
NAVIGATOR

Connecting each student to a path of success



METRO
NASHVILLE
PUBLIC
SCHOOLS

HANDBOOK

2021-22

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The Navigator: Why, What, How

Strong relationships that provide support for the whole student are at the heart of a great education. We know from experience and research that sustained supportive relationships are key to our students' success. MNPS is committed to every student known, cared for, respected and supported. During unprecedented disruption, relationships are more essential than ever. In order to address the unique challenges of the 2020-21 school year, we created the Navigator. The Navigator supports will continue for the 2021-22 school year. Students will receive weekly check-ins through the Sown To Grow platform, which is designed to improve student social, emotional and academic health. It is highly recommended that a student's PLT, advisory or homeroom teacher serve as the student's Navigator. However, schools may opt to select other school-personnel to serve as Navigators. Each Navigator will be responsible for checking in with a small group of students, one-on-one, monthly. As another layer of support, the Navigator will serve as a student's mentor and advocate working to connect students to what they need to be successful. The monthly check-ins, facilitated by the Navigator, will focus on social-emotional supports, academic goal setting, as well as identifying and addressing needs and challenges. We know that a one-size-fits-all approach never works for students, and the Navigator role will support us in meeting the individual needs of our students now and in the future and is particularly important as we respond to the on-going challenges posed by the pandemic.

Updates for 2021-22:

Navigator Guidance and Expectations:

- **Every student matched with a Navigator** keeping cohorts as small as possible. Navigator-Student match stays consistent during student's tenure at school if feasible so the relationship can grow over time.
- **Weekly 5-minute check-ins during PLT, homeroom or advisory**, through the Sown to Grow platform for every student PreK-12.
- PLT, homeroom or advisory teachers/Navigator **respond to student check-ins** and flag the Navigator or other school personnel if immediate follow-up is needed. PLT, homeroom or advisory teacher/Navigators should respond to weekly student check-ins through the platform within two days of student responses. If a student presents with immediate needs, please complete the Collaborative Referral Form to initiate support for the student(s).
- Lead Navigator and Navigator leadership team **monitor school-level dashboard** and address any flagged responses.
- PLT, homeroom or advisory teachers/Navigator conducts in-person or virtual/phone one-on-one check-ins at least **once per month** (more if needed). Check-ins can be spread out across the month and should happen during school if possible.
- Navigator is included in **MTSS meetings** where appropriate.

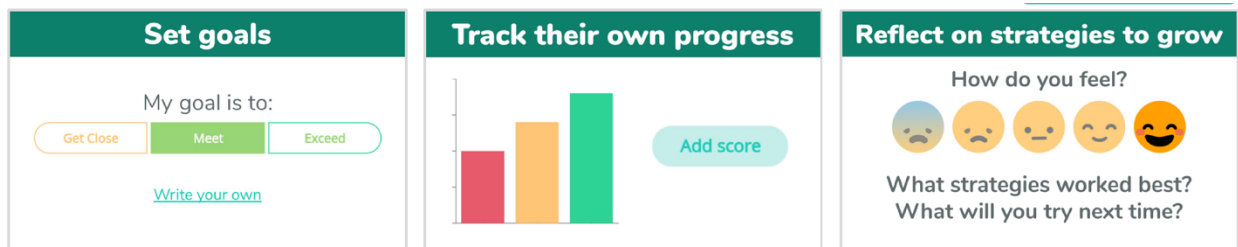
The Role of Sown to Grow

Sown to Grow **streamlines check-ins, promotes student reflection and goal-setting, reduces the time needed for check-ins**, and based on an initial pilot, increases the reach of check-ins by improving participation. It creates an important data source for educators for both supporting students and reaching our goal of every student known. It is not a replacement for one-on-one check-ins or strong student-adult relationships. Students can easily access it through the Clever dashboard. It also provides an important source of data for our SEL-focused outcomes.

Quick Demo: <https://bit.ly/SownToGrowDemo>

Features: Access through Clever, automatic updates from IC, school and district dashboard

In Sown to Grow, students can:



Additional Information about Sown To Grow

- **Logging into your Admin account:** If you haven't already, you can login to your Sown To Grow Admin Portal as well! [Click here to watch a 3-min video tutorial](#) on how to access your admin account as well as an overview of what you will see.
- **Additional Resources & FAQs:**
 - o [How do teachers and students log into Sown To Grow?](#)
 - o [Clever sync picked up the wrong class. What do we do?](#)
 - o [A teacher isn't seeing the "MNPS First 4 Weeks" module. What do we do?](#)
 - o [How do pre-readers and English learners take the SEL pre-survey?](#)

	Last Year	This Year
Weekly Check Ins	Navigator scheduled 1:1 check ins with each student each week	PLT or Homeroom teachers* will facilitate the consistent check-ins (5 min per week, during those time blocks in the school day)
Data Inputs	Navigator logged important information into district systems	Student uses Sown To Grow's easy check-in and reflection system to input how they are feeling and respond to specific prompts
Student Advocacy & Support	<p>Navigator raised concerns and connected students to specific supports when needed</p> <p><small>*Depending on the school</small></p>	<p>Multiple layers of support are provided for the student including:</p> <ul style="list-style-type: none"> • PLT/Homeroom teachers can provide feedback during the weekly routine • School Admin/Counselors/Social Workers can see students who are struggling each week and provide proactive support • Navigator meets monthly with each student understand their personal journey/trends, deepen relationship, and connect to resources • Sown To Grow's Technology flags concerning reflections and notifies teachers/admin

What is a Navigator?

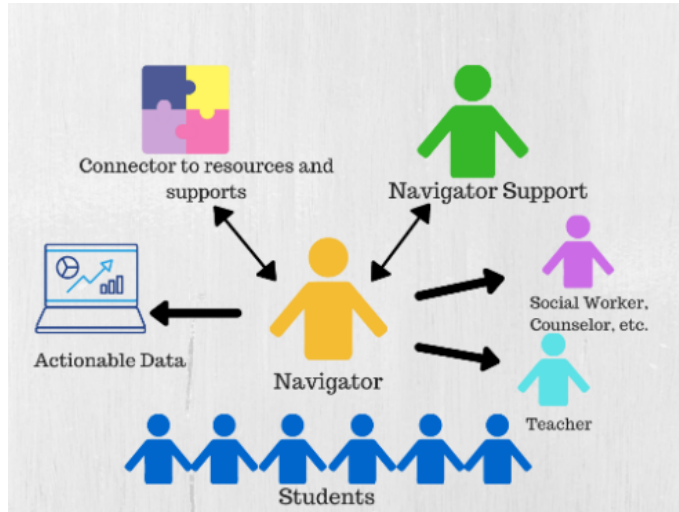
- **Mentor** and **advocate** for a small group of students to help them “navigate” a path of success through a personalized system of support
- **Builds relationships** and collects information on basic needs, academic challenges and social-emotional well-being to **connect students to resources and supports**
- Teachers and other school staff members connect one-on-one with a small cohort of students through **10-minute monthly check-ins**

Who can serve as a Navigator?

