



PLACE STUDENTS FIRST

By Dr. Art McCoy, "WE are NOT special. WE are COMMITTED!"

Who Can I Turn To

I am this person lost in the world,
And don't know where to turn.

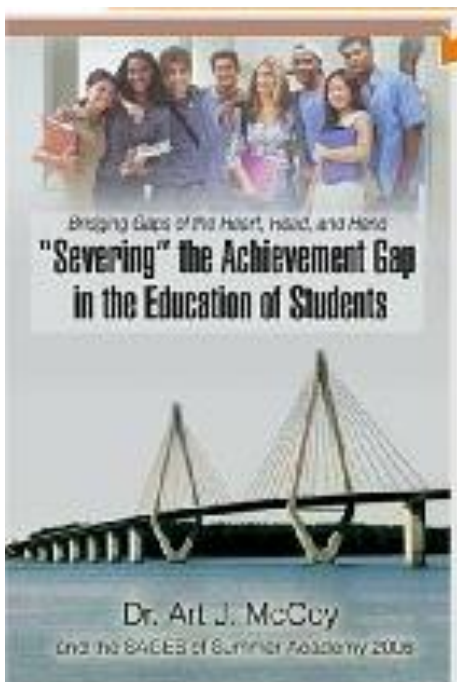
I am a girl wanting to achieve in anything I do.

I want to be treated like I exist. I want to be seen for more than the outer me. I want to be seen for the person placed inside of me. I feel like I'm alone in the World. I feel like there is no one out there in the world to run to when I feel like it's the end of me.

Sometimes I want to run away to a place where no one can hurt me. Sometimes I feel like Life for me will never go right. As much as I try it will never go right.

What should I do if the problems I face won't come up from the deep, dark place inside me? Who should I turn to if I can't turn to the person that gave life to me?

Then who can I turn to?



*From **Bridging Gaps of the Heart, Head, and Hand** authored by Dr. Art McCoy*

Hard Times

Grandmomma just died

There is no other family nearby

Feeling like Godzilla's bride

Because every two hours, one of us expires from acts of violence (during COVID-19 every 7 minutes someone dies.)

So, all I do is hide. Empty inside

There's no understanding these hard times

It doesn't even help to get high

Go to school? Can't. Go to church? Why. Don't deny that even if I could, it wouldn't help. There's too much pain and too much pride.

Call it fate, but hate helped me just get by

But to my surprise

A new feeling has visited my mind

When alone late at night it seems justified

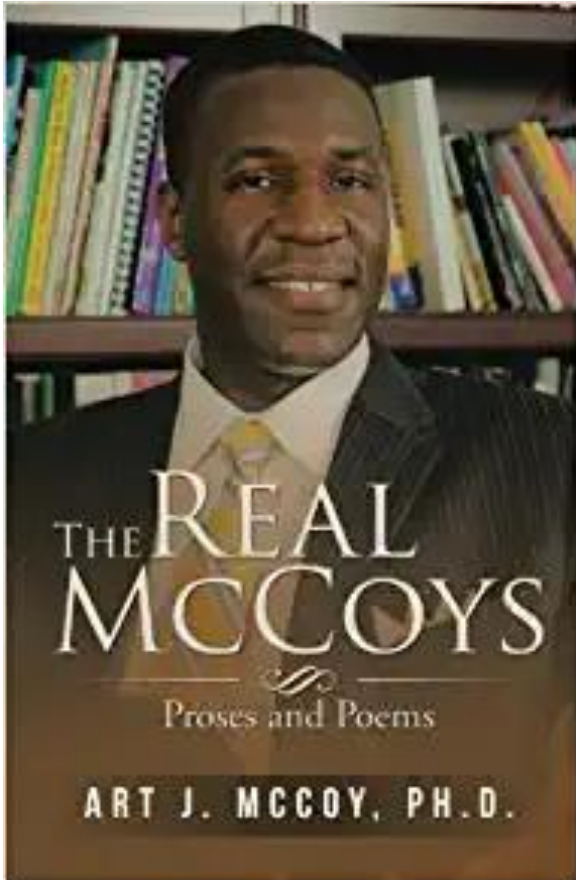
It is a suffocating feeling inside

It says, "I am your savior."

