reducing the long-term effects of the trauma for children.

The law enforcement officer is one of the protective factors that children have in decreasing a potential harmful event.

What does “mitigating a child’s trauma” mean?

What steps can a law enforcement officer take to mitigate a child’s trauma during the arrest of a parent?

The Role of Law Enforcement is Mitigating the Trauma for Children

When planning arrest/search warrant, consider age and location of children.

Do not to arrest parents in front of children, if possible.

Avoid sirens and lights in a non-emergency situation and where the use is discretionary.

Procedures Regarding Children of Arrested Parents



Section 31-1-8 NMSA

A state or local law enforcement officer who arrests a person shall, at the time of the arrest, inquire whether the person is a parent or guardian of minor or dependent children who may be at risk as a result of the arrest.

Things to Look For:

➤ Cars Seats



➤ Toys



➤ Clothing



➤ Bottles



➤ Indoor Swings/Chairs



➤ Outdoor Children's Items



Things to Ask Arrestee:

- “Do you have any children that depend on you to take care of them?”
- “Are there any children in the house?”
- “Where are they?”

The inquiry should include any child who may not be present at the time of parental arrest.



Section 31-1-8 NMSA

1. Identification of minor or dependent children at the time of parental arrest
2. The officer shall make reasonable efforts to ensure the safety of minor or dependent children at risk as a result of an arrest



Section 31-1-8 NMSA

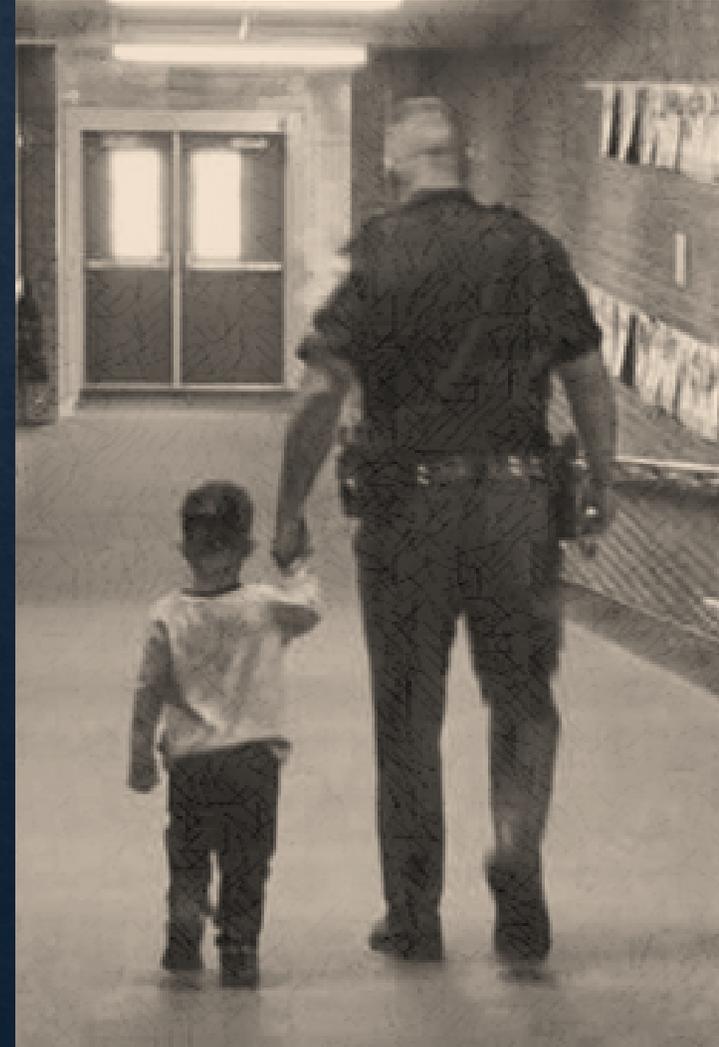
2. The officer shall make **reasonable efforts** to ensure the safety of minor or dependent children at risk as a result of an arrest

Mitigating Trauma for Children at the Time of Parental Arrest

If it is safe, the parent should be allowed to explain to the child what is happening.