- The most important attribute is the **ability to build strong, supportive relationships with students.**
- **Identifying Navigators occurs at the school-level.** Schools should consider who in their buildings could serve as Navigators.
- **Keeping the Navigator-student** relationship consistent during a student’s tenure at a school supports strong relationships and ensures that every student is known.
- **Navigators may include** classroom teachers, related arts teachers, paraprofessionals, instructional coaches, Community Achieves or Community in Schools facilitators, family engagement coordinators, restorative practice assistants, librarians, etc.
- **Sown To Grow support vs. Navigator:** If the PLT, homeroom or advisory teacher is also a student’s Navigator, then the Navigator will automatically have access to their student’s weekly Sown To Grow data. If the PLT/homeroom/advisory teacher is not the same person as the Navigator, the Navigator will not have automatically have access to their students’ data in Sown To Grow. To build on the self-reflection and goal-setting aspects of weekly SEL check-ins through Sown To Grow, students can

share their Sown To Grow data with their Navigator through a student-led conference model during Navigator check-ins.

- School counselors, school psychologists and social workers should support Navigators, **not be them!**

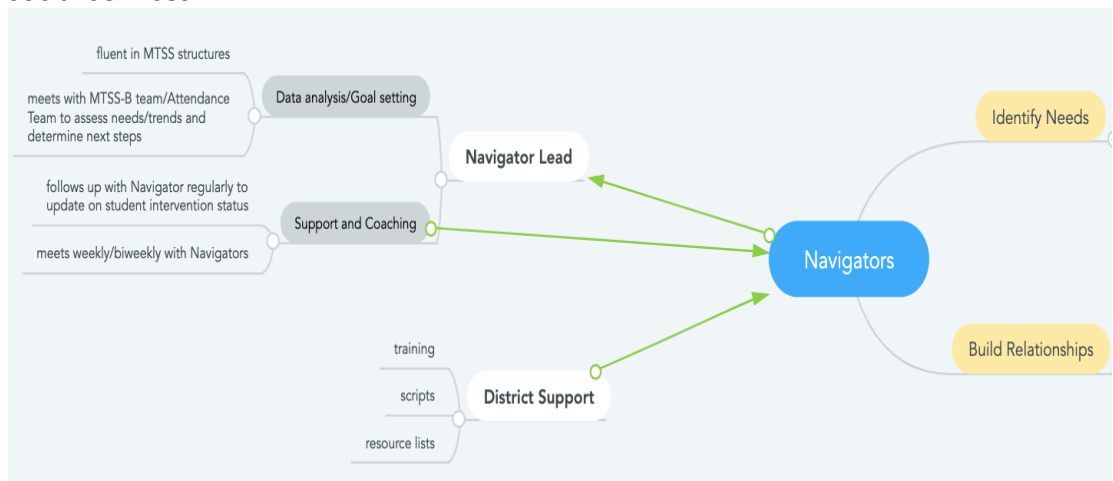


How does it work?

1. **Identify Navigators.** Schools identify staff who can serve as Navigators. We encourage schools to think across the staff in the building to identify potential navigators in order to keep the navigator to student ratio as low as possible. Because school counselors, social workers and psychologists will support the work of the navigators, they should not be included in the list of potential Navigators.
 - a. What skills do Navigators need?
 - i. Comfort talking with students and families
 - ii. Interest in learning about students and building trusting relationships
 - iii. Ability to connect with other staff and community providers as needed
 - iv. Cultural and linguistic competency
 - b. Possible school roles who can serve as Navigators:
 1. Core content/ general education teachers
 2. Related Arts Teachers
 3. Librarians
 4. Front office staff
 5. Paraprofessionals
 6. Dean of students
 7. Instructional coaches
 8. Community Achieves/Community in Schools
 9. Assistant Principals
 10. Restorative Practice Assistants
 11. Family Engagement Specialist

12. Others as needed to reduce navigator to student ratio

2. **Form Student Cohorts:** Divide students into cohorts based on number of Navigators. *It is highly recommended that a student's PLT, homeroom or advisory teacher serve as the student's Navigator. However, schools may opt to select other school-personnel to serve as Navigators.*
3. **Complete Training:** Navigators review this handbook and attend a brief training at the beginning of the school year. They also receive on-going training throughout the year. The Lead Navigator and/or Navigator Leadership Team at each school is available to support Navigators and their work with students.
4. **Conduct Monthly Check-ins:** Each month Navigators will complete one-on-one check-ins with each student in their assigned cohort. If the Navigator is the student's PLT, advisory or homeroom teacher these check-ins can occur more frequently. Though scripts will be provided as support, the most important and essential element of the Navigator role is establishing a strong relationship between the Navigator and student. Navigators should use an interpreter when needed for non-English speaking students. These check-ins will focus on:
 - a. Establishing a baseline relationship
 - b. Ensuring access to a computer and internet connectivity
 - c. Assessing and addressing academic knowledge and needs
 - d. Assessing and determining needs for social-emotional support
 - e. Connecting students with identified needs to appropriate supports including social services



- f. Goal-setting and connecting students to enrichment or other opportunities

New Recommendations for Navigator Check-Ins for 2021-22

A student's reflection data in Sown To Grow are a great source of data for check-ins. Through a student-led conference model, a student and Navigator can review the student's Sown To Grow data and discuss challenges and successes, as well as set goals.

Resources for Navigators

Email NavigatorSupport@mnps.org

SharePoint site (under MTSS SharePoint): <https://k12mnps.sharepoint.com/sites/014-CMSG-STAFF-MTSS/SitePages/MNPS-Navigators.aspx>

Translation services are available for Navigators and/or

families: [REDACTED]

EL Office: [REDACTED]

The Office of Translation and Interpretation Services should be your first point of contact.

- Reach out to your school’s assigned Parent Outreach Translator. If you do not know if your school has an assigned Parent Outreach Translator, email [REDACTED]
 - Based on the current workload, the translator will determine if they can accommodate the request or if outside resources need to be utilized for this specific request.
- If you do not have an assigned Parent Outreach Translator, please send your request to [REDACTED]. The translation team will determine if one of the translators can assist or if outside resources need to be utilized to complete the call.