God? No! Suicide? Yes!

Suicide.

From *The Real McCoys: Proses and Poems* by Art J McCoy, Ph.D.



WE must Enlighten, Empower, & Engage



Student Led
Protest by Social
Justice Club in
Jennings July 2020

THE ST. LOUIS AMERICAN

73° Clear



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FEATURED

Lezley McSpadden plants new seeds in Jennings



By Sophie Hurwitz For The St. Louis American Jul 19, 2017 0



Lezley McSpadden and her son Andre, 12, work in a garden in the Jennings School District that was planted and is being maintained by the Brown We Love Our Sons and Daughters Foundation and the St. Louis County Police

Latest News



PEOPLE ON THE MOVE
MaryAnn Taylor Crate joins United Way of Greater St. Louis



HEMGROWN BLACK MALES
Learning to beat the cheat



LOCAL NEWS
Chappelle-Nadal calls for Congress to require psych screens of presidential candidates, files Missouri Senate resolution in response to Trump denying deaths in Puerto Rico



HEALTH NEWS
Operation Food Search served over 92,000 free summer meals



Seen and Supported with Resources,
Resilience, Respect, Real Relationships





MASLOW's before BLOOMS or BOTTOMLINE

Maslow's Hierarchy of Needs is so important

-JSD 2 Homeless Shelters

-JSD 2 Food Grocery Hubs

-JSD 2 School Health Clinics

-JSD 5 Cs for ALL

(1)Computers

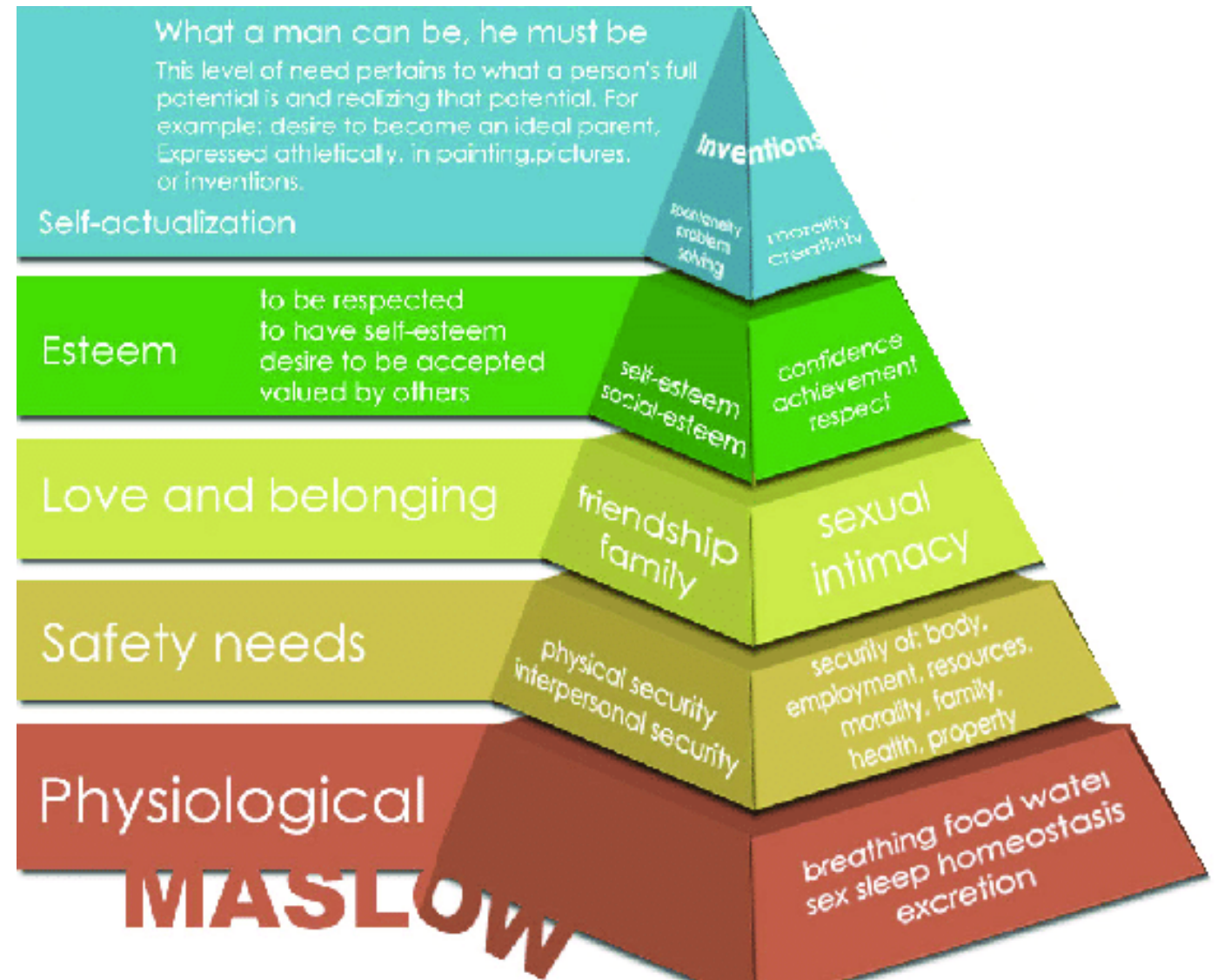
(2) Connectivity

(3) Caring Adults & Life Coaches and Educators

(4) College Credits up to AA Degree for students,

(5) Credentials –IRC and Jobs for HS students and for parents

MASLOW's before BLOOMS or BOTTOMLINE



KSDK Interview: JSD Superintendent discusses school reopening 7-20-2020



CORONAVIRUS

How contact tracers are following COVID-19 cases in St. Louis County