If it's not safe, the officer will explain to the child.

- Use age-appropriate language
- Reassure the child that parent and child will be taken care of



Talking to Children

Introductions

- Introduce yourself:
Hi, I am Officer _____
- Use the child's name.
- Use simple, age-appropriate language.
- Sit at the child's physical eye level.



Talking to Children

The Role of a Police Officer

- Explain that your role as a police officer is to keep the child safe.
- Acknowledge the child's right to remain silent.
 - "It's alright if you don't want to talk..."
- Recognize the child's loyalty to the parent.
- Don't criticize the parent(s).

Talking to Children

Asking & Answering Questions

- Limit the use of questions that require a yes/no answer.
- Ask open-ended questions:
 - “Tell me about_____.”
 - “What happened when_____?”
- Use simple reflection, by repeating or restating what the child said in your own words, to make sure there is clarity.
 - “So you said <this happened> then <this happened>... did I get that right?”

Talking to Children

Asking & Answering Questions

- Answer any questions that the child may have.
- Ask one question at a time.
- Check that the child understands your question.
- Give the child permission to tell you when the child doesn't know the answer or does not understand a word or a question.
- Avoid “why” questions.
- Wait for the child to listen to your question, to think about it, and then to respond to it.

Talking to Children

Listening

- Avoid rushing the child; let them have time to process thoughts and feelings.
- Observe non-verbal communication.

REMEMBER:

The child's body is responding to the stressful situation, and this may affect his or her ability to listen, reason, and retain information.

This may also affect the child's emotional and physical responses to what is happening.

Talking to Children

Other Tips

- Make no assumptions about the child's abilities based on age.
- Allow the child to hold onto a stuffed animal or other object for comfort.
- Do not make promises that you will not be able to fulfill.



Finding a Caregiver for the Child

Parent's Wishes

- Barring drug use, weapons or criminal behavior, a parent's wishes shall be respected in regard to their children's care.
- The arrested parent may risk being charged with abuse and neglect, if information is withheld regarding their children.

Determining if a Co-Parent is Available

- The officer shall determine if co-parent or legal guardian is available.

Finding a Caregiver for the Child

Finding Relatives or Fictive Kin

Find other adult relatives or fictive kin willing to take the child.



