

# **POLICE DEPARTMENT HANOVER PARK, ILLINOIS**



DIRECTIVE: 501-S

REFERENCE STANDARDS: 44.2.4

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SUBJECT: School Liaison Programs

POLICY: The Hanover Park Police Department sponsors and actively supports various school liaison programs administered within the elementary schools situated within the community. Special topics of discussion and instruction are presented to the students with focus towards the primary grades.

PURPOSE: To establish guidelines for the effective utilization of the Officer Friendly School Liaison Program. Programs of instruction will, at a minimum, incorporate the following:

- a. Acting as a resource with respect to delinquency prevention. (44.2.4a)
- b. Providing guidance on ethical issues in a classroom setting. (44.2.4b)
- c. Providing individual counseling and/or mentoring to the students. (44.2.4c)
- d. Explaining the law enforcement role in society. (44.2.4d)

## **I. OFFICER FRIENDLY OVERVIEW**

A. The Officer Friendly Program is aimed at kindergarten and elementary students with the intent on educating students on issues dealing with child safety, delinquency prevention, ethical guidance, and the law enforcement role in society. This will be accomplished through instruction in group settings and individual counseling. Liaison officers should set a positive example to students and act as mentors when appropriate. The officer designated is assigned as requested by the individual schools throughout the school year to present topics of discussion and instruction.

## **II. OFFICER FRIENDLY PROGRAMS OF INSTRUCTION**

A. Kindergarten Classes

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**POLICE OPERATIONS MANUAL**

**Dir.#: 501-S**

**Rev: 04/18/2006**

**Issued: 06/04/1991**

**Eff: 11/03/2000**

**VILLAGE OF HANOVER PARK**

**Rescinds:**

**Auth:**

1. PURPOSE. Students will meet with the police officer, and are introduced to various aspects of police work, including the police officer's role in society (44.2.4d). Students will understand what a police officer looks like.
2. OBJECTIVE. Students will have the essential knowledge necessary to recognize and contact a police officer and understand the officer is available for individual counseling (44.2.4c).
3. INSTRUCTION
  - a. Officer Introduction
    - 1) Personal introduction & availability.
    - 2) Ask children how they know you are the police.
    - 3) Discuss duty belt and explain each piece of equipment.
  - b. How to call for police help
  - c. Personal information to know
    - 1) Name, address, and telephone number.
  - d. Why to call for police help
    - 1) In case of an emergency.
    - 2) In case you are lost.

**B. Third Grade Classes – Week One**

1. PURPOSE. Students will meet with the police officer, and are introduced to various aspects of police work, including the police officer's role in society (44.2.4d). Students will understand what a police officer looks like.
2. OBJECTIVE. Students will have the essential knowledge necessary to recognize a police officer and understand the officer is available for individual counseling (44.2.4c).
3. INSTRUCTION
  - a. Officer Introduction
    - 1) Personal introduction & availability.
    - 2) Ask children how they know you are the police.
    - 3) Discuss duty belt and explain each piece of equipment.
  - b. Review How To Call Police
    - 1) 911 for emergencies to summon police, fire department, and ambulance.
    - 2) Not to play with telephone.
  - c. Summary of Main Points Covered
  - d. Questions

**C. Third Grade Classes – Week Two**

1. PURPOSE. Students will have the essential knowledge necessary to stay away from strangers and stay safe if lost.
2. REVIEW. How to tell when someone is a police officer. When to call 911.
3. INSTRUCTION
  - a. Strangers
    - 1) Don't talk to strangers.

- 2) Don't take anything a strange may try to give you.
  - 3) Never get into a car with a stranger or a person you parents haven't given you permission to go with.
  - 4) Recognize and avoid dangerous situations.
  - 5) If approached, leave immediately and go to a place of safety (neighbor you know or place of business).
  - 6) Inform responsible adult.
  - 7) If grabbed, struggle and scream to attract attention (yell HELP!).
- b. Staying Safe
    - 1) What to do if lost (store, mall).
      - a) Ask for help from employees.
      - b) Call 911 from a pay phone.
    - 2) Not to play with telephone.
  - c. Good Touch, Bad Touch
    - 1) The "uh oh" feeling.
    - 2) Tell a trusted adult.
  - d. Summary of Main Points Covered.

