

*Appendix C*

TCA 38-3-116



**History.**

Acts 1996, ch. 842, § 1.

**38-1-305. Notice of statutory rape from public assistance providers to law enforcement agencies.**

When a person who is at least thirteen (13) years of age but less than eighteen (18) years of age, or a parent, legal guardian or custodian on behalf of such person, applies to the department of human services for child support services, temporary assistance for needy families (TANF) or any other program designed to provide similar public assistance, and the department determines from the application, or during the course of any interview with the applicant, that the father or alleged father of the child is at least four (4) years older than such child's mother, the department shall report such information indicating the occurrence of a possible statutory rape to the appropriate law enforcement agency and district attorney general.

**History.**

Acts 1996, ch. 842, § 1.

**Compiler's Notes.**

Temporary assistance for needy families (TANF), referred to in this section, is compiled at 42. U.S.C. § 601 et seq.

**38-1-306. Immunity of persons making reports.**

Any person making a report under this part shall be immune from civil liability that might otherwise be imposed for such action.

**History.**

Acts 1996, ch. 842, § 2.

## CHAPTER 3

### PUBLIC OFFICERS PREVENTING COMMISSION OF OFFENSES

**SECTION.**

38-3-116. Inquiry regarding arrested person's children and whether they will be left unattended by arrest — Policies and procedures for conducting welfare checks — Liability.

38-3-117. Interaction of law enforcement officer with person who exhibits characteristics of acquired brain injury, intellectual disability, or developmental disability. [Effective on July 1, 2019.]

**38-3-116. Inquiry regarding arrested person's children and whether they will be left unattended by arrest — Policies and procedures for conducting welfare checks — Liability.**

(a) Each law enforcement agency shall ensure that, whenever a person is arrested and taken into custody by an officer of the agency, the person is asked whether that person is the parent or legal custodian of any children that will be left unattended by the person's arrest. From this information, the officer shall determine whether the child or children will be endangered by the parent or legal custodian's absence following an arrest.

(b) Each law enforcement agency shall develop policies and procedures for conducting welfare checks on any child identified under subsection (a) as endangered. A welfare check may be performed by the arresting agency or another agency responsible for ensuring the safety and welfare of children.

(c) In the event the arrested person fails to inform the arresting law enforcement agency of any endangered children described in subsection (a), no arresting law enforcement agency, nor its personnel, shall be liable.

**History.**

Acts 2018, ch. 801, § 1.

**38-3-117. Interaction of law enforcement officer with person who exhibits characteristics of acquired brain injury, intellectual disability, or developmental disability. [Effective on July 1, 2019.]**

(a) Any law enforcement officer who interacts with a person who is a victim, witness, or suspect, or is otherwise stopped by a law enforcement officer in relation to an offense or violation, and who exhibits characteristics of an acquired brain injury, an intellectual disability, or a developmental disability shall make a good faith effort to immediately contact the parent or guardian of a minor, or a person's conservator regarding the interaction.

(b)(1) A law enforcement officer shall, upon the request of a person diagnosed with an acquired brain injury, an intellectual disability, or a developmental disability or the parent or guardian of a minor, or the person's conservator, make a good faith effort to ensure that a psychiatrist, psychologist, mental health counselor, special education instructor, clinical social worker, or related professional is present at all interviews with the person. The professional must have experience treating, teaching, or assisting patients or clients who have been diagnosed with an acquired brain injury, an intellectual disability, or a developmental disability or must be certified in special education with a concentration focused on persons with an acquired brain injury, an intellectual disability, or a developmental disability.

(2) If the person who has an acquired brain injury, an intellectual disability, or a developmental disability, or if the parent or guardian of a minor or the person's conservator, requests the presence of a professional at an interview, except for expenses related to accommodations mandated by state or federal disability law, the person shall initially be responsible for any costs or fees charged by the professional related thereto. If the person is a victim or witness, the defendant shall reimburse the victim or witness for all expenses related to the attendance of the professional at the interview, in addition to other restitution or penalties provided by law, upon conviction related to the offense involving the victim or witness.

(3) Failure to have a professional present at the time of the interview is not a basis for suppression of

*Appendix D*

Training Schedule



march 11-14 24

march 18-21 17

march 25-28 14

April 1-4 28

April 8-11 25

April 15-18 25

April 22-25 23

Apr. 29-May 2 22

may 6-9 24

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202

*Appendix E*

Pre-Survey



Protecting Children of Arrested Parents:

Using a Trauma Informed Approach

Building Strong Brains Tennessee Grant

JPD Training – **PRE-Survey**

Check YES or NO

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| 1. Are you familiar with Adverse Childhood Experiences (ACE's)?                      | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 2. Are you familiar with Building Strong Brains (BSB) Tennessee?                     | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 3. Have you participated in any ACE's training prior to today?                       | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 4. Have you participated in any BSB training prior to today?                         | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 5. Do you think ACE's plays a role in your job as a law enforcement officer?         | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 6. Do you think BSB Tennessee plays a role in your job as a law enforcement officer? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

*Appendix F*

Post-Survey



Protecting Children of Arrested Parents:

Using a Trauma Informed Approach

Building Strong Brains Tennessee Grant

JPD Training – **POST-Survey**

1. Do you think Adverse Childhood Experiences (ACE's) plays a role in your job as a law enforcement officer

☐ YES      ☐ NO

2. Do you think Building Strong Brains (BSB) Tennessee plays a role in your job as a law enforcement officer?

☐ YES      ☐ NO

3. How likely are you to include the ACE's/BSB training into your daily activities as a law enforcement officer?

*Least Likely*

1  
○

2  
○

3  
○

4  
○

5  
○

6  
○

7  
○

8  
○

9  
○

*Most Likely*

10  
○



*Appendix G*

POST Training Test



Name: \_\_\_\_\_

***Building Strong Brains Training Test***

1. ACE's only effects a child's mental health.
2. Childhood trauma has lifelong effects.
3. Toxic stress is brief increases in heartrate, mild elevations in stress hormone levels.
4. As the number of ACE's increases, so does the risk for negative health outcomes.
5. Cognitive, emotional and social capacities work independent of one another in the brain.
6. Resilience, which refers to a child's ability to use coping skills to counterbalance negative experiences, is built through safe, stable, nurturing environments.
7. An ACE's score of 3 or more substantially impacts a child's brain development and future health and wellbeing.
8. ACE's addresses the variety of needs of children; parents are left on their own to figure out their own needs and supports.
9. Medical professionals were the first to connect childhood trauma with health issues, such as obesity.
10. Economic hardships within families does not affect children's health and wellbeing.

*Appendix H*

Modified Original ACEs Questionnaire



# Adverse Childhood Experience (ACE) Questionnaire

## Finding your ACE Score

While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household **often** ...  
Swear at you, insult you, put you down, or humiliate you?  
**or**  
Act in a way that made you afraid that you might be physically hurt?  
Yes No
2. Did a parent or other adult in the household **often** ...  
Push, grab, slap, or throw something at you?  
**or**  
**Ever** hit you so hard that you had marks or were injured?  
Yes No
3. Did an adult or person at least 5 years older than you **ever**...  
Touch or fondle you or have you touch their body in a sexual way?  
**or**  
Try to or actually have oral, anal, or vaginal sex with you?  
Yes No
4. Did you **often** feel that ...  
No one in your family loved you or thought you were important or special?  
**or**  
Your family didn't look out for each other, feel close to each other, or support each other?  
Yes No
5. Did you **often** feel that ...  
You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you?  
**or**  
Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?  
Yes No
6. Were your parents **ever** separated or divorced?  
Yes No
7. Was your mother or stepmother:  
**Often** pushed, grabbed, slapped, or had something thrown at her?  
**or**  
**Sometimes or often** kicked, bitten, hit with a fist, or hit with something hard?  
**or**  
**Ever** repeatedly hit over at least a few minutes or threatened with a gun or knife?  
Yes No
8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?  
Yes No
9. Was a household member depressed or mentally ill or did a household member attempt suicide?  
Yes No
10. Did a household member go to prison?  
Yes No

*Appendix I*

What To do when Your Child Is Exposed To Violence

(Tri-Fold)



# HOW YOU CAN HELP YOUR CHILD

For some children, going over the events with the adults they trust can help them feel less alone. Giving kids time to talk about their questions and concerns can be very helpful.

For other children, talking about what happened may be very hard. They may show their distress in other ways, such as upsetting behaviors.

Recognizing your child's reactions can be an important first step towards helping your child recover.



# What To Do WHEN YOUR CHILD IS EXPOSED TO VIOLENCE



## In case of emergency, DIAL 9-1-1

To reach a police officer who works in your neighborhood when it is not an emergency please contact:

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To reach a child trauma specialist, please contact:

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This brochure is part of the Enhancing Police Responses to Children Exposed to Violence: A Toolkit for Law Enforcement.  
Visit: [www.theIACP.org/Children-Exposed-to-Violence](http://www.theIACP.org/Children-Exposed-to-Violence)



Yale Medicine  
CHILD STUDY CENTER

OJJDP  
Office of Juvenile Justice  
and Delinquency Prevention  
U.S. Department of Justice

Important Information  
and Resources for  
Parents and Caregivers



## What Happens When Your Child Is Exposed to Violence?

When children see and hear too much that is frightening, their world feels unsafe and insecure. Experiencing violence and other traumatic events can overwhelm children and teenagers, and lead to problems in their daily lives, including:

- Sadness and nervousness
- Behavior problems
- Trouble concentrating and learning
- Trouble getting along with family, friends, and teachers

## What Caregivers Should Watch For

In the days and weeks following an incident of violence, you may notice one or more of these reactions in your child. Some reactions are common for anyone, and some are more likely for children of specific ages.