Outside resources:

- MNPS utilizes an outside resource (vendor) to provide telephonic interpretation when MNPS translation services are not available. The vendor is [REDACTED].
 - [REDACTED] has a dedicated line for MNPS: [REDACTED]. Please make sure you know which language(s) is needed, as this is the first question the operator will ask.
 - This service costs \$0.89/minute. Ensuring that the Office of Translation and Interpretation Services is your first point of contact will minimize the cost to MNPS.
5. **Collect actionable data.** Through the Sown To Grow platform, students will record weekly check-ins and reflections that only their PLT/homeroom/advisory teacher or designated members of the leadership and support team at the school will have access to. During the monthly Navigator check-ins, students may reference their weekly reflection data from Sown to Grow in a student-led conference format. Each school will have a dashboard on Sown to Grow so that administrators, school counselors, social workers, school psychologists and others can provide support.
 6. **Connect student and families with resources or other school staff as appropriate:** Navigators are not social workers or school counselors and are not expected to act in these capacities. This handbook provides both an overview of the role and resources. Navigators should connect with other staff at the school if they are unsure of how to support a student or family, or use the Collaborative Referral if they have specific concerns about a student.

Navigator Role

Identify Needs

Tier 1 Needs

- Needs that can be addressed by quickly directing the student or family to the needed resource
 - Resource list in the Navigator Handbook
 - Provide information to the family to address the need

Immediate Needs

- The student is in immediate crisis and needs assistance urgently (i.e. abuse, neglect, threat of self-harm)
 - Address the crisis immediately and refer to appropriate personnel
 - Remain with the child if the child is in crisis
 - Complete a Collaborative Referral Form

Long Term Needs

- The student may need additional support for social/emotional or behavioral skills development (i.e. counseling, mental health needs, academic support needs)
 - Complete a Collaborative Referral Form
 - MTSS-B Team will review and determine need for tiered intervention

Build Relationships

- Monthly one-on-one check-ins with students
- Document points of contact
- Supportive/positive connection to school

Connecting with Students

The supportive relationship between a student and Navigator provides a conduit for information and can serve as a foundation of trust and support in the future. As with any interaction with students and families, and any use of student data, privacy and respect for the student and parent are vital. Review MNPS policies and procedures regarding FERPA on the Student-Parent Handbook forms [here](#). Review federal guidelines regarding FERPA [here](#).

The only people at the school who will have access to view students' weekly data from Sown To Grow (the emotional check-in emoji question and the open-ended reflection question) are the PLT/homeroom/advisory teacher, the principal, designated members of the Navigator leadership team, and the student. Currently, there are three ways to access students' Sown To Grow weekly data:

Direct Access / Co-Teacher Access	Student-Led Conference Approach	Ad Hoc Reporting and Updates
<ul style="list-style-type: none"> • If a Navigator and PLT/Homeroom have overlapping rosters (or are the same person!), the Navigator can be fully access Sown To Grow • Co-Teachers can see all student reflections, trends, and provide feedback in real time 	<ul style="list-style-type: none"> • During monthly Navigator check ins, students log in to Sown To Grow and share their trends and journey with their Navigator (either in-person or via video) • Additional resources and scripts will be shared to support this model 	<ul style="list-style-type: none"> • For one-off cases, PLT/ Homeroom teachers and School Admin are able to PDF individual student reports from their system, and share with the Navigator via email.

Especially for the weekly student reflection questions on Sown To Grow, consider the fact that FERPA may allow parents to view their child's data at any time. If/when a student says something that sends a flag of concern to the Navigator or Navigator leadership team at the school, parents may have the right to view exactly what the student said.

Navigators should connect with students monthly during the school day. See ideas and tips below for incorporating in-person check-ins into the school day:

- Meet with a few students each week so that check-ins are spread throughout the week.
- Tier students for the initial check-in meeting with students where the need may be greatest first such as new students, etc.

What to do when a Need or Concern is Identified

Navigators are not intended to serve in the role of school counselor, social worker or school psychologist. Navigators serve as mentors, advisors and advocates for students *connecting* them to needed resources and supports. If a need is identified, Navigators should complete the collaborative referral form which will access the MTSS and support systems at the school and district. If a need outside of collaborative referral is identified such as technology support or other challenges, Navigators can connect students and families with

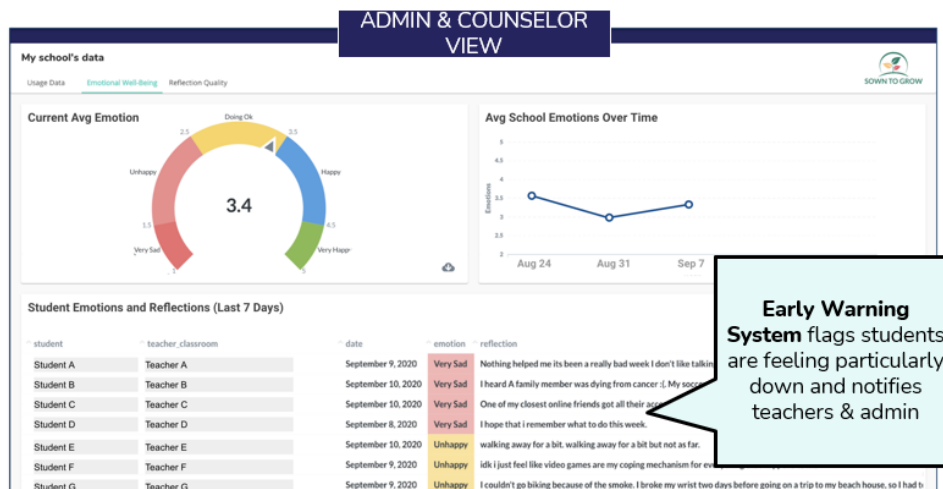
- Technology Needs: [REDACTED]
- MNPS Community Resource Guide: [REDACTED]
- See pages 23-33 in this handbook for more information

Reminder of Child Abuse and Neglect Policy: The district has put policies in place to ensure the safety of each child in our care. MNPS faculty and staff are mandated by law to report any suspicion of abuse or neglect to either the Tennessee Department of Children’s Services and/or the Metropolitan Nashville Police Department. If suspicion of abuse or neglect occurs after MNPS school hours, weekends and/or holidays, please notify and report suspicions to MNPD and request a well-being check be conducted at the child's/student's residence.

When any staff member identifies a student with suicidal ideation, making suicidal statements, writing suicidal notes, and/or exhibiting self-harm such as cutting or any similar at-risk behaviors, the staff member will notify a school counselor, administrator, social worker, psychologist, or school designated contact immediately. The staff member (or another adult staff member) must stay with the student until the designated individual arrives. The **student should not be left alone** at any point.