Twenty Jennings School District employees are now contact tracers. County leaders say other investigators traced the source of one new outbreak: a shared break room.



Author: Sara Machi
Published: 6:30 PM CDT Jul 13, 2020



Various Summer Media Stories & District Resources

1. [KSDK Story: Dr. Art McCoy Helps Write Reopening Guidelines & Jennings 1st to Resume Classes in High Impact Areas](#)
2. [KSDK Story: How contact tracers are following COVID-19 cases in St. Louis County: Twenty Jennings School District employees are now contact tracers. County leaders say other investigators traced the source of one new outbreak: a shared break room.](#)
3. St. Louis Post: [Dr. McCoy requests funds: \\$4 millions to St. Louis County Schools - Virus restrictions in St. Louis County could get tighter if cases keep climbing, Page warns](#)
4. The St. Louis American: [Reopening schools: is it wise? Jennings Superintendent Art McCoy says it's risky either way](#)
5. [Jennings School District COVID-19 Employee, Volunteer, Student Daily Self Screening Form](#)
6. [2020-2021 COVID-19 Reopening Schools FAQs](#)

Love your
MIND
body
SOUL

Mind, Body, Soul (Skill and Strategy Level)

- MIND
 - Label
 - Learn
 - Reframe
 - Ask Focus
- BODY
 - Sleep
 - Hydrate
 - Nourish
 - Move
 - Recharge
- SOUL
 - Go Outside
 - Connect
 - Forgive
 - Emotional First Aid Tool Kit
 - Appreciate



What is Trauma?

- Trauma is the response we have to experiencing or witnessing an event (or series of events) that threatens our life, our safety or our personal integrity.
- Trauma is a serious issue which happens as a result of physical, sexual or emotional abuse, neglect, violence, war, loss, disaster, pandemics, and other emotionally harmful experiences.