### YOUNG CHILDREN

- Clinginess to mother or caregiver
- Irritability, fussiness, difficulty being soothed
- Bedwetting or problems with toileting
- Frequent nightmares or waking in the night

### OLDER CHILDREN

- Problems paying attention at school
- Fighting with siblings, peers or adults

### ALL AGES

- Being easily startled, jumpy, or uneasy
- Repeating events over and over in play or in conversation
- Being quiet, upset and withdrawn
- Being tearful or sad
- Talking about scary feelings or ideas
- Daydreaming or being easily distracted

**Getting help early for your children can start to make things better now, and may prevent long-lasting difficulties.**



Too many children in our community are affected by violence. We can work together to make our children feel safe again.

ATTACHED BUSINESS CARD ONLY

This brochure is supported by Cooperative Agreement No. 2012-CV-BX-K056 awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. Points of view or opinions expressed in this document are those of the authors and do not necessarily represent the official position or policies of OJJDP or the U.S. Department of Justice.

*Appendix J*

Question Commonly Asked

By children When Police Are On-Scene and Examples of Police Responses







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# QUESTIONS COMMONLY ASKED

## by Children When Police Are On-Scene and Examples of Police Responses

Children often have many questions for officers who are responding to calls for service. Officers may feel uncertain about how directly they should answer children's questions or might be concerned that any information they offer may be too much for children to handle.

*The reality is that when children are dealing with chaotic and upsetting events, police officers can be the most reliable and critical sources of order, information and adult support available on-scene. The simple acts of listening and responding to questions can be reassuring*

demonstrations to children that they have not been forgotten and that their concerns matter. Moreover, this kind of police interaction helps to re-establish the very basic sense of predictability, order, and safety that is often lost in the aftermath of violent events and is so essential in initiating a process of recovery. The following questions come up frequently when police officers respond to scenes where there are school-age children. The answers suggested here are not meant to be definitive, but rather to offer some language that officers can adopt and adapt for themselves.

**Child: Why are the police here?**

**Officer:** *Because mom/dad/adults got out of control and the police are here to help everyone get back in control. It is not okay for people to hurt each other and that's why we are here. Sometimes even grown-ups need help from us (the police) to stop hurting each other and get things safe again.*

**Child: What's happening to my mom/dad?**

**Officer:** *Mom/dad needs help getting back under control. We need to take mom/dad down to the police station.*

**Child: Why did the ambulance come?**

**Officer:** *The ambulance needs to take mom/dad to the hospital so that they can be checked out and helped by the doctor. As soon as the doctors know more about how your mom/dad is doing, we will tell you about that.*

**Child: Is my mom/dad okay?**

**Officer:** I know this may feel scary because of what happened to mom/dad. S/he is at the hospital and the doctors are going to be taking care of him/her. We will know more about how your mom/dad is doing when the doctors are finished checking her/him out and seeing what s/he needs. Then we will be able to know more about when s/he is going to come home, and we will tell you when we know.

**Child: Where are you taking my mom/dad?**

**Why are you taking my mom/dad?**

**Officer:** When grown-ups get out of control, they are breaking the law. We need to take mom/dad to the police station because that's where s/he needs to be right now to make sure everyone is safe and because they were breaking the law. We are taking mom/dad to jail/down to the police station. They may need to stay at least overnight. They can get calm, and we can make sure there is a plan for everyone

to stay safe. It is our job as police officers to make sure that we help people follow the law, including being able to stop hurting each other.

**Officers responding to an incident of domestic violence can add:** We will talk with mom/dad to make sure s/he feels safe and can keep you safe.

**Child: Is my mom/dad coming back?**

**Officer:**

**If disposition is unknown:** Your mom/dad was taken to the police station. I don't know what the plan is right now, but I will let you know when I know. We do know that your mom/dad will be safe.

**If disposition is known:** Mom/dad will not be coming back tonight. In the morning they will need to see the judge. The judge will decide when your mom/dad will be released from jail/allowed to come home. Either way, we will make sure that you know what is happening with mom/dad as soon as we know.

**Child: Does that mean my mom/dad will be in jail?**

**Officer:** Yes, your mom/dad will be in jail tonight. We will have a better idea tomorrow about when they will be coming home.

**Child: What's going to happen to me?**

**Officer:** We will make sure you have a safe place to be tonight. You will be with [specify adult who will be responsible for children, e.g. grandma, aunt]. We will make sure that adult has a telephone number/ information about how to find out what is happening with your mom/dad. (Officers should identify an appropriate telephone number for caregivers to find out information on loved ones who are injured or arrested such as for the hospital emergency department or the front desk at the police department.)

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*Appendix K*

What Traumatic Stress Reactions May Look Like On-Scene





# What Traumatic Stress Reactions May Look Like On-scene

## Physical

- Shaking
- Increased heart rate
- Physical complaints (headaches, body aches)
- Hives
- Diarrhea
- Inactivity or slow physical movement
- Physically stuck/slow/nonresponsive (or immobilized)
- Nausea and vomiting

## Emotional

- Inconsistent emotions that may seem "all over the map,"
  - Wailing, sobbing
  - Volatile, angry
  - Verbally attacking others
- An apparent absence of feelings
  - "The thousand-yard stare"
- Inappropriate emotions
  - Sudden fits of laughter
  - Giggling

## Cognitive

- Confused
- Difficulty making decisions
- Loss of train of thought
- Incoherent thoughts
  - Talking about things that seem random or not connected to what is being asked
- Getting "stuck,"
  - Preoccupation with elements of the event
  - Thoughts dominated by fixed focus on particular elements of the event
  - Pressured demands for more information, regardless of attempts at redirection
  - Repeats concerns or questions in spite of information that has been made available or the fact that more information is not available
- Failure of memory or inconsistent memory about events
- Poor sense of time
- Inability to recall place and identifying information regarding suspects and others involved in the event

## Behavioral

- Agitated
  - Pacing
  - Moving hands and arms in a nervous fashion
  - Foot tapping
  - Finger drumming
  - Swiveling head
  - Darting eyes
- Immobilized
  - Inactivity or slow movement
  - Seeming stunned and slow to respond to external cues and stimuli such as questions, attempts to make eye contact, etc.
- Irritable
- Angry
  - Verbal outbursts/yelling
- Withdrawn/isolated
- Fatigued
- Young children may be
  - Clingy
  - Fussy
  - Running around

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## Appendix L

### Reactions That Police May Observe From Children and Youth





# REACTIONS THAT POLICE MAY OBSERVE

## From Children and Youth

**P**olice may observe the following reactions from children and youth they encounter on the job. These are examples of some common reactions that children and youth have to police; these are not meant to be exhaustive lists of all the different reactions that police officers might encounter. While the reactions officers can expect may be broadly defined by a child's developmental stage, a given child may exhibit one or more of the following reactions, no matter what his or her age.

Young Children (0–5 years old)	School Age Children (6–12 years old)	Teenagers (13+ years old)
<ul style="list-style-type: none"><li>☒ Appear a little standoffish</li><li>☒ Appear shy</li><li>☒ Appear scared</li><li>☒ Need reassurance from parents/caregivers when around police</li><li>☒ Depend on their parents or caregivers for safety and security, even around the police</li></ul>	<ul style="list-style-type: none"><li>☒ Appear a little standoffish</li><li>☒ Act very curious</li><li>☒ Have notions of police as good and/or bad</li><li>☒ Are often proud to know an officer</li><li>☒ Have lots of questions about officers' tools (the gun, the car, the siren)</li><li>☒ Want to know how many "bad guys" an officer has arrested or shot</li></ul>	<ul style="list-style-type: none"><li>☒ Are very affected by peers' attitudes of police</li><li>☒ Want to appear brave or standoffish, especially when in a group of peers</li><li>☒ Have trouble dealing with authority</li><li>☒ Conflicted about relationships with authority figures</li><li>☒ May be confrontational or rude</li><li>☒ Capable of being cooperative and friendly</li></ul>

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## Appendix M

### Effective Police Responses to Traumatic Stress in Children of Different Ages





# EFFECTIVE POLICE RESPONSES to Traumatic Stress in Children of Different Ages

## No matter what the child's age police can:

- Ascertain the presence of children on-scene.
- Communicate in an authoritative and respectful way that can help to calm both caregivers and children.
- Support parents or caregivers in recognizing and reducing immediate symptoms of distress in their children.
- Consider phase of development and symptoms of distress when interacting directly with a child.

