

DELETE THIS BOX BEFORE SENDING. How to use this letter

- **Who sends it:** the principal or the counseling office, on school letterhead, through the school's usual family email or app. Post it on the school website too.
- **When:** one to three weeks before the assembly. Set the opt-out deadline three school days before, with a morning-of phone option for late opt-outs.
- **Swap in:** everything in [brackets], plus the paragraph for the talk you booked (in the second box, after the letter). Name only the losses that are in that talk.
- **Survey line:** keep it only if the school approved the survey. Some districts require written consent rather than opt-out for student surveys, so check district policy first.
- **Translations:** send it in every language your families use.
- **Scheduling:** don't hold The Weight You're Carrying or I Walked the Hallways Alone in the last period of the day. Students need time to reach a counselor.
- **Opt-outs:** have a supervised place ready, with a staff member.

Subject: Assembly on [date]: [topic, such as "stress and mental health"] with speaker Chad Kempel, and how to talk about it at home

Dear [School name] families,

On [day, date], our [grades] students will hear from speaker Chad Kempel during [period]. [Paste the paragraph for the talk you booked.]

Chad holds an MA in Experimental Psychology, taught psychology and statistics at San Jose State University, and set four Guinness World Records pushing his quintuplets in a stroller. We chose this assembly because [one sentence, such as "we want every student to know where to go when something feels too heavy"].

How we prepared. Some of the talk is heavy. Our counselors reviewed Chad's outline against national safe-messaging guidelines, and he meets with them before the assembly. He doesn't describe how anyone died and uses no graphic images. He tells students about the 988 Suicide and Crisis Lifeline (call or text 988) and where to find our counselors that day.

During and after. Any student may step out during the talk, no questions asked. A counselor will be at the door, and [room] is open all day. Counselors will hold drop-in time on [days]. If your student has recently lost someone or is going through a hard time, please call [counselor] at [phone]. We can prepare them ahead of time, seat them near a counselor, or excuse them.

See it first. You're welcome to read the talk outline and handout before the assembly, or to sit in. Contact [name] at [email].

Talk about it at home. Try: "What stuck with you?" "Did anything worry you?" "Who at school would you go to if you needed help?" Teachers will use follow-up questions in class the next morning.

[Keep only if approved: Afterward, students may answer a one-minute anonymous survey with three questions: whether they know where to go at school for help, one tool they'll use, and whether other schools should bring in this talk. No names, email addresses or phone numbers. Results are reported only as totals. You may excuse your student from the survey alone. The questions are at chadkempel.com/docs.]

Opting out. If we don't hear from you, your student will attend. To opt out, reply to this email or return the slip by [date]. After that, call the office by [time] the morning of. Your student will spend the assembly in [supervised location] with [staff member]. No reason needed.

This letter is available in [languages]. For an interpreter, call [number].

Questions? Contact me at [email or phone], or our counseling office at [phone].

Thank you,

[Principal name], [Title], [School name]

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Anything Is Possible (resilience and goals): Students learn that a setback is information, not a verdict. Chad tells how a kid who froze in a locker room went on to set four world records, including the two public misses that came first. Every student leaves with a goal card to fill in that night. [If this talk includes a loss, name it here.]

The Weight You're Carrying (stress and mental health): Students get plain names for four things they may already feel, like the freeze response and why stress comes out sideways, and one small tool for each they can use the same night. Chad talks about losing his infant twin sons and a close friend who struggled with addiction and died by suicide. Students get a personal sheet to keep, and parents are welcome to preview it.

I Walked the Hallways Alone (belonging and bullying): Chad talks about walking the halls alone, and why most students who see bullying stay quiet even when they want to help. He also talks about a close friend who died by suicide, and what he learned about checking on people who drift away. The talk ends with one request: tomorrow, sit next to someone who's sitting alone.

If you're worried about your student

- **Watch for** big changes in sleep, eating, friends or mood, pulling away, giving things away, or talk of being a burden or wanting to die.
- **Ask directly:** "Are you thinking about suicide?" Asking does not put the idea in their head.
- **Listen** without panic or judgment, and stay with them.
- **Get help:** call or text 988 any time (for Spanish, press 2 or text AYUDA to 988). In danger right now, call 911. At school: [counselor name, phone]. Local: [county crisis line], [nearest emergency room], [community clinic].



Opt-out slip

Return to [office or teacher] by [date] only if you want your student excused.

Student name

Grade

Parent or guardian name

Signature

Date

- ☐ Please excuse my student from the assembly.
- ☐ Please excuse my student from the survey only.
- ☐ Please have a counselor call me.