From Jennings to Harvard: Malik Sediqzad will study architecture at Ivy League school

By Arvey Jones May 25, 2020



Malik Sediqzad is the first Harvard bound graduate from Jennings School District in 20 years. He will study architecture, which he said combines his love of math with his passion to draw.

"I feel the architecture is an art form, but it's functional," Sediqzad said. "It's not just something that you can look at, it's something you can use too."

Latest News



LOCAL NEWS
FEATURED
1 Day Until Salute



OBITUARIES
In Loving Memory of Elizabeth "LIZ" Patricia Robinson



OBITUARIES
In Loving Memory of Barbara Seals



OBITUARIES
In Loving Memory of Gabrielle Johnson



OBITUARIES
In Loving Memory of Carl Evans



SPORTS
LeBron James, Lewis Hamilton reach milestones



SPORTS EYE
Dak's injury not as disastrous as it looked - physically or financially



Schnucks-Jennings-St. Louis
College of Pharmacy Internships

Mastercard Coding Competition









Jennings students and police officers shoot hoops together to build trust, understanding

By Kristen Taketa • St. Louis Post-Dispatch Aug 7, 2016 (1)

SUBSCRIBE FOR 99 CENTS



Officer Brandon McCrary, with the St. Louis County Jennings Department, watches Trevion Donelson, 11, (legs), and Kyrii Franklin, 8, in a two-on-two basketball game on Monday, August 1, 2016. The Jennings School District is supporting activities like summer basketball and boxing to improve relationships between its students and police. Photo by Christian Gooden, cgooden@post-dispatch.com

BUY NOW

RECOMMENDED



LAW AND ORDER

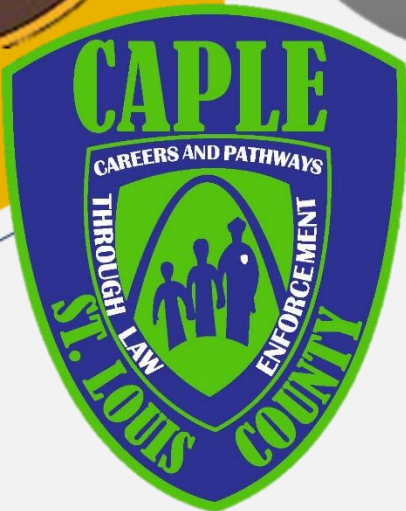
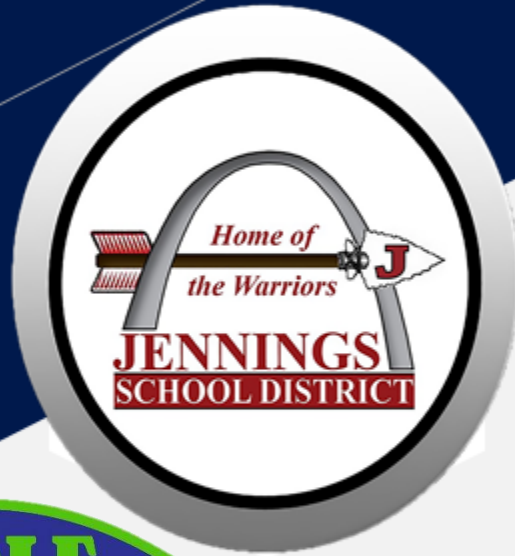
Two suspected shoplifters at West County Center charged with assault in attempt to flee police