## Infants (0–12 months)

### Typical Development

#### Keep in mind, infants:

- Rely completely on their parents or caregivers
- Center their sense of security on their parents or caregivers
  - The sooner that parents or caregivers are calm and in control, the more that they are able to be responsive to the infant's needs
- Need to be nurtured and cared for in a reliable way that ensures that basic physical and emotional needs are met
  - Separation from a parent or caregiver can be terrifying
  - A child's sense of safety and security can be shattered by witnessing violence

### Common Responses to Exposure to Violence

#### Watch for these symptoms of distress in infants:

- Inconsolable crying
- Flailing
- Extreme body tension or physical rigidity
- Demanding of physical closeness, but not being soothed by it

- Whimpering

#### More worrisome responses to watch for:

- Calm, quiet, docile, lethargic, glassy-eyed
- Asleep in the midst of chaos

### What Police Officers Can Do

#### What you can do for infants on-scene:

- Recognize that scenes to which police are called are frequently chaotic and that infants are exposed to tremendous stimuli
- Ensure that the infant is in the least chaotic part of the scene to which you have responded
- Show concern for children's safety with your words and actions
- Remind parents or caregivers of how important it is to get as calm as possible in order to support their young children
- Help parents or caregivers decrease their own distress in order to be able to attend to their children
- When parents or caregivers are not able to respond to your attempts to help them calm down and attend to their children, identify alternate caregivers to monitor and attend to infants
- Ensure parents or caregivers have a support system such as family, friends, neighbors, or community services prior to leaving the scene



## Toddlers (12–36 months)

### Typical Development

#### Keep in mind, toddlers:

- May be crawling by 8–12 months and walking by 12–18 months
- Speak some words around 12 months and two-word sentences by 24 months
- Have clearly defined relationships with their primary caregiver and heightened vulnerability to separation fears
- Assert their independence – “Terrible Twos”
- Have heightened concerns about physical safety

### Common Responses to Exposure to Violence

#### Watch for these symptoms of distress in toddlers:

- Screaming, crying, clinging, acting “babyish”
- Loud demands for attention
- Whining
- Toileting accidents
- Increased displays of characteristic features of this phase (e.g., separation fears—loud and vocal demands for attention, more and louder demands for uninterrupted physical contact)
- Withdrawn and too quiet

#### More worrisome responses to watch for:

- Calm, quiet, docile, lethargic
- Asleep in the midst of chaos
- Overly familiar and friendly with unknown adults (including the officer)
- Repeating what they saw and heard and can’t be stopped

### What Police Officers Can Do

#### What you can do for toddlers on-scene:

- Ensure that toddlers are physically safe and are being sufficiently monitored
- Help parents or caregivers find a place to sit and address them in a calm and respectful but authoritative manner
- Assist parents or caregivers in decreasing their own distress while reminding them that staying calm is the best way to safeguard the children from distress
- Seek out an alternate caregiver, if necessary

## Preschoolers (3–5 years)

### Typical Development

#### Keep in mind, preschoolers:

- Use play to express ideas and feelings
- Have increased cognitive, language, and physical capacities
- Have increased ability to differentiate reality from fantasy, but still often believe in the magical power of their thoughts and feelings
- May believe that they caused a bad thing—an accident, fire, fight, or arrest—to happen
- May also believe that their behavior or wishes are responsible for a parent’s or caregiver’s arrest or removal
- May see police officers as larger than life, or imagine police officers as action figures who can help, hurt, or take them away

## Common Responses to Exposure to Violence

### Watch for these symptoms of distress in preschoolers:

- Increased difficulty separating from caregivers
- Increased worries about their bodies
- Difficulty eating, sleeping, toileting
- Increased tantrums, clinginess, baby talk
- Fearful avoidance and phobic reactions
- Withdrawal
- Inattention and inability to follow directions
- Provocative or demanding behavior

## What Police Officers Can Do

### What you can do for preschoolers on-scene:

- Help caregivers become calm and in control
  - The most important people in young children's worlds are the parents or caregivers and the extent of the parents' or caregivers' distress and anxiety will play a central role in determining the level of both immediate and longer-term impact of events on children
- Seek out an alternate caregiver, if necessary
- Get down on the children's level by kneeling or sitting
- Find out if the children have any questions and what those questions are
- Help children to re-engage the thinking part of the brain through fine-motor activity. Drawing is one activity that enhances children's ability to become more focused and organized in both thoughts and emotions.

## School Age Children (6–12 years)

### Typical Development

#### Keep in mind, school-age children:

- Develop intellectual, sensory-motor and social skills
- Develop self-awareness and self-esteem
- Channel impulses into school, sports, friends, etc.
- Demonstrate an increased ability to form relationships outside the home and family with peers and other adults and may be susceptible to their influence
- Can turn to other figures, in addition to parents or caregivers, who can offer reassuring/calming/authoritative presences (e.g., relatives, family friends, teachers, clergy, and police officers)
- Are especially concerned with issues of right and wrong, fairness and justice

## Common Responses to Exposure to Violence

### Watch for these symptoms of distress in school-age children:

- Frightened
- Challenging authority
- Hyperarousal
- Jittery
- False bravado
- Clinginess
- Apparent excitement about violence and traumatic events or apparent indifference
- Social and emotional withdrawal
- Crying, hyperventilating

## What Police Officers Can Do

### What you can do for school-age children on-scene:

- Attempt to limit the child's further exposure to out-of-control behavior once you arrive on-scene
- Find out what questions children have and talk to the children about what happened in direct and plain language
- If children are so distressed that they are unable to put their thoughts and questions into words:
  - Teach the Tactical Breathing Technique
  - Help children to re-engage the thinking part of the brain through fine-motor activity. Drawing is one activity that enhances children's ability to become more focused and organized in both thoughts and emotions.
- Emphasize the current plan to keep them safe
- Support caregivers in meeting the children's needs
- Seek out an alternate caregiver, if necessary

## Adolescents (13–18)

### Typical Development

#### Keep in mind, adolescents

- Experience physical changes that have an impact on psychological development
- Develop a sense of themselves as individuals who are distinct and independent
- Attempt to distinguish themselves from their parents
- Test limits to secure evidence that they are still connected and protected
- Teenagers' relationships with authority figures provide opportunities to test limits and independence, and teenagers are very good at drawing police into their struggles about authority
- Focus on appearance, competence, sexual exploration and intimacy
- Experience a greater ability to think abstractly
- Feel that a sense of belonging is incredibly important

### Common Responses to Exposure to Violence

#### Watch for these symptoms of distress in adolescents:

- Rage and anger
- Crying
- Physical dysregulation (e.g., rapid breathing/hyperventilation, agitation, restlessness, etc.)
- Expressed disinterest (don't know/don't care)
- Anxiety
- Excitement
- Disorganized language/thinking
- Talking obsessively about what happened

## What Police Officers Can Do

### What you can do for adolescents on-scene:

- Take behaviors of concern or verbalized unsafe thoughts seriously
- Know that adolescents are especially vulnerable to humiliation and help teenagers "save face"
- Offer support and guidance
- Set clear expectations and firm limits
- Be aware that when officers respond to adolescents with respect and genuine engagement, teens can be surprisingly eager and receptive to the calming authority that officers can offer in the aftermath of overwhelming events

This resource is part of the *Enhancing Police Responses to Children Exposed to Violence: A Toolkit for Law Enforcement*. Visit: [www.theIACP.org/Children-Exposed-to-Violence](http://www.theIACP.org/Children-Exposed-to-Violence)

This toolkit was prepared under cooperative agreement number 2012-CV-BX-K056 from the Office of Juvenile Justice and Delinquency Prevention (OJJDP), U.S. Department of Justice. OJJDP is a component of the Office of Justice Programs, which also includes the Bureau of Justice Assistance; the Bureau of Justice Statistics; the Community Capacity Development Office; the National Institute of Justice; the Office for Victims of Crime; and the Office of Sex Offender Sentencing, Monitoring, Apprehending, Registering, and Tracking (SMART). Points of view or opinions expressed in this document are those of the authors and do not necessarily represent the official position or policies of OJJDP or the U.S. Department of Justice.

## Appendix N

### The Serve and Return Origami Game

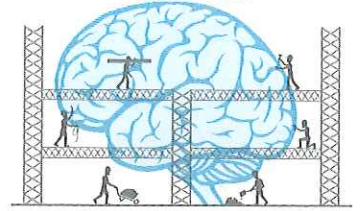


What's a fun way to help children build strong brains?

## The Serve and Return Origami Game

Scientists say the way to help children build strong brain architecture is through "serve and return" interactions. A child reaches out for interaction ("serves"), and the caregiver responds ("returns"). Here's a serve-and-return game to play with toddlers and up. Find a small friend and have some fun!

BUILDING STRONG BRAINS  
TENNESSEE



✂ Cut along edge of game and fold using instructions on back.





## Appendix O

Jackson Police Department

COMMAND BULLETIN





## JACKSON POLICE DEPARTMENT

CITY OF JACKSON, TENNESSEE  
234 INSTITUTE STREET  
JACKSON, TN 38301



# COMMAND BULLETIN

NUMBER: 05 - 2018

DATE: July 3, 2018

Compliance with Revised TCA 38-3-116;  
SUBJECT: Welfare of Children of Arrested Persons FROM: Major Thom Corley

In compliance with TCA 38-3-116, whenever a person is arrested and taken into custody by a Jackson Police Department Officer, they shall be asked whether they are the parent or legal custodian of any children that will be left unattended by virtue of their arrest. Based upon the person's response, the Officer shall determine, in consultation with their Supervisor, whether any children will be endangered by the parent or legal custodian's absence and take appropriate steps to ensure the child's welfare.

Appropriate steps could include, but are not limited to:

- \* Conducting a welfare check by sending another JPD unit, other law enforcement agency, or an agency responsible for the health and safety of children to the location of the child; or
- \* Assisting the parent, legal custodian, or government agency with ensuring the child is in the care/custody of a responsible adult; or
- \* Initiating a criminal investigation into an unattended and endangered child.

If a determination is made that a child is unattended and endangered, then the Special Investigations Unit (SIU) and Department of Children Services (DCS) personnel shall be notified.