***If the student is in the midst of an attempt (i.e., has informed a staff member that he/she has just taken a handful of pills, ingested a poisonous substance), follow the above procedure and contact medical emergency services immediately.** The school designated contact, or school designee, should be identified in each school as soon as possible.

Role of Sown To Grow in Identifying a Need or Concern



Preparation for the Start of Weekly Check-Ins:

Optional Principal Communication with Families about Navigator Role

A district call-out about Sown To Grow and Navigator was sent to parents/caregivers. If a school leader would like to send more specific information to families, the sample communication below is provided as potential support

Subject: MNPS Navigators: A Relationship-Based Strategy for Supporting Every Student

Dear _____,

I am writing to share information on the Navigator supports for the 2021-22 school year. The Navigator is a trained school employee who meets regularly with the student to develop specific plans for students to succeed and thrive, an important part of our work in MNPS to ensure that every student is known, cared for, respected and supported. From research and experience, we know the importance of relationships for learning. In the midst of unprecedented disruption caused by the pandemic, relationships are more essential than ever. Each student is unique and needs planned attention to his or her assets and challenges.

Your student's Navigator is focused on getting to know them individually acting as a guide to develop a plan for success and support. The Navigator will connect students with the necessary academic, social-emotional, and other supports. Importantly, the Navigator relationships can be sustained regardless of which format is being used- virtual or in person—and can provide crucial stability if that format changes through the school year due to the pandemic.

Navigators will check-in with students at least one time monthly during the school day if possible. These brief check-ins will focus on getting to know the student and assessing needs and goals for the year. They also serve as a way for us to assess and respond to any needs and supports needed.

In addition, we are implementing weekly social-emotional check-ins through Sown To Grow. These brief check-ins are student-driven and occur through an on-line platform linked to a student's Clever page. Check-ins focus on emotional well-being and expand over time to include academic goal-setting and reflection. Teachers and Navigators provide feedback and proactively intervene to support student needs.

We want every student to be known and held in a culture of care.

Opt-Out Procedure

Parents have been provided the chance to opt their child out of participating in the Navigator Program via the Student-Parent Handbook. However, parents cannot opt their child out of participating in the Sown To Grow platform, as it falls under the umbrella of instructional technology that is used by students during the school day.

NAVIGATOR PROGRAM

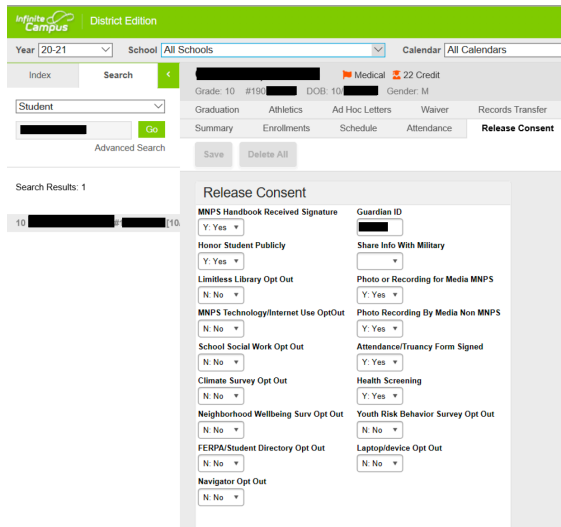
Only sign if you DO NOT want your student to participate in the district's Navigator program. The MNPS Navigator program connects students with faculty and staff with supplemental check-ins outside of the school day.

I wish to exclude my student from Navigator check-ins outside of the school day. Failure to sign the Navigator Opt-Out form will serve as an indication that your student has permission to receive Navigator check-ins outside of the school day through a phone or Microsoft Teams call from your student's assigned Navigator. MNPS does not have my permission for my student to participate in the Navigator program.

Student Signature _____ Date _____

Parent or Guardian Signature _____ Date _____

- To see which students have been opted out of the Navigator Program, school users can run an ad hoc report in Campus entitled **Release Consent Opt Out - Navigator – D**.
- When a student transfers in from another district school, the Lead Navigator should either run the ad hoc report or look at the student’s tab to make sure they have not been opted out of participation.



Scripts for Monthly Navigator Check-Ins [Optional]

These scripts are a guide, so please adjust to make them appropriate for the student. They are provided to lower the preparation required by the Navigator. Each week there are required questions as we check in on students’ basic needs, well-being and needed supports. Other questions are optional, and Navigators are encouraged to customize the script. Remember the goal is to build relationships and connections with our students.

Optional Questions Related To: Getting to Know You, Technology Access, Food Needs, Census Information

- Explain the Navigator role if needed.
My name is _____. I will be serving as your Navigator this school year. We want to make sure you have what you need to be successful this year, so I’ll be checking in with you every month or so to be a point of contact for you, build relationships and connections, ask you questions, answer your questions, and provide other supports. I’m excited to get to (or continue to get to) know you this year.
- Ask the student to share some information about themselves. Share information about yourself.
- If the student is new to the district or country: Welcome to Nashville. We are so glad you are here. Last year was a challenging school year. What was your experience like?

Optional questions that can be used during monthly check-ins with students:

- How are you feeling about the coming year?
- Is there anything you’re worried about?
- Do you have reliable internet access to do any work/homework from home?

- Are you receiving information from the school and MNPS? [Note: If family is non-English background, make sure they are receiving information in language needed.]
- [School-based question if needed]: Can you verify your contact information? [Address, home phone, cell phone, email address, etc.] If new contact information is provided, it should be shared so that it can be entered into Infinite Campus.
- Nutrition Check-in: How many meals do you eat a day?
- What are some things you like to do outside of school?
- What subjects do you like best?
- What's something you're looking forward to this year?

Option Questions Related To: Getting to Know You, Housing and Basic Needs

- How are you doing today? [What emoji, word or phrase describes how you are feeling today?]
- Share some other information about yourself (personal likes and dislikes) and ask the student to do the same:
- What are some of your goals for this year? Why those goals?
- Do you have what you need for learning at home? [internet, computer, materials, supplies]
- The following questions are about housing. They are to make sure you and your family are connected to the supports you need. This information will not be used for any other purpose and won't be shared outside of MNPS.
 - Can you tell me about the place where you live?
 - Is that a: House or Apartment? Hotel? Shelter?
 - Is that a place where just your family lives or do you live with other people?