LAW AND ORDER

Hazelwood Central senior suffers graze wound in shooting near school grounds

RECENT OBITUARIES View



Memorandum of Understanding

Between School District
and Police Department
2016-2021



ROLE OF THE SCHOOL RESOURCE OFFICER IN THE SCHOOL

- 1. The mission of the School Resource Officer program is to improve school safety and the educational climate at the school, not to enforce school discipline or punish students.
- 2. Building-level school administrators shall be consulted as to whether a SRO will be deployed to the school and shall participate in periodic performance reviews of the SRO.
- 3. The SRO shall meet with building-level school administrators, teachers, parents, and student representatives at least annually to discuss school safety.
- 4. The SRO shall be integrated into the school community through participation in faculty and student meetings and assemblies as appropriate.
- 5. The SRO shall maintain daily activity reports and submit monthly summaries of these reports to building-level school administrators, district-level school administrators, and the relevant law enforcement agency. Summaries shall include, for each SRO, the numbers and descriptions of all incidents or calls for service; names of school officials involved; student searches; student questioning; tickets, citations, or summonses; filing of delinquency petitions; referrals to a probation officer; actual arrests; and other referrals to the juvenile justice system.
- 6. Absent a real and immediate threat to student, teacher, or school safety, and absent the situations described herein where formal law enforcement intervention is deemed appropriate, building-level school administrators shall have final authority in the building.

DISTINGUISHING MISCONDUCT HANDLED BY SCHOOL OFFICIALS FROM CRIMINAL OFFENSES HANDLED BY POLICE



School Resource Officers are responsible for criminal law issues, not school discipline issues.

8. Absent a real and immediate threat to student, teacher, or public safety, incidents involving public order offenses including disorderly conduct; disturbance/disruption of schools or public assembly; trespass; loitering; profanity; and fighting that does not involve physical injury or a weapon, shall be considered school discipline issues to be handled by school officials, rather than criminal law issues warranting formal law enforcement intervention (e.g., issuance of criminal citation, ticket, or summon, filing of delinquency petition, referral to a probation officer, or actual arrest).

9. Students shall not be arrested at school, except where a child poses a real and immediate threat to student, teacher, or public safety; or a judicial

warrant specifically directs the arrest of the student in a school; in all other instances the execution of an arrest warrant shall be undertaken at a location other than a school.

a. School principals shall be consulted prior to an arrest of a student where practicable.

b. The student's parent or guardian shall be notified of a child's arrest as soon as practicable.

RESPECT FOR THE RIGHTS OF STUDENTS



10. Absent a real and immediate threat to student, teacher, or public safety, a School Resource Officer may conduct or participate in a search of a student's person, possessions, or locker only where there is probable cause to believe that the search will turn up evidence that the child has committed or is committing a criminal offense.

- a. The SRO shall inform school administrators prior to conducting a probable cause search where practicable.
- b. The SRO shall not ask school officials to search a student's person, possessions, or locker in an effort to circumvent these protections.

11. A school official may conduct a search of a student's person, possessions, or locker only where there is reasonable suspicion to believe that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school, and the search is justified.

- a. Absent a real and immediate threat to student, teacher, or public safety, a school official shall not ask a SRO to be present in such a search.

12. Absent a real and immediate threat to student, teacher, or public safety, a SRO may question or participate in the questioning of a student about conduct that could expose the child to court-involvement or arrest only after informing the child of his or her Miranda rights and only in the presence of the child's parent or guardian.

- a. The SRO shall inform school administrators prior to questioning the student where practicable.
- b. The SRO shall not ask a school official to question a student in an effort to circumvent these protections.

13. Absent a real and immediate threat to student, teacher, or public safety, a school official shall not ask a SRO to be present or participate in the questioning of a student that could expose the student to court-involvement or arrest.

14. Strip searches of children by either school officials or SROs shall be prohibited.

15. Absent a real and immediate threat to public safety, other physically invasive searches by a school official or SRO shall not be conducted on a child.

16. Absent a real and immediate threat to student, teacher, or public safety, a SRO shall not use physical force or restraints --- including handcuffs, tasers, Mace, or other physical or chemical restraints --- on a child.

MINIMUM SCHOOL RESOURCE OFFICER TRAINING REQUIREMENTS



19. Every School Resource Officer shall receive at least 40 hours of pre-service training and 10 hours of annual in-service training on the following topics:

- a. Child and adolescent development and psychology;
- b. De-escalation and alternative approaches to student behavior Positive behavioral interventions and supports (PBIS), conflict resolution, peer mediation, or other restorative justice techniques;
- c. Appropriate responses to children with disabilities and special education issues, LGBTQ children, and those with limited English proficiency
- d. Cultural competency and implicit bias

PROMOTING NON-PUNITIVE APPROACHES TO STUDENT BEHAVIOR

20. The School Resource Officer shall be familiar with and trained in all programs adopting non-punitive approaches to discipline available in the school district. If a school has implemented a specific program designed to improve overall school climate or respond to student behaviors in specific ways, the school resource officers shall participate in all trainings associated with that program.