To document compliance with this law, a new block was added to the Arrest Report for both Field Reporting and the RMS system which asks whether any children will be left unattended because of the person's arrest. If the checkbox is marked 'Yes,' then the Officer shall detail in the arrest report narrative the steps which were taken to ensure the child's welfare, to include any relevant notifications made (i.e., SIU, DCS, etc.) and (if applicable) who took custody of the child. In addition, a separate question has been added to the booking intake process at CJC to provide a redundant method of documenting this required action.

Supervisors shall ensure all employees under their command are aware of this new directive.

Major Thom Corley  
Legal Advisor/PSIU

**Appendix P**

26<sup>th</sup> Judicial District

Child Protective Investigative Team

Interagency Agreement





**26<sup>TH</sup> JUDICIAL DISTRICT**  
**CHILD PROTECTIVE INVESTIGATIVE TEAM**  
**INTERAGENCY AGREEMENT**

**Mission Statement**

The Madison County Child Protective Investigation Team exists to strengthen the coordinated community response to situations of child maltreatment including sexual abuse, severe physical abuse, severe neglect, and drug endangered children. By integrating the existing resources of law enforcement, child protection, prosecution, and medical and mental health disciplines, perpetrators are held accountable for their actions and children are not further traumatized by the investigative process.

**Introduction**

County CPIT, which is mandated to investigate severe child abuse, recognizes the need for interagency coordination, communication, and cooperation. The disciplines that constitute CPIT are as follows: District Attorney General's office (DAG), Juvenile Court Services, law enforcement, Department of Children's Services and the Child Advocacy Center (CAC). Best practice standards and Tennessee state law have highlighted the need for these agencies to conduct joint investigations to ensure effective outcomes for child victims and their caregivers. The CPIT agencies have worked cooperatively to develop a collaborative approach. This solution establishes united efforts regarding the investigation, prosecution, and provision of services to victims of severe child abuse.

**Purpose**

The purpose of the interagency agreement is to provide a collaborative investigative response regarding child sexual abuse, severe physical abuse, severe neglect and drug endangered children. The team members have a clear and mutual understanding of each discipline's role and responsibility in the investigative process. This agreement signifies the commitment of the agency administrator to honor and fulfill the essential response as it relates to their respective discipline. Specifically, we agree to

commit resources necessary to accomplish a collaborative investigative response, to work to resolve any differences that might arise between or among agencies, and to place the welfare of children at the center of our efforts. Using evidence-based practices, CPIT members are committed to the minimization of trauma through a streamlined, non-repetitious, and timely evaluation process. Accessible, on-going support for children and their caregivers will always be of paramount importance to the CPIT.

### **Scope**

The scope of the CPIT team includes: District Attorney General, Juvenile Court Services, Jackson Police Department, Madison County Sheriff's Office, Department of Children's Services and the Child Advocacy Center, as mandated by law. Also, the Federal Bureau of Investigation (FBI), Tennessee Bureau of Investigation (TBI), a mental health professional, a victim advocate, a forensic interviewer, and a medical representative may serve as CPIT members. The scope of this interagency agreement includes the 26<sup>th</sup> Judicial District of the State of Tennessee and the Federal Western District of Tennessee. The CPIT relationships contribute individual knowledge, experience, and expertise within their respective disciplines for a coordinated, comprehensive, and compassionate professional response.

### **Policy**

The Child Protective Investigation Team shall facilitate a comprehensive approach toward the detection, intervention, and prosecution of child sexual abuse, severe physical abuse, and drug endangered children. This multidisciplinary response will ensure cooperation and complete, thorough investigations. The team approach provides efficient gathering and sharing of information including evidence, and improves communication among agencies. Most importantly, it has been established as the best-practice model across the United States. Therefore, agency administrators will ensure that their discipline has appropriate representation and involvement on the Child Protective Investigative Team. This will include participation in their respective investigation responsibilities as well as the regularly scheduled team meetings. The professional knowledge base is broadened by including information and expertise from state mandated disciplines. The team will further provide a coordinated interagency response that will address the legal, medical, and mental health treatment needs of each child and caregiver in the child

focused child advocacy center. The CPIT protocol provides a detailed description of roles and responsibilities of each team member and services provided by the CAC.

The combined wisdom, professional and case specific knowledge of the Department of Children's Services, law enforcement agencies, District Attorney General's office and medical and mental health professionals will result in a more complete understanding of case issues and the most effective system response possible. When sharing relevant information, all CPIT members shall abide by TCA § 37-1-409, TCA § 37-1-612, and the Health Insurance Portability & Accountability Act (HIPAA). Each team member will sign an oath of confidentiality on an annual basis.

Ongoing learning is critical to the successful operation and professional development of the Madison County CPIT. Agency administrators will endorse their representative's participation in training opportunities which the CAC identifies and/or provides in conjunction with the CPIT meeting. These include topics that are cross-discipline in nature, multidisciplinary focused, and enhance the skills of the CPIT members.

Specifically, we agree:

- to develop, achieve, and maintain interagency and inter-professional cooperation and coordination in the investigation of cases of child sexual abuse;
- to provide initial case screening and assessment procedures;
- to provide a multi-disciplinary team focused on the needs of the child victim and family whose interests are consistent with the best interests of the child;
- to avoid duplicative interviews of child victims;
- to use research-based best practice interview techniques while advancing the therapeutic needs of sexually abused children and their families;
- to participate in monthly scheduled case management and review meetings and to share pertinent information;
- to provide, at minimum, one administrator from the agency to serve on the CPIT Management Team.

- to share training and education opportunities for the CPIT and other professionals and volunteers in the community who work with children who have been severely abused;
- to serve as a source of information, education, and referral for the community on issues surrounding sexual abuse of children;
- to participate in revision of guidelines, policies, and protocols and procedures of the Child Protective Investigation Team;
- to increase the overall liability of the investigation;

### Oversight

The Madison County CPIT Management Team consists of administrators from each discipline who are responsible for quality assurance and accountability within their respective roles. The chair of the management team will be elected by team members and follow Robert's Rules of Order. Any issues affecting protocol recommendations and/or subsequent change that alter the purpose of the interagency agreement will be discussed at the quarterly management team meeting.

### Conclusion

In keeping with the spirit and letter of the law of the State of Tennessee, the undersigned representatives of the members of the Child Protective Investigation Team of the 26<sup>th</sup> Judicial District, Tennessee, have developed this interagency agreement to facilitate the comprehensive approach toward detection, intervention, prevention, and treatment of child sexual abuse in Madison County, as well as to facilitate and ensure cooperation and complete, thorough investigation of all complaints of severe child abuse. We, the undersigned, agree to support the philosophy, principles, and procedures outlined in this document so that we may better serve the needs of children and their caregivers.

### Definitions

**Child Protective Investigative Team:** A group of professionals of specific, distinct disciplines that collaborate from the point of report and throughout the child/caregiver's involvement with the investigation process. The primary goal of the CPIT is to assure the most effective coordinated response possible for every child victim. The purpose of the interagency collaboration is to coordinate intervention to

reduce potential trauma to children/caregivers and improve overall services while preserving and respecting the rights, mandates, and obligations of each agency.

**Forensic Interviews:** Obtain information from a child about abuse allegations in a developmentally and culturally sensitive, trauma informed, unbiased, legally and fact-finding manner that will support accurate and fair decision-making by the CPIT with the criminal justice, child protection, and service delivery systems. Forensic interviews are child-centered and coordinated to avoid duplication. Forensic interviews must be conducted by a qualified professional. Quality interviewing involves: a neutral setting; effective communication among CPIT members; provision of legally sound interviewing techniques; and the selection, training and supervision of interviewers.

**CPIT Training:** The CPIT teams participate in cross discipline training on a monthly basis, which taking place during the regularly scheduled CPIT meeting. These training opportunities include such topics as: medical evaluations and referral procedures, cultural competency, vicarious trauma and self-care, department policy updates, investigation strategies, CPIT case presentation procedure, and courtroom testimony.

**Child Protective Investigation Management Team:** Agency administrators responsible for the overall operations within the respective agencies that make up the CPIT team. This team consists of the City of Jackson Police Chief, the Madison County Sheriff, the 26<sup>th</sup> Judicial District Attorney General, Federal Bureau of Investigation Special Agent in Charge of Middle and Western Districts, Tennessee Bureau of Investigation-Special Agent in Charge of Field Investigation, Department of Children's Services Director of Regional Investigations, Juvenile Court Representative, and the Madison County Child Advocacy Center Director.

**Madison County Child Protective Investigation Team Protocol:** Formalized interagency cooperation and commitment to CPIT policy and practice ensuring continuity of practice.