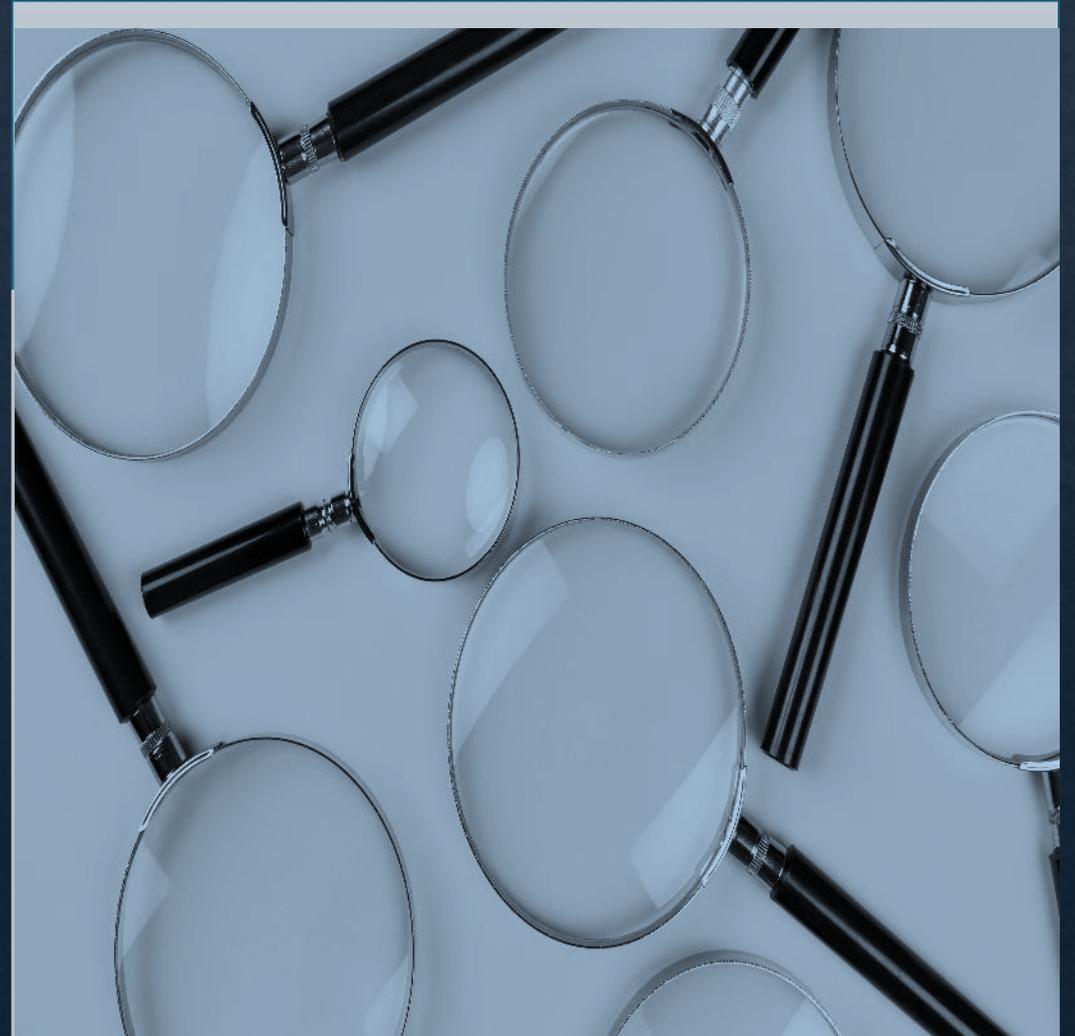
Who are Fictive Kin?

Fictive kin are not related to the child by blood, marriage, or adoption, but they have a strong emotional connection.

Finding a Caregiver for the Child

Check Criminal History

Adults with criminal history of sexual crimes or crimes against children are ineligible as child placements.



When an Alternative Caregiver is Located

Provide the alternative caregiver with as much information as possible regarding:

- The arrest of the parent/guardian of the child
- Location of the jail
- Charges
- Estimated amount of time the parent/guardian could be in jail

The Alternative Caregiver Should Be Advised

The alternative caregiver is accepting responsibility for the child while the parent/guardian is in jail

About any information pertaining to the child's physical health, medications, etc.



Children, Youth & Families
Department
should be called if an alternative
caregiver cannot be located.

However, CYFD is a last resort.

Procedures

If a child is placed with an adult other than the non-arrested parent, officers shall check with CYFD's State Centralized Intake (SCI) regarding history of child abuse or neglect.



**Children, Youth &
Families Department**
STATE OF NEW MEXICO

SEE SOMETHING,
SAY SOMETHING!
REPORT ABUSE & NEGLECT!

(855) 333 - SAFE
#SAFE (MOBILE)



1-855-333-7233 (Statewide)

505-841-6100 (Albuquerque)

<https://www.cyfd.nm.gov/>

Procedures

CYFD's State Centralized Intake (SCI) will ask to verify your identity



If no one is available, SCI will provide numbers to local shelters

Procedures

If children are in school, the officer shall contact the school

Notify principal, school resource officer and parent's preference for placement

Procedures

Officer's report should include:

- Names and contact info where child is placed
- Names of CYFD and school workers contacted
- Names of family members mentioned regardless if children are placed with them or not.

(Important for possible future placement)



C Child

Always ask if the arrestee is the parent or guardian of minor or dependent children.

A Assess Arrest Conditions

If it is safe to do so, make the arrest away from the child.

If it is safe to do so, allow the arrestee to explain to his or her child that they will be cared for.

R Responsible Adult

Identify an alternate caregiver.

Confirm that adult is appropriate.

E Ensure Child Safety

If no alternate caregiver can be located, contact CYFD.

The officer is responsible for the well-being of the child until transfer of custody.