- a. Security officers should be notified when a student may require special treatment or accommodations because of disabilities.

SCHOOL DISCIPLINARY ISSUES



21. A non-delinquent act is a typical adolescent behavior that should be addressed by school administrators without the involvement of law enforcement.

{District Discipline code, should be referenced here, and available as an appendix, review discipline code to ensure protections covered in the MOU are duplicated in the discipline code, a copy of this MOU should be in the discipline guide}

- a. School administrators, in partnership with the community and parents, have exclusive authority over school discipline issues.
- b. No Department police officer shall act as a school disciplinarian. Accordingly, officers must refuse to engage in disputes that are related to issues of school discipline, even if District staff (including school staff) have requested the assistance. Issues that should be considered “issues of school discipline” are listed in detail below.
- c. Department officers should not be asked by District staff to interview students or collect evidence for District disciplinary purposes, including expulsion matters.
- d. District staff shall not notify or request the assistance of Department officers, and Department shall not respond to notifications or requests for assistance, to resolve student disciplinary issues (“Disciplinary Issues”).

USE OF FORCE PROTOCOL



22. The “use of force continuum” is a nationally recognized tool intended to guide how much force law enforcement personnel may deploy against a subject, including which types of weapons and physical techniques may be used in a given situation. The theory underlying the continuum is that officers should counter the subject’s resistance with no greater than the minimum level of force required to overcome that resistance. Use of force continuums usually begin with a minimally intrusive force option, such as the mere presence of the law enforcement personnel, and extend to deadly force on the other end. The state’s juvenile corrections agency that houses children convicted of serious crimes, including felonies – does not permit the use of weapons, tasers or pepper spray under its use of force policy. A district wide policy should be implemented with coordination of parents, community stakeholders, and relevant security personnel.

{District Use of Force Policy should be cited and included as an appendix}

23. Below are examples of serious offenses where use of force may be justified:

1. Assaults involving serious bodily harm; 2. Serious violent offenses such as rape or kidnapping; 3. Possession of a firearm; 4. Use of a weapon; or Active shooter; 5. Armed robbery.

24. Mechanical restraint is “the use of any device or equipment to restrict a student’s freedom,”and includes, but is not limited to, the use of handcuffs, flexicuffs, pepper spray, mace, TASERS and stun guns.

25. Law enforcement officers operating in a school environment shall be cautious about the serious and negative impact of subject control tactics on the subject student, any student witnesses, and the entire school environment.

26. Department officers may not use physical force, which includes the use of mechanical restraints, on a student except when the student’s behavior poses an immediate danger of serious bodily injury to self or others. Serious bodily injury means “bodily injury which involves

(A) a substantial risk of death;

(B) extreme physical pain;

(C) protracted and obvious disfigurement; or

(D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

27. Department officers shall not use any type of physical force on a student, including by using mechanical restraints, to discipline the student.

28. Use of force shall not be used as a response to inappropriate behavior by the student.

29. Even where an immediate threat of physical danger exists, officers must use the least restrictive force technique necessary to end the threat.

30. Officers will use physical force only when no reasonable effective alternative appears to exist, and only then to the degree which is reasonable to effect a lawful purpose. Reasonable effective alternatives may include isolating the student and simply waiting for her/him to calm down; see Section II(E) for further discussion of de-escalation techniques. The use of physical force on a student shall cease when the danger is lessened.

USE OF FORCE PROTOCOL cont.