Agreed to on the date hereinafter written:

Tennessee Department of Children's Services

W. M. Duke R10 5-31-18  
(Signature) (Date)

Madison County Juvenile Court

Christy R. Smith 7-3-2018  
(Signature) (Date)

26<sup>th</sup> Judicial District, District Attorney General

[Signature] 5-31-18  
(Signature) (Date)

Madison County Advisory Board

[Signature] 6/29/18  
(Signature) (Date)

Madison County Sheriff's Department

[Signature] 6/29/18  
(Signature) (Date)

Victim Advocate

Andrea Thiel 6/29/18  
(Signature) (Date)

Jackson Police Department

[Signature] 6/29/18  
(Signature) (Date)

Madison County Medical

[Signature] 6/29/18  
(Signature) (Date)

Madison County Mental Health

[Signature] 6/29/18  
(Signature) (Date)

## Appendix Q

### Jackson Police Department Community Resource Card



Jackson Police Department Community Resource Card  
**Emergency Dial: 911**

**Domestic Violence**

WRAP (Women's Rape Assistance Program) 1.800.273.8712 or 731.668.0411  
Safe Hope Center—731.425.8185

**Mental Health / Substance Abuse**

Pathways: CRISIS 1.800.372.0693 or 731.541.8200  
National Suicide Prevention Lifeline: 1.800.273 (TALK) 8255  
Aspell Recovery Center: 731.427.7238  
JACO: 731.423.3653

**Children Services**

Carl Perkins Center: CRISIS 1.800.273.4747 or 731.668.4000  
Department of Children Services: 731.421.2000

**Food Pantry/Feeding Programs:**

RIFA: 731.427.7963—Call for Programs and Soup Kitchen Hours  
Southwest Human Resource Agency—731.423.8768 USDA Food

Jackson Police Department Community Resource Card  
**Emergency Dial: 911**

**Domestic Violence**

WRAP (Women's Rape Assistance Program) 1.800.273.8712 or 731.668.0411  
Safe Hope Center—731.425.8185

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National Suicide Prevention Lifeline: 1.800.273 (TALK) 8255  
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JACO: 731.423.3653

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Department of Children Services: 731.421.2000

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Jackson Police Department Community Resource Card  
**Emergency Dial: 911**

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National Suicide Prevention Lifeline: 1.800.273 (TALK) 8255  
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Southwest Human Resource Agency—731.423.8768 USDA Food

Jackson Police Department Community Resource Card  
**Emergency Dial: 911**

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National Suicide Prevention Lifeline: 1.800.273 (TALK) 8255  
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JACO: 731.423.3653

**Children Services**

Carl Perkins Center: CRISIS 1.800.273.4747 or 731.668.4000  
Department of Children Services: 731.421.2000

**Food Pantry/Feeding Programs:**

RIFA: 731.427.7963—Call for Programs and Soup Kitchen Hours  
Southwest Human Resource Agency—731.423.8768 USDA Food



## Appendix R

### Protecting Children of Arrest Parents Advisor Board Meeting

#### Agendas and Minutes



***Protecting Children of Arrested Parents: A Trauma Informed Approach  
Advisory Board Meeting  
Thursday, April 25, 2019  
Jackson Police Department  
1:00p.m. – 2:00p.m.***

Welcome:

Old Business:

Meeting Minutes from January 30, 2019

New Business:

Quarterly Reports:

Quarter One: July 18, 2018 – September 2018	October 31, 2018
Quarter Two: October 2018 – December 2018	January 30, 2019
Quarter Three: January 2019 – March 2019	April 30, 2019
Quarter Four: April 2019 – July 2019	August 31, 2019

Copy of current/existing cooperative agreements

Copy of current/existing JPD policy

Data Collection

In-Service Training

Floor Open:

Adjourn:

Next Meeting:

Please watch for doodle request for day/time for the next advisory board meeting;  
quarterly.

# ADVISORY COMMITTEE MEETING

Protecting Children of Arrested Parents: A Trauma Informed Approach

Minutes

April 25, 2019 | 1:00PM – 2:00PM | Jackson Police Department

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## In Attendance

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Dr. Sheri Jenkins Keenan, Deputy Chief Barry Michael, Lt. Danielle Jones, and Tammy Yosich

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## Purpose of Meeting

---

In keeping with grant guidelines and requirements the Advisory Committee will meet quarterly to build and maintain progressive momentum for safeguarding children of arrested parents.

---

## Discussion

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- Review of Minutes: Motion to Accept – Lt. Danielle Jones and Seconded – Deputy Chief Barry Michael; Minutes Approved.
- Quarterly Reports: The third report covering 01/2019 – 03/2019 is being prepared for submission. Lt. Jones will prepare the narrative and Dr. Keenan will incorporate the narrative and data collection into the overall grant report. The 4<sup>th</sup> Quarter and Final Report will be due 08/31/2019. To date, the grant is compliant with reporting and data collection. Final report will include data, impact, recommendations and limitations.
- Current/Existing Cooperative Agreements and JPD Policy: The agreement between JPD and CPS will be sent by Lt. Danielle Jones to Dr. Keenan later this afternoon. A copy of JPD command order (or bulletin equivalent) has been received by Dr. Keenan. The University of Memphis, specifically Dr. Keenan, will review these policies and agreements and advise or recommend JPD policy revisions/updates, based on existing research and best practices. However, as always, JPD knows what is best for JPD.
- Data Collection: We are continuing to collect data for the immediate impact (child present) as well as potential long-term impact (child not present but will be impacted by parent arrest).
- Floor Open:
  - In-Service Training: Dr. Keenan and Tammy have completed 7 of the 9 weeks of training relative to ACES/BSB content. Captain Siler has been most obliging and expressed gratitude in our conducting this type of training. The response of the participants has been positive.
  - Current Law and Interpretation: The current law is vague but does require law enforcement to capture information on children adversely effected by a parent's arrest. An adverse effect could occur if a child is present or absent. If a child will be negatively impacted by a parent's arrest it must be captured, for example a child is waiting at school for a parent who has been arrested or a child is present during a DUI arrest. However, if a parent is arrested for DUI and the children are with the other parent/caregiver, it may not be considered an adverse effect.

- Handle with Care Program: Dr. Keenan discusses a new program that could promote a collaborate effort between law enforcement and the school system. If the parent responsible for picking up a child is arrested, the officer can, through an app, notify the school of the arrest. Through this effort the negative impact on children of arrested parents may be mitigated. Additionally, this information may help teachers and school officials become aware of a child who was present during law enforcement action. The school system may handle a situation (sleeping in class or acting out) with care given the stressful situation the child was recently involved.
- Conclusion and Next Meeting: *Please watch for Doodle Poll for Scheduling Options*

***Protecting Children of Arrested Parents: A Trauma Informed Approach  
Advisory Board Meeting  
Wednesday, January 30, 2019  
Jackson Police Department  
10:00a.m. – 11:00a.m.***

Welcome:

Introductions:

Old Business:

Meeting Minutes from November 28, 2018

New Business:

Quarterly Reports:

Quarter One: July 18, 2018 – September 2018                      October 31, 2018

Quarter Two: October 2018 – December 2018                      January 30, 2019

Quarter Three: January 2019 – March 2019                      April 30, 2019

Quarter Four: April 2019 – July 2019                      August 31, 2019

Copy of current/existing cooperative agreements

Copy of current/existing JPD policy

Data Collection

In-Service Training

Floor Open:

Adjourn:

Next Meeting:

Please watch for doodle request for day/time for the next advisory board meeting;  
quarterly.

# ADVISORY COMMITTEE MEETING

## Protecting Children of Arrested Parents: A Trauma Informed Approach

### Minutes

January 30, 2019 | 10:00AM – 11:00AM | Jackson Police Department

---

#### In Attendance

Dr. Sheri Jenkins Keenan, Deputy Chief Barry Michael, Ron Jackson, and Tammy Yosich

---

#### Purpose of Meeting

In keeping with grant guidelines and requirements the Advisory Committee will meet quarterly to build and maintain progressive momentum for safeguarding children of arrested parents.

---

#### Discussion

- Review of Minutes: Motion to Accept – Deputy Chief Michael and Seconded – Deputy Ron Jackson; Minutes Approved.
- Quarterly Reports: The first report covering 10/2018 – 12/2018 has been submitted ahead of today's due date. Lt. Jones incorporated the narrative Dr. Keenan prepared into the overall grant report. The overall grant report submitted by Lt. Jones includes budget updates as well as the progress narrative. The 3rd Quarter report is due 04/30/2019. To date, the grant is compliant with reporting and data collection. Final report will include data, impact, recommendations and limitations.
- Current/Existing Cooperative Agreements and JPD Policy: JPD is working obtaining copies of the co-op agreements between JPD and entities such as CPS and other social justice agencies. Lt. Danielle Jones was absent this meeting and most likely has these copies, however, Ron Jackson suggests that he may have copies as well and will provide them if Lt. Jones doesn't have them. A copy of JPD command order (or bulletin equivalent) has been received by Dr. Keenan. The University of Memphis, specifically Dr. Keenan, will review these policies and agreements and advise or recommend JPD policy revisions/updates, based on existing research and best practices. However, as always, JPD knows what is best for JPD.
- Data Collection: We are continuing to collect data for the immediate impact (child present) as well as potential long-term impact (child not present but will be impacted by parent arrest).
- Floor Open:
  - January 25<sup>th</sup> the Northwest and Southwest Councils on Children and Youth conducted their Rural West Tennessee Mobilization Team meeting at the University of Memphis, Lambuth. Dr. Keenan presented information – the new law, grant proposal and grant goals and objectives - about this grant between JPD and The Center for Community Criminology & Research, The Department of Criminology and Criminal Justice, The University of Memphis, Lambuth Campus.
  - As suggested at the last meeting, Dr. Keenan will begin in March providing in-service training to JPD officers regarding ACES/BSB content; including presenting the officers with the ACE's questionnaire and a post-test of materials covered. Captain Siler, according to Chief Michael, has been seeking content for required in-service training for JPD officers and thus, is eager to have this training for the officers. The in-service will be conducted each Wednesday morning for 2 hours and will go for 9 weeks.