Summary

- Having a parent arrested can be traumatic for children and can cause long-term negative consequences to their health and well-being as adults.
- Law enforcement officers can assist in mitigating the long-term effects of trauma for children by assessing situations, communicating using appropriate language, and by following NM statutes and best practices.
- Law enforcement officers are required by NM statute to ask arrestees if they have children under their care or supervision who will be put at risk due to parent's arrest.
- Law enforcement officers are required to make reasonable efforts to ensure the safety of minor or dependent children at risk as a result of an arrest, including finding appropriate caregivers for the children.

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There are many ways to heal throughout one's life.

New Mexico Crisis & Access Line
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Call or text 988

<https://www.988lifeline.org/chat>

CHAPTER 29 Law Enforcement

29-7-7.3. Ensuring child safety upon arrest; training.

Training for ensuring child safety upon the arrest of a parent or guardian shall be included in the curriculum of each basic law enforcement training class and as a component of in-service training each year for certified police officers.

CHAPTER 31 Criminal Procedure

31-1-8. Identification of minor or dependent children upon arrest; required inquiry; guidelines.

A. A state or local law enforcement officer who arrests a person shall, at the time of the arrest, inquire whether the person is a parent or guardian of minor or dependent children who may be at risk as a result of the arrest. The officer shall make reasonable efforts to ensure the safety of minor or dependent children at risk as a result of an arrest in accordance with guidelines established by the department of public safety.

B. The department of public safety, in consultation with the children, youth and families department, shall establish guidelines and a training program for law enforcement officers for ensuring child safety upon the arrest of a parent or guardian. The guidelines and training program shall include:

(1) procedures to ensure that law enforcement officers inquire whether arrestees have minor or dependent children who may be present or at another location at the time of the arrest;

(2) procedures for the proper arrangement of temporary care for children to ensure their safety and well-being; and

(3) education on how the effects of witnessing a violent crime or other event causes emotional harm to children and how law enforcement can assist in mitigating the long-term effects of the trauma.

CYFD PROTECTIVE SERVICES

STATEMENT OF REASONABLE GROUNDS FOR TEMPORARY CYFD CUSTODY

I, _____, am a law enforcement officer, employed by
(name of officer)

_____, in the State of New Mexico.
(Law Enforcement Agency)

Pursuant to the New Mexico Children’s Code (32A-4-6 NMSA 1978), I have placed the below named child(ren) in the custody of the Children, Youth and Families Department (CYFD) because I have reasonable grounds to believe that:

- _____ the child(ren) is suffering from an illness or injury as a result of alleged abuse or neglect; and/or
- _____ the child(ren) has been abandoned; and/or
- _____ the parent has been arrested and detained, and there is no caretaker available to assure the child’s safety; and/or
- _____ the child(ren) is in danger from his/her surroundings and removal from those surroundings is necessary for the safety of the child.

The names of the children placed in the custody of the CYFD (and their genders and ages, if known) are:

Officer’s Signature

Badge #

Date

Time

ARRESTING ADULTS WITH MINOR OR DEPENDENT CHILDREN A PROTOCOL FOR LAW ENFORCEMENT PERSONNEL

The potential of harm to a child when his or her parent is arrested has been well documented. Children who witness their parents' arrests may suffer long-lasting emotional harm. According to C. M. Nolan in 2003, nearly a third of mothers and over a fourth of fathers reported their children had witnessed their arrest. In addition, there have been a number of situations nationally and locally in which young children were left without adult care in the aftermath of parental arrests. In an effort to ensure child safety upon the arrest, the New Mexico Legislature enacted House Bill 271 in 2007.

This protocol provides a series of steps and recommendations for law enforcement personnel to comply with the requirements of HB 271 and to ensure the safety of children whose parents or guardians are arrested. The goal of responding officers shall be to minimize the disruption to children by providing the most supportive environment possible after an arrest, to minimize unnecessary trauma to the children of arrestees and to determine the best alternative care for the children.

Nothing in this protocol negates parental rights to choose appropriate placement for their children. Unless there is compelling evidence to the contrary (obvious drug use, weapons or other indicators of an unsafe environment) parental discretion shall be respected.