Note to Navigator: Based on these responses proceed as follows:

- If the student reports that they live in a hotel or shelter, email that information along with their name, ID number and school name to catherine.knowles@mnps.org, Homeless Education Program Coordinator. Please also notify the school counselor as this information may have already been submitted to our HERO Department.
- If the student reports that they live with people other than their family, email that information along with their name, ID number and school name to catherine.knowles@mnps.org.
- If it sounds like someone has an urgent housing need, please complete the [Collaborative Referral](#).

Optional Questions Related To: Academic Check-in

- How are you today?
 - What is a song title that describes how you feel in this moment?
- Continue to build a relationship by sharing more about you and asking to learn more about the student.
 - Since you last met, share one thing you did that you were proud of.
 - Since you last met, share one thing that challenged you and how you overcame it.
- What is the typical routine for you on a school day?
- Where do you do your schoolwork? Is it quiet?
- Do you have the materials you need to complete your schoolwork?
- Discuss with student/family setting up the workspace at home.
- See Resources on pp.
- Follow-up on any questions from last check-in and noted in survey.

Additional Optional Questions:

- Has anything changed since we talked last week?
- What is one thing you wish you had help with right now?
- What kinds of things do you do when you aren't doing schoolwork or in class?
- What is something you'd like to learn or do outside of school?
- Remember to follow-up on any items from previous check-ins.
- If your mood were the weather, what would it be?
- Remember to follow-up on any items from previous check-ins.
- Think of your "high and low" for the day. A "high" is the best thing that you experienced during the day, and the low is the worst thing that you experienced, or a challenge you had during today.
 - [Give them a chance to think, then share. They can choose to explain and elaborate on their feelings, or not. When they are sharing their response to a challenge they faced, ask them to think through how they solved that problem, or how they will solve it next time. As you are comfortable, share your own answer.]
- As you reflect on your day (highs and lows), think about the people who were part of what you experienced today. Relationships matter in school. I imagine that almost everyone can recall a positive relationship with a teacher, coach, or mentor. Take a moment to picture that significant adult, someone who made a positive impact in your life, someone who inspired you to learn or reach farther than you thought possible. Take a few minutes to share who that person was and share what they did to motivate you.

More General Resources:

Tips:

1. Check-in or follow-up on key areas of need noted in previous check-ins. Some students and families are facing changing circumstances, so it is important to ask about areas of need in case circumstances have changed and a need is emerging.
2. Check in on academic supports and progress. Support students in goal setting and staying on track.
3. Provide space for the student to ask questions and share about themselves. As you are comfortable, share about yourself. The most supportive relationships are built on reciprocal communication.
4. Use the survey to record notes to track check-ins, noting areas of follow-up.
5. Don't forget to click the box at the end of the survey to make sure you receive a copy of survey submissions for your records.
6. If you are unable to reach a student for two consecutive check-ins, make sure to inform the Navigator Leadership team at your school.

Phrases from [CASEL](#) to draw upon as needed:

- Probe: "Tell me more about that." "What does that look like?" "I want to make sure I understand what you're saying. Can you explain a little more?"
- Communicate care and a calm emotional state: "Your teachers care a lot about your success." "Your teachers all want to make sure you're getting your needs met."

- Validate emotions: “That must be so difficult. I see you and I’m here for you.” “I can only imagine how much that impacts you.”
- Stay solution-oriented: “It sounds like a lot has been happening that is out of your control, and that sounds really frustrating. What are some things you do have control over – something small you can do to start to make things better?”
- Wind down the conversation: “You’ve given me some things to think about. I’m going to take some time to process what you shared, and we’ll make some time to talk again in a few days.
 - For example, if you’re angry it could be a thunderstorm, or if you’re happy it could be sunny. Give them a chance to think, then share their mood. They can choose to explain and elaborate on their feelings, or not. Share your own answer.]
- Share a picture of something that inspires you to do/be better each day. Explain why you chose that picture. It may a picture of your family, a place you love to go to think, a loved pet, or something you are hoping to achieve in the future.
- What concerns do you have that might limit your ability to engage in learning activities over the next few weeks? What can you do to be proactive in handling the situation as best as you can? Is there someone you will need to ask for help?

Notes to Navigator Leadership Team:

Student School Attire (SSA) Support:

We are anticipating a need for assistance with standard school attire (SSA) as students return to in-person learning. Community Achieves will leverage internal & external resources to help meet that need. As you learn of student SSA needs, please contact your school counselor and/or social worker who will use [REDACTED] to make a request for clothing assistance.

Cluster Support Hubs:

MNPS continues to provide virtual help centers- now called Cluster Support Hubs- to support our students and families. Do you need in-person help with your computer or WiFi hotspot? Do you need help logging in to Microsoft Teams or Schoology? Do you have any questions about using the technology for learning?

To support students who are still learning virtually, MNPS has outdoor virtual learning support centers at four different locations from 9 a.m. to 3 p.m. Monday through Friday.

- Glencliff High School,
- Hillwood High School
- Maplewood High School
- Pearl-Cohn High School

Safety Requirements: To keep our staff, students, and families safe, everyone in attendance must wear a mask, and maintain social distance.

Questions? Call the Family Information Center at [REDACTED]

Resources:

Click the [Collaborative Referral](#) link for detailed guidance on completing and submitting a Collaborative Referral.



Collaborative Referral Form

Date Completed:
Click or tap to enter a date.

Section 1: Student Information				
First Name	Last Name	Student ID	Grade <small>Choose an item.</small>	
School	Cluster <small>Choose an item.</small>	Date of Birth	Referring Staff Name	Position
Parent Name		Contact # and/or email		