D. Fifth Grade Classes – Week One

1. PURPOSE. To inform students about what "real" police work actually entails and the police role in society (44.2.4d), address Internet safety in order to protect children from predators, and review with students the dangers of illegal drugs.
2. OBJECTIVE Students will learn more about the job of law enforcement personnel and develop a more detailed idea about the various aspects of police work. Students will also be made more aware of how to protect themselves while on the Internet. In addition, students will development a deeper understanding of the harm caused by usage of illegal or dangerous drugs. At this student age it is of particular importance that the officers stress he/she is available for individual counseling/mentoring. (44.2.4c)

3. INSTRUCTION

- a. Introduction
  - 1) Various facets of police work/police role in society. (44.2.4d)
    - a) Patrol
      - i) How patrol division is important to protection of life and property.
      - ii) Twelve hour shifts, work holidays.
      - iii) Story: Burglary Patrol goes to the call, completes report, contacts ET.
    - b) Evidence Technicians
      - i) Continue story: ET collects evidence, takes photos.
    - c) Detectives
      - i) Patrol turns case over to detectives, explain.
    - d) Canine

- i) Patrol may call canine to scene, explain.
    - e) Special Operations
      - i) Gangs, drugs.
    - f) Crisis Resolution Team (CRT).
    - g) Crime Prevention and Crime Analysis.
  - b. Dangerous Drugs
    - 1) Have class list drugs. Examples are Marijuana, Alcohol, Tobacco, Cocaine, Heroin, and Ecstasy.
    - 2. Discuss the effects of these drugs.
  - c. Internet Safety (If time allows)
    - 1) Never give out personal information on the Internet.
    - 2) Don't talk to strangers on-line and/or meet with anyone you've talked to on-line.
    - 3) If you fill out a personal profile that other kids can read on-line, don't write anything that says too much about you.
    - 4) Don't write back to people who use bad language or want to get into an argument on-line. Log off immediately if you see or read something that upsets you. Tell trusted adult immediately.
    - 5) Protect your password. Do not give it to other people under any circumstances.

E. Fifth Grade Classes – Week Two

1. PURPOSE. To make students more aware of what bullying is and the fact that this type of behavior will not be tolerated. Also to make students aware of what gang violence is and how to avoid dangerous situations involving gangs.
2. OBJECTIVE Students will have the essential knowledge necessary to make positive choices and avoid the consequences of bullying and gang violence. At this student age it is of particular importance that the officers stress he/she is available for individual counseling/mentoring. (44.2.4c)
3. REVIEW
  - a. Internet Safety, Dangerous or Illegal Drugs.
4. INSTRUCTION
  - a. Bullying
    - 1) What is bullying?
      - a) Kids who bully usually don't feel good about themselves (low self-esteem) so they bully other kids.
      - b) Bullying can include teasing, put-downs, and physical harm.
    - 2) What to do.
      - a) Schools have a zero-tolerance policy against bullying. Report all acts of bullying to responsible adult (parent, teacher, Principal).
      - b) Don't bully other kids if you don't want to be bullied.
      - c) Hang out with kids who do fun, positive activities.

- b. Gangs and Violence
  - 1) Gang Violence
    - a) Groups of kids who hang out together and break the law.
    - b) Reasons some kids join a gang and what initiation entails.
    - c) Criminal activities gang members become involved in.
    - d) Ways gang members might dress and act.
  - 2. Consequences of involvement with a gang.
    - a) In trouble with the Police and get a permanent reputation.
    - b) Hurt or killed.
    - c) Illegal drug use.
    - d) Display gang news articles.
    - e) Lessons from gang member handout.
    - f) Video on gang activity.

5. REVIEW

- a. Summary of main points covered during the presentation.