Recommended Protocol

1. Whenever it is safe to do so, the officer shall make the arrest away from the children or at a time when the children are not present.
2. When officers make an arrest, they shall inquire about the presence of children or other vulnerable individuals for whom the arrested adult has responsibility. The inquiry could be phrased, "Is there anyone in your home who depends on you for their care?" If the arrest is made in a home environment, the officer should be aware of items which suggest the presence of children such as toys, clothing, formula, bunk bed, diapers, etc.
3. Whenever it is safe to do so, the officer shall allow the parent to assure his or her children that they will be provided care. If this is not safe or if the demeanor of the in-custody parent suggests this conversation would be non-productive, the officer at the scene should explain the reason for the arrest to the children in age-appropriate language and offer reassurances to the children that both the parent and the children will be taken care of.
4. When an arrest or search warrant is planned, the ages and likely location of the children shall be considered when determining the time, place and logistics of the arrest.
5. If children are present at the arrest, or if the arrested parent indicates the children are or will be at home without an adult caretaker, the officer shall determine whether or not the other parent is available to care for the children. If not, the officer shall attempt to locate an adult relative or adult fictive kin (a person not related by birth or marriage who has an emotionally significant relationship with a child) who is willing to take responsibility for the children. Preliminary criminal background checks of the alternate caregiver shall be

completed. Any history of sexual crimes or violence against children shall make the adult ineligible to assume custodial care.

6. Prior to placing any child with an adult other than the non-arrested parent, the officer shall check with CYFD State Centralized Intake (SCI) for information on any child abuse or neglect history of the potential caregiver. The number is 1-800-797-3260 (Statewide) or 841-6100 (Albuquerque). SCI staff has a duty to verify the identity of the law enforcement officer.
7. If the non-arrested parent is not available, and the officer is unable to identify another adult to care for the children, SCI can provide the officer with contact numbers for shelters in the area closest to the place necessary.
8. If the officer believes protective custody is necessary, SCI will notify the CYFD worker on-call. The CYFD worker will ask any officer placing a child in protective custody to sign a "Statement of Reasonable Grounds for Emergency Custody."
9. If the children are currently in school, the responding officer shall contact the school and shall advise the School Resource Officer, the school principal, or the principal's designee of the parent's arrest and his/her stated preference for placement.
10. The reporting officer shall include in his/her report:
 - the names and contact information for the adults with whom a child is left;
 - the name of any CYFD workers or school personnel contacted;
 - the names and contact information for any family members identified whether or not the children are placed with them; this information is crucial for CYFD workers if future placement becomes necessary.

CYFD STATEWIDE CENTRAL INTAKE PROTOCOL

Statewide Central Intake (SCI) will receive calls from law enforcement at the time of a possible arrest of a parent. When a call is received, the following will occur:

1. SCI Intake Worker will ask the police officer for a badge number and a phone number of a superior officer or someone on the scene who can verify the identity of the officer. This procedure will take place due to CYFD's policy on confidentiality.
2. SCI Intake Worker, once verification of identity has taken place, will search the FACTS database and share with the law enforcement officer any information regarding the potential caretaker of a child whose parent(s) is being arrested.
3. If there are allegations of abuse or neglect of the child/children, the police officer will provide information for a report to CYFD for follow-up. The police officer may place a child in protective custody **IF** there are abuse/neglect concerns involving the child/children or if there is no viable caretaker for the child/children, **ONLY** after reasonable efforts have been made by law enforcement to find safe placement for the child/children. To avoid the trauma the child may experience because of separation from a parent and placement with strangers law enforcement will be asked what efforts have been taken to ensure the safety and well-being of the child prior to calling CYFD.
4. The police officer will provide his/her contact number to the SCI Intake worker in case additional information is required.
5. SCI Intake worker will staff the report with a supervisor on duty or the supervisor who is on-call to determine the priority status of the report. If the report is assigned an emergency response time, the SCI worker will be authorized to contact the After Hours Responder for CYFD.
6. SCI can provide the law enforcement officer with contact numbers for shelters in the area closest to the place of arrest, as needed.