Section 2: The student requires additional support in these areas: (check up to 3 top concerns)		
Crisis, Safety, Health, & Wellness (Requires immediate attention)	Relationship Skills	Social Awareness
<p>Student is NOT to be left alone. <i>Verbally contact the school counselor, psychologist, social worker, or administrator for immediate attention. Provide completed copy of referral.</i></p> <p><input type="checkbox"/> Suicidal ideation <input type="checkbox"/> Threats to others <input type="checkbox"/> Self – harm (cutting, burning, scratching, sharp objects to penetrate skin)</p> <p>For any items checked below, include details on page 2.</p> <p><input type="checkbox"/> Bullying (YOU must report to admin per district policy within 24 hours) <input type="checkbox"/> Indications of abuse/neglect (YOU must report to DCS within 24 hours) <input type="checkbox"/> Resources needed: <input type="checkbox"/> Food <input type="checkbox"/> Housing <input type="checkbox"/> Medical <input type="checkbox"/> Clothing <input type="checkbox"/> Other <input type="checkbox"/> Sexual health services needed <input type="checkbox"/> Experiencing adversity/trauma (e.g. grief, divorce, changing families) <input type="checkbox"/> Substance use suspected <input type="checkbox"/> Restraint (CPI) implemented (follow district reporting guidelines)</p> <hr/> <p>Are there academic concerns for this student? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Are there behavioral concerns for this student? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Communication <input type="checkbox"/> Social engagement/ participation <input type="checkbox"/> Resolving conflicts <input type="checkbox"/> Working collaboratively <input type="checkbox"/> Listening Skills <input type="checkbox"/> Resisting inappropriate social pressure <input type="checkbox"/> Seeking and accepting help <input type="checkbox"/> Building relationships with diverse individuals/groups</p>	<p><input type="checkbox"/> Respecting others <input type="checkbox"/> Showing empathy for others <input type="checkbox"/> Self-advocacy <input type="checkbox"/> Understanding social and ethical norms for behavior <input type="checkbox"/> Socially appropriate responses to peers <input type="checkbox"/> Understanding the viewpoint of others (<i>including diverse backgrounds and cultures</i>) <input type="checkbox"/> Recognizing family, school, and community resources and supports</p>
	Responsible Decision-Making	Self-Management
	<p><input type="checkbox"/> Identifying problems <input type="checkbox"/> Solving problems <input type="checkbox"/> Ethical responsibility <input type="checkbox"/> Critical thinking <input type="checkbox"/> Attendance <input type="checkbox"/> Considering well-being of self or others <input type="checkbox"/> Understanding and accepting consequences</p>	<p><input type="checkbox"/> Perseverance <input type="checkbox"/> Attention to task <input type="checkbox"/> Anger management <input type="checkbox"/> Controlling aggression <input type="checkbox"/> Self-motivation <input type="checkbox"/> Managing stress/anxiety <input type="checkbox"/> Impulse control <input type="checkbox"/> Following directions <input type="checkbox"/> Regulating emotions/ thoughts/ behaviors <input type="checkbox"/> Organizational skills <input type="checkbox"/> Goal setting</p>
	Self-Awareness	
	<p><input type="checkbox"/> Identifying emotions, thoughts, and values <input type="checkbox"/> Self-perception/identity <input type="checkbox"/> Recognizing strength/ limitations <input type="checkbox"/> Sense of self-confidence <input type="checkbox"/> Sense of optimism & growth <input type="checkbox"/> Self-efficacy</p>	

Section 3: Other Relevant Student Information and Supports

1. If items were checked in "Crisis, Safety, Health & Wellness" box, please provide relevant details:

2. Tier 1 supports implemented without consistent success (i.e. proximity, access to Peace Corner, embedded breaks, non-contingent attention, etc.). Please list.

3. Tier 2 or 3 supports (academic or behavior) previously attempted. Please list and attach data.

4. Parent collaboration/engagement. Describe interactions.

5. Where does the student do best and where does the student struggle the most?

6. Student strengths/interests/extra-curricular activities.

7. Any known current or previous diagnoses.

MTSS-B DATA TEAM USE ONLY

Academic concerns? Yes No

If yes, attach grades.

Tier: Choose an item. Subject:

Behavioral concerns? Yes No

If yes, provide the following information:

Total absences: # Office Referrals

#ISS/OSS Days:

Referral assign to:

- | | | | |
|---|--|--|-------------------------------------|
| <input type="checkbox"/> School Counselor | <input type="checkbox"/> Behavior Analyst | <input type="checkbox"/> School Attendance Team | <input type="checkbox"/> Vanderbilt |
| <input type="checkbox"/> School Social Worker | <input type="checkbox"/> Centerstone | <input type="checkbox"/> STARS | <input type="checkbox"/> Other: |
| <input type="checkbox"/> School Psychologist | <input type="checkbox"/> CIS | <input type="checkbox"/> Student Health Services | |
| <input type="checkbox"/> School Nurse | <input type="checkbox"/> Drug Education Office | <input type="checkbox"/> Trauma Specialist | |

Assignment date: Click or tap to enter a date.

- Email this referral to the assigned staff person and cc: central.intake@mnps.org
 - Document referral on S & I page of Infinite Campus
 - Confirm parent/guardian name and contact # are included at top of form

Translation Services

Translation services are available for Navigators and/or families:

EL Office: [REDACTED]

The Office of Translation and Interpretation Services should be your first point of contact.

- Reach out to your school's assigned Parent Outreach Translator. If you do not know if your school has an assigned Parent Outreach Translator, email [REDACTED]
 - Based on the current workload, the translator will determine if they can accommodate the request or if outside resources need to be utilized for this specific request.
- If you do not have an assigned Parent Outreach Translator, please send your request to translation@mnps.org. Our team will determine if one of the translators can assist or if outside resources need to be utilized to complete the call.

Outside resources:

- MNPS utilizes an outside resource (vendor) to provide telephonic interpretation when MNPS translation services are not available. The vendor is [REDACTED].
- [REDACTED] has a dedicated line for MNPS: [REDACTED]. Please make sure you know which language(s) is needed, as this is the first question the operator will ask.
- This service costs \$0.89/minute. Ensuring that the Office of Translation and Interpretation Services is your first point of contact will minimize the cost to MNPS.

In addition, translated scripts and other materials are available on the Navigator SharePoint site.

Suicidal Ideation Guidance

MNPS After-Hours Crisis Response Guidance Document

What to do during school hours if someone discloses suicidal thoughts or intentions:

Act IMMEDIATELY and do not notify anyone by email about a student or adult in crisis, or in danger of harming themselves, as the person you send it to may not read it in time to respond.

MNPS is privileged to have an abundance of support personnel trained to respond and intervene when our own students and adults are in crisis. If you become aware of students or adults who have disclosed suicidal thoughts or intentions during school hours, please do not leave the student/adult alone **and** immediately notify (by phone or in person) the school counselor, school social worker or school psychologist **and** your building administrator. MNPS has a Suicide and Self-harming policy in place that includes a specific protocol to address students in crisis (6.415).

If a student is enrolled as a **Virtual Learning** student, educators and support personnel should always verify the student's address and emergency contact information at the beginning of each phone/video call. If a student discloses suicidal thoughts and intentions, please **do not hang up or end the video call with the student**, but request to speak with a parent or guardian. If a parent/guardian is unavailable, please notify the emergency contact provided at the beginning of the call. If a parent/caretaker is not available, then IMMEDIATELY contact 911, share your concerns for the student, ask

for a Welfare Check and provide the address given to you at the beginning of the call/video. Afterwards, notify the school administrator and school counselor/social worker to share all pertinent information related to the incident.

What to do after school hours if someone discloses suicidal thoughts or intentions:

Act IMMEDIATELY and do not notify anyone by email about a student or adult in crisis, or in danger of harming themselves, as the person you send it to may not read it in time to respond.