31. A Department officer's decision to use subject control tactics shall be determined by the totality of circumstances, including:
 - a. The student's size, age, and weight;
 - b. The emotional capacity of the student;
 - c. The physical capacity of the student;
 - d. The severity of the alleged crime;
 - e. Whether the student poses an immediate threat to the safety of herself/himself or others;
 - f. Number of students present;
 - g. Number of adults present;
 - h. The potential for serious injury;
 - i. Known violent history of the subject;
 - j. Whether the student has a disability.
32. The level of force used must be developmentally appropriate according to a child's age, developmental abilities, and other factors.
33. The level of force applied must reflect the totality of the circumstances surrounding the situation, including the presence of imminent danger of serious physical harm. Proportional force does not require officers to use the same type or amount of force as the subject.
34. The health and safety of the child must be monitored during the use of force.
35. Department officers have a duty to prevent other officers from using unnecessary force. If an officer witnesses a colleague using unnecessary force, s/he is required to intervene and to report the unnecessary or excessive use of force to a superior.
36. Officers are required to render first aid to subjects who have been injured because of police actions and should promptly request medical assistance.
37. In assessing whether a response is proportional, an officer must ask:
 - a. How would the general public view the action we took?
 - b. Would the public think it was appropriate to the entire situation and to the severity of the threat posed to me or the public?
 - c. Is this how I would want a child I love and care for to be treated?
38. An officer may never use force:
 - a. To punish or retaliate;
 - b. Against individuals who only verbally confront them unless the vocalization impedes a legitimate law enforcement function; or
 - c. On restrained subjects (e.g., including subjects who are handcuffed or contained in a police vehicle) except in truly exceptional circumstances when the subject actions must be immediately stopped to prevent injury, escape, or destruction of property.
39. Department officers shall not unholster a firearm on District property unless there is a reasonable basis to believe someone on the property may use a firearm or other weapon to cause death.
40. If a Department officer uses physical force on a student, the officer shall complete a "Use of Force Reporting Form"; and provide a copy of the form to:
 - (1) her/his supervisor;
 - (2) the school principal; and
 - (3) the student's parent in the parent's primary language.The officer's supervisor and the school principal shall maintain a record of the Use of Force Reporting Forms.

List of Embedded Videos

1. Mastercard elementary Kid Inclusion https://www.youtube.com/watch?v=n-xProyWwK8&ab_channel=ArtMcCoyPhD
2. Student Led Protest by Social Justice Club in Jennings July 2020
https://www.youtube.com/watch?v=mh2G8OLhbPI&ab_channel=ArtMcCoyPhD
3. Jennings Schools Surprised by 150 Express Scripts Executives with \$25K
https://www.youtube.com/watch?v=kJnLVNfQZe0&ab_channel=ArtMcCoyPhD
4. KSDK 5 The Lou Rene Knott Features Art McCoy 5/20
https://www.youtube.com/watch?v=qbW5Omo0F00&ab_channel=ArtMcCoyPhD
5. JETS Food Market Give Away (041720)
https://www.youtube.com/watch?v=rUOr04Tvlf8&ab_channel=ArtMcCoyPhD
6. Students breaking down stereotypes with technology
https://www.youtube.com/watch?v=syFIQb_ilkk&ab_channel=ArtMcCoyPhD
7. Jennings students learning their own history (August 21, 2018)
https://www.youtube.com/watch?v=Zw_WkhsbMPo&ab_channel=ArtMcCoyPhD
8. Jennings School District Creates Youth Homes: Hope House II
https://www.youtube.com/watch?v=pP7zfk_zwc&ab_channel=ArtMcCoyPhD
9. On a Mission: Attendance is up, two food markets open, and Walgreens gives Jennings teachers \$25000
https://www.youtube.com/watch?v=kV_NsHRe3tY&ab_channel=ArtMcCoyPhD
10. Serving Students and Society: A Touching Video <https://youtu.be/8l-aywl3dbs>
11. "Spotlight on America" National Story Features Jennings and SYSC for Solutions to Gun Violence <https://youtu.be/UQLjPDQkC-c>