---

Conclusion and Next Meeting: *Please watch for Doodle Poll for Scheduling Options*

---

***Protecting Children of Arrested Parents: A Trauma Informed Approach  
Advisory Board Meeting  
Wednesday, November 28, 2018  
Jackson Police Department  
10:00a.m. – 11:00a.m.***

Welcome:

Introductions:

Old Business:

Meeting Minutes from September 27, 2018

New Business:

Quarterly Reports:

Quarter One: July 18, 2018 – September 2018                      October 31, 2018

Quarter Two: October 2018 – December 2018                      January 30, 2019

Quarter Three: January 2019 – March 2019                      April 30, 2019

Quarter Four: April 2019 – July 2019                      August 31, 2019

Copy of current/existing cooperative agreements

Copy of current/existing JPD policy

Data Collection

Floor Open:

Adjourn:

Next Meeting:

Please watch for doodle request for day/time for the next advisory board meeting;  
quarterly.

# ADVISORY COMMITTEE MEETING

## Protecting Children of Arrested Parents: A Trauma Informed Approach

### Minutes

November 28, 2018 | 10:00AM – 11:00AM | Jackson Police Department

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#### In Attendance

---

Dr. Sheri Jenkins Keenan, Deputy Chief Barry Michael, Ron Jackson, Lt. Danielle Jones, and Tammy Yosich

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#### Purpose of Meeting

---

In keeping with grant guidelines and requirements the Advisory Committee will meet quarterly to build and maintain progressive momentum for safeguarding children of arrested parents.

---

#### Discussion

---

- Review of Minutes: Motion to Accept – Lt. Jones and Seconded – Deputy Chief Michael; Minutes Approved.
- Quarterly Reports: The first report covering 07/2018 – 09/18 was submitted by the due date of 10/31/2018. Lt. Jones incorporated the narrative Dr. Keenan prepared into the overall grant report. The overall grant report submitted by Lt. Jones includes budget updates as well as the progress narrative. The 2<sup>nd</sup> Quarter report is due 01/30/2019. To date, the grant is compliant with reporting and data collection. Final report will include data, impact, recommendations and limitations.
- Current/Existing Cooperative Agreements and JPD Policy: Dr. Keenan would like copies of co-op agreements between JPD and entities such as CPS and other social justice agencies. A copy of JPD command order (or bulletin equivalent) has been requested as well by Dr. Keenan. The University of Memphis, specifically Dr. Keenan, could review these policies and agreements and advise or recommend JPD policy revisions/updates, based on existing research and best practices. However, as always, JPD knows what is best for JPD. Lt. Jones agreed to send copies of requested documents.
- Data Collection: The state report is interested primarily in a 'yes' or 'no' response to the presence of children during an arrest; immediate impact. However, for our grant we are collecting data for immediate impact (child present) as well as potential long-term impact (child not present but will be impacted by parent arrest).
- Floor Open:
  - JPD 10% Indirect Costs of \$2,592 can be invoiced for Lt. Jones paper, go toward system updates, etc. and the invoice is submitted to the state.
  - Officer Reference Cards: a suggestion is for officers to have reference cards with helpful organizations listed on them such as Youth Villages or the suicide crisis lines.
  - A helpful manual/toolkit is available for those interested: Enhancing Police Responses for Children Exposed to Violence. <https://www.theiacp.org/projects/enhancing-law-enforcement-response-to-children-exposed-to-violence-and-childhood-trauma>
  - In-Service Training Suggestion: Dr. Keenan suggested a 9 week training (each Wednesday from 8AM-10AM) starting February, 2019 that can help officers identify and respond effectively to a child present at the time of their parent(s) arrest.

---

Conclusion and Next Meeting: Please watch for Doodle Poll for Scheduling Options

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***Protecting Children of Arrested Parents: A Trauma Informed Approach  
Advisory Board Meeting  
Thursday, September 27, 2018  
Jackson Police Department  
3:00p.m. – 4:00p.m.***

Welcome

Introductions

Protecting Children of Arrested Parents: A Trauma Informed Approach Grant

Advisory Board

Adjourn

Next Meeting

# ADVISORY COMMITTEE MEETING

## Protecting Children of Arrested Parents: A Trauma Informed Approach

### Minutes

September 27, 2018 | 3:00PM – 4:00PM | Jackson Police Department

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#### In Attendance

---

Dr. Sheri Jenkins Keenan, Deputy Chief Barry Michael, Jennifer Knolton, Lt. Danielle Jones, Pastor Ronald Benton, and Tammy Yosich

---

#### Purpose of Meeting

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This is the initial meeting for the Advisory Committee and the purpose is to secure the progress of the grant between Jackson Police Department (JPD) and the University of Memphis, Lambuth Campus.

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#### Discussion

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- The following items were handed out as guides for this meeting and for further review by members of the committee: IACP model policy for safeguarding children of arrested parents, grant study goals and potential benefits across multiple community entities, project methodology, bullet points to the goals and objectives and a copy of the ACE's questionnaire.
- Collectively we are looking at ways to mitigate trauma among children through enhanced community relations (i.e. better care and concern taken when a child is present or is part of a household where a parent is or will be arrested).
- JPD officers will collect data on households where children reside and a parent is arrested; whether the child is present or not. JPD has begun this process however; some additional parameters will need to be added the software used to ensure all the data needed is being acquired. Currently, officers are collecting information only on children present and clicking "no" if children are not. Members of JPD stated that a simple policy change can adapt the software to capture more information on the children, whether or not present, during an arrest of a parent. A new Tennessee law required that officers simply check "yes" or "no" for presence of a child during an arrest; however, the grant would like to know the overall impact on children when a parent is arrested.
- Currently, data has been collected on the impact of incarcerated parents on children however, that is the backend of the trauma that has already occurred. This data will capture just how many children are being effected on the front end, well before a parent has been convicted and incarcerated. In this increased data collection, we can determine what happen to a child after the initial arrest of a parent.
- Data collected during this grant period will be presented April or March of 2019. Additionally, we can learn what works, what didn't and correct what we can and/or implement new ways of protecting children of arrested parents. The possibility of replication and learning the issues that exist and others we weren't aware of are among our hopes during this grant year.

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#### Conclusion and Next Meeting

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## Appendix S

IACP national law Enforcement Policy Center

SAFEGUADING CHILDREN OF ARRESTED PARENTS

Model Policy



# **IACP National Law Enforcement Policy Center SAFEGUARDING CHILDREN OF ARRESTED PARENTS**

**Model Policy  
July 2014**

## **I. PURPOSE**

It is the policy of this department that officers will be trained to identify and respond effectively to a child, present or not present, whose parent is arrested in order to help minimize potential trauma and support a child's physical safety and well-being following an arrest.

## **II. POLICY**

The purpose of this policy is to establish new and enhance existing collaborations between this department, child welfare services (CWS), and other key partner organizations in order to minimize the potential trauma to a child whose parent is arrested. Whenever possible, the child should be diverted from official custody and be placed with a responsible caregiver. The primary goal of this policy is to minimize trauma experienced by the child who witnesses a parent's arrest and the separation caused by the arrest while maintaining the integrity of the arrest and the safety of officers, suspects, and other involved individuals.

## **III. DEFINITIONS**

*Child:* Any unemancipated person under the age of 18, or as otherwise defined by state law, whether or not he or she is present at the arrest. (As used herein, "child" refers to both an individual child or multiple children.)

*Parent:* Any adult who is legally responsible for the well-being, supervision, and care of a child. In most cases, this individual is a biological or adoptive parent, or guardian.

*Caregiver:* A responsible adult selected to temporarily care for the child in situations where another individual with legal custody of the child is unavailable. In some cases, responsibility for the temporary care and supervision of a child may be delegated to a relative, neighbor, friend, or another adult, as they are willing and able.

*Child Welfare Services (CWS):* A public service agency, or its contractee, that has authority to assume responsibility for the care, welfare, and temporary supervision of a child pursuant to law.

*Partner Organization:* A group or agency with interests aligned with this department with regards to safeguarding a child from trauma when his or her parent is arrested. This may include, but is not necessarily limited to, CWS, probation/pretrial entities, victim advocates, corrections, medical/ mental health services, schools, youth-serving organizations and faith-based programs.

*Trauma:* Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally

harmful or threatening and that has lasting adverse effects on the individual's functioning and physical, mental, social, emotional, or spiritual well-being.

*Responsible Adult:* An individual over 18 years of age who can pass a preliminary NCIC check and clear a child protection registry background check to ensure that he/she does not have any arrests for founded cases of child abuse, sexual crimes, domestic violence, recent arrests for drug use or possession, or other violent felony violations.

#### **IV. PROCEDURES**

##### **A. Chief Executive Responsibilities**

###### **1. Agency Coordination**

- a. This department shall have a cooperative agreement with CWS and partner organizations that can provide on-site and other assistance to law enforcement requests for assistance when a child's parent is arrested.
- b. Regular meetings shall be held involving all partner organizations to review and evaluate the effectiveness of joint operational protocols and to make improvements where necessary.
- c. The department's chief executive shall designate a liaison who is responsible for ensuring that follow-up is conducted to support the well-being of the child of an arrested parent.
- d. Officers shall be provided with a list of agencies that have partnered under the cooperative agreement, along with contact information for each. These agencies may be contacted by the arresting officer, or another component of this department, when officers need assistance during the arrest of a parent.

###### **2. Training**

- a. Officers of this department shall be trained to effectively communicate with the child using developmentally appropriate language during a parental arrest.
- b. This department shall provide recruit training and routine in-service training on child development and the effects of trauma on the child so that officers can effectively support the well-being of a child of an arrested parent.
- c. Training will be available to CWS staff and other partner organizations on the role, responsibilities, and protocols of law enforcement during arrest situations. Cross training will be provided to officers of this department by CWS staff and representatives of other partner organizations on their roles, responsibilities, and policies for a child when his or her parent is arrested.