If you become aware that a student or colleague has suicidal ideations after school hours, try to obtain their location/current address, **call 911 IMMEDIATELY**, and utilize Infinite Campus to access the student summary information for contact numbers for a parent/guardian. Afterwards, notify the school administrator and school counselor & social worker to share all pertinent information related to the incident.

For more information about Suicide Awareness and Prevention, please visit the [Tennessee Suicide Prevention Network](#).

What to do after school hours if you suspect abuse or neglect or that a student is in imminent danger:

If you suspect child abuse or neglect, please contact the local Department of Children Services at 1-877-237-0004.

If you feel a student is in imminent danger, **contact 911 IMMEDIATELY** and request a welfare check on the student. If the student has given you their current address/location, use that information. Otherwise, please look on the Infinite Campus Summary page to obtain it.

For questions and more information regarding MNPS Suicide and Self-harming policy and procedure, please contact megan.cusson-lark@mnps.org or demonica.coverson@mnps.org

MNPS Community Resource Guide: <https://www.mnps.org/community-resource-guide>

Referrals and Resources for Handle with Care during COVID

Information Hotline: Metro Public Health Department COVID-19 Information HOTLINE: (615) 862-7777. It is available from 7 AM to 7 PM 7 days a week.

Victim and Crisis Assistance:

- Family Safety Center – Call-in or Walk-in services to assist with free and confidential referrals and services from a variety of providers for increasing the safety of victims of domestic and sexual violence, child and elder abuse, and human trafficking (including Order of Protection Assistance, Safety Planning, and Referrals including safe housing options).
 - Located at 610 Murfreesboro Pike for walk-in services (for urgent needs)
 - Call (615) 880-1100 for Remote Advocacy from 9am-5pm
 - Email: [REDACTED]

Life Threatening Crisis: Dial 911

Mental Health Crisis:

- Mobile Crisis line at (615) 726-0125
- Crisis Center at (615) 244-7444
- TN Statewide Crisis Hotline at [REDACTED]
- Text “TN” to 741741 to reach the [Crisis Text Line](#) and to immediately be connected to a trained crisis counselor 24/7. Click this link to learn about the [Crisis Text Line](#)

- Mental Health Cooperative at [REDACTED]
- Middle TN Mental Health Institute (ages 18 and up) at [REDACTED]
- Parthenon Pavilion (ages 13 and up) at [REDACTED]
- Psychiatric Center @ Summit Medical Center (ages 18 and up) at [REDACTED]
- Skyline Madison Campus (ages 13 and up) at [REDACTED]
- Vanderbilt Psychiatric Hospital (ages 4 and up) at [REDACTED]
- Youth Villages at [REDACTED]
- Go [HERE](#) for free, anonymous, evidence-based screenings for anxiety, depression, trauma, etc. Parents can take a screening to determine if their children are showing symptoms of depression or anxiety. The back-end of the screenings provides local resources and do-it-yourself exercises to help.
- Helpful resources from Mental Health America: <https://mhanational.org/mental-health-month>. It includes some **COVID-19** bonus materials.

⚠ If you, or someone you know, are experiencing thoughts of suicide, please know that you are not alone and contact:

- The [Suicide Prevention Lifeline](#) number is 800-273-TALK (8255). If preferred, you can go to the website and participate in a chat feature.

What to do if you are on the call with a student that expresses suicidal ideation (we will not be performing the suicide screener via teleconferencing):

1. While on the phone with the student request to speak with a parent/guardian/adult.
2. Contact the parent/guardian to inform them of the crises and share community resources to obtain support and/or walk them through the process.
3. If the student/situation presents imminent danger, contact 911 immediately.
4. If the student/situation does not present as imminent, but the student had disclosed a plan, contact Mobile Crisis at [REDACTED].

Mobile Crisis is fully operational:

The 24/7 Crisis Triage Phone Line ([REDACTED]) is available to triage situations and offer consultation.

- The 24/7 Youth Walk In Center at 275 Cumberland Bend Suite 237 is open for face to face crisis evaluations.
- The Youth Crisis Team is still able to do face to face community calls when needed.
- The Youth Crisis Team is completing crisis assessments at ER's via telehealth.

Child Abuse:

- [Prevent Child Abuse Tennessee](#)
- [Parent Helpline](#): 1-800-CHILDREN
- [Domestic Violence Helpline](#): 1-800-356-6767
- TN Child Abuse Hotline: [REDACTED]
 - Online Referrals [REDACTED]
- YWCA Nashville
 - Crisis Line: [REDACTED]
 - Text Line: [REDACTED]

Addiction:

- The [Tennessee REDLINE](#), [800-889-9789](tel:800-889-9789), is a toll-free information and referral line open 24 hours per day, 7 days a week, providing accurate, up-to-date alcohol, drug, problem gambling, and other addiction information and referrals to all citizens of Tennessee at their request. The Redline provides referrals for Co-Occurring Alcohol and Drug disorders that arise along with Mental Health disorders. Treatment and other [Suicide](#) program referrals are made on the REDLINE. Callers are provided with at least 3 referral sources when possible. The REDLINE staff does not provide therapy or counseling with the caller or substance abuser but gives them the information to put them in touch with someone who will provide a diagnosis, prognosis or assessment of the mental or physical health of the substance user/abuser. The REDLINE strives to provide the caller with specific referrals based on their stated needs.

Food Assistance:

- MNPS Family Food box distribution sites when MNPS is operating virtually.
- **Every Wednesday (while supplies last)**
- Antioch High School 12:00 pm
- Glencliff High 12:00 pm
- Haywood 11:30 am
- Hillwood 10:30 am
- JE Moss 11:00 am
- McGavock 11:00 am
- Every Thursday (while supplies last)
- Pearl-Cohn/Westwood Baptist Church 4:00 pm.
- To find out about bus routes that will have meals for students click [\[redacted\]](#) You will also find info about Supply Kits and Book delivery on the link.
- Click the following link <https://www.onegenaway.com/> to see Davidson County Info for drive thru food distribution: April 18, 24 & 25th
- Second Harvest Food Bank Locations (please call these locations first to ensure their availability):
 - **East Nashville Co-Op**
 - **Salvation Army Magness Potter Center**
 - **Olivet Missionary Baptist Church**
 - **St. Philip's Episcopal Church**
 - **Christian Cooperative Ministry**
 - **Inspiritus (formerly St. Paul's)**
 - **Martha O Bryan Center**
 - **Hamilton United Methodist Church**
 - **Second Harvest Food Bank of Middle TN:**
 - **TN Food Pantries**

Financial Assistance:

- [Tennessee Justice Center's website](#) (scroll to the bottom for resources)
- Emergency cash assistance funded by TANF (in addition to unemployment benefits) for families impacted by COVID-19: Apply online at https://tdhs.service-now.com/relief?id=relief_registration (call special hotline to check status: 1-833-496-0661)
 - Two monthly cash payments with cash benefit levels at \$500 for a household of 1-2 persons; \$750 for a household of 3-4 persons; \$1000 for a household of 5 or more persons

- FAQs: <https://www.tn.gov/content/dam/tn/human-services/documents/DHS%20FAQs%20Emergency%20Cash%20Assistance.pdf>

Disaster Helpline:

- The SAMHSA-sponsored Helpline offers counseling to those affected by human-caused and natural disasters. If you or someone you know has been affected by a disaster and needs immediate assistance, please call this toll-free number for information, support, and counseling. You will be connected to the nearest crisis center.
 - 800-985-5990 or Text **TN** or **TalkWithUs** to 66746
 - TTY for Deaf/Hearing Impaired: 800-846-8517

Health Care:

- The “My Health Care Home” website directs Middle Tennesseans to their nearest charitable clinic (i.e., Matthew Walker, Neighborhood Health, Neighborhood Health, etc.). It includes prescription discounts, screenings, and more information at [REDACTED]

Parenting Support:

- [The Family Center](#)
- [Prevent Child Abuse Tennessee](#)
- **Tennessee Resources for Single Mothers:** <https://singlemothersgrants.org/single-mothers-assistance-in-tennessee/>

Immigrant Families:

Conexion Americas: [REDACTED]

Tennessee Immigrant Refugee Rights Coalition: [REDACTED]



Are you in a Housing Crisis?

A housing crisis is anything that makes it hard for you to get housing or stay housed.

If you think you might be in a housing crisis, but you're not sure, call or walk in to one of the agencies listed on this flyer.

What is Coordinated Entry?

Coordinated Entry makes it easier for you to find housing and support services. By having your information in Coordinated Entry, service providers will know you're in a housing crisis.

Coordinated Entry is not a housing program. Having your information in Coordinated Entry does not guarantee housing or services, but it can make the process quicker and easier.

How do you get connected to Coordinated Entry?

Walk into: Metro Social Services
800 2nd Ave. N. Nashville, TN 37210
or call: 1(615) 862-6444

Do you need Emergency Shelter tonight?

The only walk-in emergency shelter in Nashville Davidson Co. for women and minor children is Nashville Rescue Mission's Women's Campus.

Location: 1716 Rosa L. Parks Blvd.
Nashville, TN 37208
Phone: 1(615) 312-1574

Family Shelter available through Coordinated Entry

Salvation Army Family Shelter and Safe Haven Family Shelter only take referrals from a wait list. To get on the wait list, a family needs to connect to Coordinated Entry.

Domestic Violence Resources

If you are fleeing Domestic Violence

Walk Into: The Family Safety Center
Location: 610 Murfreesboro Pike
Nashville, TN 37210
Phone: (615) 955-0620

Domestic Violence Emergency Shelters

YWCA 24/7 Crisis Line:
1-800-334-4628 or
TEXT 615-983-5170

Morning Star Sanctuary 24/7 Crisis Line:
615-860-0003

Supporting Learning at Home

Tips for Families for Supporting their Student's Emotional Wellness (from MNPS Family and Community Engagement)

Elementary Age

- Encourage children to communicate their feelings and emotions. Consider talking while on walks, creating a journal to pass notes back and forth, or even have them record videos or send texts on your phone.
- Try and establish a regular routine and schedule at home. Kids are reassured by structure and predictability.
- Give kids choices, as much as possible. You may not be able to visit friends or go to the movies, but you can pick which game to play or which show to watch.
- Help kids keep in touch with friends and family members by phone, e-mail, FaceTime, Zoom, Skype, Duo, Facebook, Instagram, etc.
- If kids have questions about COVID-19 or about why you're sheltering in place, answer them honestly, using words and concepts they can understand.

Peace Corners are used in many MNPS classrooms. Consider having your child help you create one at home for times when they need help handling big feelings.

- Peace Corners are spaces that help children feel safe and help them feel more in control. Peace Corners are not the same things as time out and should not be used for discipline.
- Have your child help you create a list of things that can help them when they are having a hard time.
- Work together to put those items in the Peace Corner and have your child practice using those tools when they are not upset.
- Some items to consider might be:
 - A stuffed animal to hug
 - A journal and pencil to write out feelings
 - A pinwheel to spin by blowing deep calming breaths
 - Lotion with a calming scent to relax
 - A stress ball or pillow to squeeze to let out anger
 - Coloring pages and crayons to help refocus

Middle & High School Age

- Listen and keep lines of communication open when teens want to talk.

- Check in regularly by asking your teen how they are feeling. Even if they don't open up in that moment these are good reminders to them that you care and will listen when they are ready.
- Avoid making comments that minimize their feelings. "Teen problems" are real to them, because they are their problems.
- Be empathetic. The teen years are a time when connection with friends is very important. Validate your child's feelings regarding missed parties, celebrations, and regular hangouts.
- Encourage teens to choose something new to learn about. It could be a career choice, hobby, college they want to look into, or a game/craft.
- Often teens like to hibernate in their rooms. Encourage them to find ways to stay active during this time. Being active impacts not only physical health but also mood and overall wellness. You might suggest going for walks, finding workouts on Youtube, or even trying out a few TikTok dances.

Tips for Creating Space at Home for Learning

During these uncertain times, one of our greatest adjustments is supporting our children in distance learning.

One thing that can be helpful is to create a designated space for schoolwork to happen.

This space does not have to look like the classroom and it does not have to be magazine perfect.

Mostly, you want to create a space for your child to feel comfortable, be able to focus, and have access to materials they need to use.

Tips for Creating Space:

- Ask your child for input
- Think about tech— is it WiFi accessible? Is there an outlet nearby?
- Lighting— a lamp, a string of twinkle lights? Fun and function!
- Location— consider your child's age and the traffic in the area
- Personalize it— try adding pictures or displaying your child's work
- If outside is an option— use it as an alternative school space
- Be flexible—the space you create may need to be adjusted
- These are unusual times. We can all only do our best.

Creating your at-home learning space together can be fun and can increase your child's use of the area.

- Ask your child to write down the things that are important to them for the space. Read the list together. Use it to plan the space.
- Does your child prefer to share space with other children in the home or work alone? Which of these works best for the household?
- Can different areas be used at different times? One area for each subject?
- Think together about ways to keep technology safe from spills or falls.
- Is outside an option for physical activity and/or working on assignments?