##### **B. Pre-Arrest Planning**

1. Call takers at the emergency communications center (ECC) shall ask callers if a child is present at the scene.
2. If ECC determines that a child is present at the scene of a reported incident, responding officers shall be notified.

3. When service of an arrest or search warrant is planned
  - a. Where possible, officers shall determine whether any child is likely to be present at the location.
  - b. When reasonably possible, officers may delay an arrest until the child is not likely to be present (e.g., at school or daycare), or consider another time and place for making the arrest. If delay is not possible, arrangements should be made in advance to have representatives from CWS and/or
4. When reasonably possible, officers shall determine if the arrestee and other family members are English-language proficient. If not, arrangements should be made to provide a translator. A parent should not be allowed to interpret for a child and a child should not be allowed to interpret for a parent.

C. Making an Arrest

1. General Procedures

- a. The officer shall inquire whether the arrestee is a parent of a child who would need arrangements for supervision because of the arrest. The inquiry shall include any child who may not be present at the time but who is expected to return home from school, a babysitter, a friend's home, or other location or activity.
- b. Adults may be reluctant to disclose the presence of or responsibility for a child for fear that they may lose custody. Therefore, when making an arrest, and when safe to do so, the officer shall be aware of any items in plain view that may indicate the presence of a child, such as toys, diapers, and similar items.
- c. If a parent is responsible for a child, whether or not the child is present, a determination regarding appropriate placement shall be made (see IV.D.).

2. When a Child is Present

If a child is present, the officer shall

- a. Take custody of the child in accordance with state law when the officer reasonably believes there is a threat of imminent danger to the child.
- b. Make the arrest, whenever reasonable and prudent, including handcuffing and questioning, in a location away from the child's sight and hearing.
- c. Determine whether the arrestee will be permitted to speak with the child prior to being removed subsequent to the arrest.
- d. Not leave the scene of the arrest until the child is in the care of a caregiver.

3. When a Child is Not Present

- a. When a child is not present, the officer shall ensure that appropriate arrangements are made, either through this department, CWS or a partner organization, to place the child with a caregiver.

- b. If the arrest occurs while the child is not present (e.g., at school or daycare), the officer should be prepared to discuss with the arrested parent how the child will be picked up and by whom.

D. Determining Appropriate Placement of a Child

1. The child should be placed with another parent if this individual is capable of assuming responsibility for and care of the child. If questions should arise concerning the capability or competency of the second parent, the officer should request assistance from a supervisor.
2. If another parent is not available, the arrested parent should be given a reasonable opportunity to select and contact a caregiver unless there is a compelling reason not to do so or the arrest is for child abuse or neglect.
3. A preliminary NCIC check and, when possible, check of CWS case files shall be conducted on the caregiver chosen by the parent as soon as reasonably possible. Any arrest for child abuse, sexual crimes, domestic violence, recent arrests for drug offenses, or other violent felonies shall disqualify the individual from taking custody of the child.
4. If possible, a secondary caregiver should also be identified.
5. If the parent is unable or unwilling to identify a caregiver, and other suitable arrangements cannot be secured within a reasonable period of time, the child shall be taken into the custody of CWS or another authorized partner organization.

E. Interacting with a Child

1. Where appropriate and safe, the parent should be given an opportunity to reassure the child and explain what is happening.
2. If the parent is unable to provide reassurance to the child, the officer shall provide an explanation to the child, in an age- and developmentally-appropriate manner. It should be emphasized that the child has done nothing wrong and will be safe.
3. When reasonably possible, the officer shall ask the parent about items or objects that provide particular comfort to the child, such as toys, clothing, blankets, photographs or food that can be taken with the child.
4. The officer shall ask the parent about any medical, behavioral, or psychological conditions and/or required treatments of the child that would become the responsibility of a caregiver.

F. Booking

1. The booking officer shall ask the arrestee if he or she is responsible for a child.
2. If the arrest creates an interruption in a child's supervision and care, the arrestee shall be given reasonable opportunities to make alternative arrangements for such care if appropriate arrangements have not already been ensured by the arresting officer, other components of this department or through partner organizations.
3. The name, address, and phone number of the caregiver shall be entered into the booking record.

G. Follow-Up

Follow-up should be performed wherever possible to ensure the continued safety and well-being of the child. The department liaison and/or the arresting officer shall work with partner organizations to determine the responsibility for and scope of follow-up.

#### H. Documentation

Whenever an arrest is made, the existence of a child, present or not, shall be noted in the arrest report and documentation shall include, at a minimum,

1. the identity and biographical information of the child involved, whether or not he or she was present at the arrest;
2. any of the child's special needs such as medical or mental health conditions, physical impairments or limitations, allergies, or developmental disorders;
3. the identities, addresses, and contact information for any actual or potential caregivers;
4. names and contact information of any representatives from partner organizations involved;
5. names and contact information of any adult contacted for notification purposes, such as school officials;
6. the final placement determination for the child; and
7. any information or observations that suggest the need for further investigation into the child's living conditions and general well-being, such as any indications of a household in crisis.

#### **Acknowledgments**

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## **Appendix**

### **Pre-Arrest/Arrest Checklist**

#### **Preparing for Arrest**

- ☐ Ask dispatchers from the Emergency Communications Center (ECC) if they have information on whether or not a child will be present, and if so, how many.
- ☐ Ask officers and other colleagues who work in that area if they are familiar with the arrestee, and if so, if they know if there are children in the home.
- ☐ Consider driving by the house to see if there are signs of children visible in the yard or nearby (toys, swing sets, etc.).
- ☐ Before proceeding with arrest, consider:
  - Is it possible to arrest the parent when the child is not home?
  - Does the parent speak English?
  - If not, get an interpreter. Children should not be asked to interpret.

#### **Arresting a Parent with a Child Present**

- ☐ Look for signs of a child (toys, coloring books, etc.) even if the parent denies presence of children.
- ☐ Task one adult with being 'assigned' to a child during arrest.
- ☐ Allow parent to explain/reassure the child, if safe and appropriate. If this is not possible, the assigned officer should provide an explanation to the child, in an age- and developmentally-appropriate manner.
- ☐ If the child is small, kneel down to her/him eye level.
- ☐ Explain and emphasize that s/he has done nothing wrong.
- ☐ Reassure her/him that s/he will be safe.
- ☐ Inform parent as to whether s/he will be allowed to speak to child post-arrest.
- ☐ Conduct arrest out of sight/earshot of children.
- ☐ Discuss placement options with the parent and identify top three choices (i.e. other parent, trusted friends/ family/caregiver/Child Welfare Services - CWS).
- ☐ Get background from agencies (National Crime Information Center—NCIC and CWS) on selected caregivers. If the parent insists on caregivers who may be unsuitable/do not pass checks, contact your supervisor.
- ☐ Ask the parent or child about objects that may provide comfort to the child in placement (photos, books, stuffed animals, toys, clothing, food).
- ☐ Ask the parent and/or procure objects/items the child will need in placement (medications, hygiene items).
- ☐ Ask the parent about psychological, medical, or behavioral conditions, allergies, or any other information that would be important for a caregiver to know.
- ☐ Take custody of the child in accordance with state law if you reasonably believe there is a threat of imminent danger to the child.
- ☐ Do not leave the scene of the arrest until the child is in the care of an appropriate caregiver.

### **Arresting a Parent when a Child is not Present**

- ☐ Be prepared to discuss with the arrested parent how the child will be picked up and by whom.
- ☐ Ensure that appropriate arrangements are made, either through your department, CWS or a partner organization, to place the child with a caregiver.
- ☐ Discuss placement options with the parent
- ☐ Identify their top three choices (other parent, trusted friends/family/caregiver/CWS).
- ☐ Get background information (from NCIC and CWS) on selected caregivers.
- ☐ If the parent insists on caregivers who may be unsuitable/do not pass checks, contact your supervisor.
- ☐ Ask the parent about objects that may provide comfort to the child in placement (photos, books, stuffed animals, toys, clothing, food).
- ☐ Ask the parent and/or procure objects/items the child will need in placement (medications, hygiene items).
- ☐ Ask the parent about psychological, medical, or behavioral conditions, allergies, or any other information that would be important for a caregiver to know.
- ☐ Give assigned caregiver as much information as possible regarding the arrest, the timeline/steps to release, and what to expect.

### **Documentation**

- ☐ Document the following information:
- ☐ The identity and biographical information of the child involved and whether or not he or she was present at the arrest.
- ☐ Any of the child's special needs such as medical or mental health conditions, physical impairments or limitations, allergies, or developmental disorders.
- ☐ The identities, addresses, and contact information for any actual or potential caregivers.
- ☐ Names and contact information of any representatives from partner organizations involved.
- ☐ Names and contact information of any adult contacted for notification purposes, such as school officials.
- ☐ The final placement determination for the child.
- ☐ Any information or observations that suggest the need for further investigation into the child's living conditions and general well-being, such as an indications of a household in crisis.

## **Appendix T**

Baltimore Police Department  
Safeguarding Children of Arrested Parents  
Policy 1204





## Policy 1204

Subject <b>SAFEGUARDING CHILDREN OF ARRESTED PARENTS</b>	
Date Published <b>1 September 2015</b>	Page <b>1 of 5</b>

*By Order of the Police Commissioner*

### POLICY

It is the policy of the Baltimore Police Department (BPD) to train its members to identify and respond effectively to a child, present or not present, whose parent is arrested in order to help minimize potential trauma and support a child's physical safety and well-being following an arrest.

### PURPOSE

The purpose of this policy is to establish new and enhance existing collaborations between the BPD, Child Protective Services (CPS), and other key partner organizations in order to minimize the potential trauma to a child whose parent is arrested. Whenever possible, the child should be diverted from official custody and be placed with a responsible caregiver. The primary goal of this policy is to minimize trauma experienced by the child who witnesses a parent's arrest and the separation caused by the arrest while maintaining the integrity of the arrest and the safety of officers, suspects, and others who are involved.

This policy makes no attempt to negate the parental right to choose appropriate placement for their children consistent with the procedures outlined below. Unless there is compelling evidence to the contrary such as drugs and/or weapons or any indication where the officer or prudent person would question the child/children's safety, parental discretion shall be respected. However, CPS maintains ultimate responsibility for determining placement in the event the parent does not designate placement.

### DEFINITIONS

**Caregiver** – A responsible adult selected to temporarily care for the child in situations where another individual with legal custody of the child is unavailable. In some cases, responsibility for the temporary care and supervision of a child may be delegated to a relative, neighbor, friend, or another adult, as they are willing and able.

**Child** – Any un-emancipated person under the age of 18, whether or not he or she is present at the arrest. (As used herein, "child" refers to both an individual child and multiple children.)

**Child Protective Services (CPS)** – The public service agency, or its contractors, that has authority to assume responsibility for the care, welfare, and temporary supervision of a child pursuant to law.

**Parent** – Any adult who is legally responsible for the well-being, supervision, and care of a child. In most cases, this individual is a biological or adoptive parent, or guardian.

**Legal Guardian** – Any adult who is legally responsible for the well-being, supervision, and care of a

child.

**Partner Organization** – A group or agency with interests aligned with the BPD in regards to safeguarding a child from trauma when his or her parent is arrested. This may include, but is not necessarily limited to, CPS, probation/pretrial entities, victim advocates, corrections, medical/mental health services, schools, youth-serving organizations, and faith-based programs.

**Responsible Adult** – An individual over 18 years of age who can pass a preliminary NCIC check and clear a child protection registry background check to ensure that he/she does not have any arrests for cases of child abuse, sexual crimes, domestic violence, recent arrests for drug use or possession, or other violent felony violations. See Policy 1301, *National Crime Information Center*.

**Trauma** – An event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or threatening and that has lasting adverse effects on the individual's functioning and physical, mental, social, emotional, or spiritual well-being.

### **REQUIRED ACTION**

#### **Agency Coordination – Community Collaborations Division**

1. The BPD shall have a cooperative agreement with CPS and partner organizations that can provide on-site and other assistance to law enforcement upon request when a child's parent is arrested.
2. Regular meetings shall be held involving all partner organizations to review and evaluate the effectiveness of joint operational protocols and to make improvements, where necessary.
3. The BPD shall designate a liaison to ensure follow-up is conducted to support the well-being of the child of an arrested parent.
4. Members shall be provided a list of agencies that have partnered under the cooperative agreement, along with contact information for each. These agencies may be contacted by the arresting officer, or another member of the BPD, when officers need assistance during the arrest of a parent.

#### **Professional Development and Training Academy (PDTA)**

1. Officers shall be trained to effectively communicate with the child using appropriate language during a parental arrest.
2. The BPD shall provide recruit training and in-service training on child development and the effects of trauma on the child so officers can effectively support the well-being of a child of an arrested parent.
3. Training will be available to CPS staff and other partner organizations on the role, responsibilities and protocols of law enforcement during arrest situations. PDTA staff will endeavor to schedule cross training for officers by CPS staff and representatives of other partner organizations on their roles, responsibilities, and policies for a child when his or her parent is arrested.

**Communications Unit**

1. 911 operators shall ask callers if a child is present at the scene.
2. If the Communications Unit determines that a child is present at the scene of a reported incident, responding officers shall be notified.

**Member**

**Pre-Arrest Planning** – See Policy 1007, *Search and Seizure Warrants* and Policy 1104, *Arrest Warrants*.

1. When service of an arrest or search warrant is planned:
  - 1.1. Where possible, officers shall determine whether any child is likely to be present at the location.
  - 1.2. When reasonably possible, officers may delay an arrest until the child is not likely to be present (e.g. school or daycare), or consider another time and place for making the arrest. If delay is not possible, arrangements should be made in advance, when practicable, to have representatives from CPS and/or appropriate partner organizations at the scene or on call.

**Making an Arrest**

1. The officer shall inquire whether the arrestee is a parent of a child who would need arrangements for supervision because of the arrest. The inquiry shall include any child who may not be present at the time but who is expected to return home from school, a babysitter, a friend's home, or other location or activity.
2. Adults may be reluctant to disclose the presence of or responsibility for a child for fear that they may lose custody. Therefore, when making an arrest, and when safe to do so, the officer shall be aware of any items in plain view that may indicate the presence of a child, such as toys, diapers, and similar items.
3. If a parent is responsible for a child, whether or not the child is present, a determination regarding appropriate placement shall be made.

**When a Child is Present**

1. Take custody of the child in accordance with Policy 1202, *Juveniles: Non-Custodial Contacts and Custody Procedures*, when the officer reasonably believes there is a threat of imminent danger to the child.
2. Make the arrest, whenever reasonable and prudent, including handcuffing and questioning, in a location away from the child's sight and hearing.
3. Determine whether the arrestee will be permitted to speak with the child prior to being removed subsequent to the arrest. (If the child is the victim, no communication is permitted between the child and the arrestee.)

4. Do not leave the scene of the arrest until the child is in the care of a caregiver.

**When a Child is Not Present**

1. The officer shall ensure that appropriate arrangements are made, either through the BPD, CPS or a partner organization, to place the child with a caregiver.
2. If the arrest occurs while the child is not present (for example, at school or daycare), the officer should be prepared to discuss with the arrested parent how the child will be picked up and by whom.

**Determining Appropriate Placement of a Child**

1. The child shall be placed with another parent if this individual is capable of assuming responsibility for and care of the child. If questions should arise concerning the capability or competency of the second parent, the officer shall request assistance from a supervisor.
2. If another parent is not available, the arrested parent shall be given a reasonable opportunity to select and contact a caregiver unless there is a compelling reason not to do so or the arrest is for child abuse or neglect.
3. A preliminary NCIC check and check of CPS case files shall be conducted on the caregiver chosen by the parent prior to relinquishing custody of the child to the selected caregiver. Any arrest for child abuse, sexual crimes, domestic violence, recent arrests for drug offenses, or other violent felonies shall disqualify the individual from taking custody of the child. See Policy 1301, *National Crime Information Center*.
4. A secondary caregiver should be identified as a contingency measure.
5. If the parent is unable or unwilling to identify a caregiver, and other suitable arrangements cannot be secured within a reasonable period of time, the child shall be taken into the custody of CPS or another authorized partner organization.
  - 5.1. During normal operating hours of 9:00 am – 3:30 pm, children may be transported to the CPS office at 1900 N. Howard St.
  - 5.2. Outside of normal operating hours, children may be transported to the after-hours location of 313 N. Gay St.
  - 5.3. Members are encouraged to call CPS if there are questions concerning suitable child placement at (410) 361-2235.

**Interacting with a Child**

1. When it is appropriate and safe, the parent should be given an opportunity to reassure the child and explain what is happening, unless the child is the victim.
2. If the parent is unable to provide reassurance to the child, the officer shall provide an explanation to the child, in an age and developmentally appropriate manner consistent with

training. It should be emphasized that the child has done nothing wrong and will be safe.

3. When reasonably possible, the officer shall ask the parent about items or objects that provide particular comfort to the child, such as toys, clothing, blankets, photographs or food that can be taken with the child.
4. The officer shall ask the parent about any medical, behavioral, or psychological conditions and/or required treatments of the child that would become the responsibility of a caregiver.

### **Reporting**

Whenever an arrest is made, the existence of a child, present or not, shall be noted in the Incident Report, Form 04/008 or Supplement Report, Form 04/007, and documentation shall include, at a minimum:

1. The identity and biographical information of the child involved, whether or not he or she was present at the arrest;
2. Any of the child's special needs such as medical or mental health conditions, physical impairments or limitations, allergies, or developmental disorders;
3. The identities, addresses, and contact information for any actual or potential caregivers;
4. Names and contact information of any representatives from partner organizations involved;
5. Names and contact information of any adult contacted for notification purposes, such as school officials;
6. The final placement determination for the child; and
7. Any information or observations that suggest the need for further investigation into the child's living conditions and general well-being, such as any indications of a household in crisis.

### **ASSOCIATED POLICIES**

Policy 503, *Transportation of Passengers in Departmental Vehicles*  
Policy 1007, *Search and Seizure Warrants*  
Policy 1104, *Arrest Warrants*  
Policy 1202, *Juveniles: Consensual, Non-Custodial Contacts, and Custody Procedures*  
Policy 1206, *Investigations Involving Children Who Have Witnessed a Domestic Violence Related Parental Homicide*  
Policy 1301, *National Crime Information Center*  
Policy 1735, *Communicating with Limited English Proficient Individuals*

### **COMMUNICATION OF POLICY**

This policy is effective on the date listed herein. Commanders are responsible for informing their subordinates of this policy and ensuring compliance.