

# Behavioral Health Recovery Plan

*A guide to supporting staff and students  
following a critical incident and traumatic event*

A decorative graphic consisting of several light blue, flowing, curved lines that swirl and curve across the bottom right portion of the page, creating a sense of movement and recovery.



## Acknowledgments

This Behavioral Health Recovery Plan is intended for districts [in Multnomah County] who are interested in enhancing school communities so that they are places where students, families and staff can experience resiliency and healing following a critical incident. This document is intended to be used in tandem with an active process of assessment, engagement and shared learning with school communities so that it is localized and relevant. While this document outlines national best practice in recovering from a critical incident, individual school communities will ultimately require customization to be truly responsive to their students, family and staff.

This document represents the collaborative work of educators and community partners to provide school districts and schools with a guide to support staff and students following a critical incident and traumatic event. It is the result of a process with Centennial, David Douglas, Gresham-Barlow, Parkrose, Portland Public and Reynolds school districts, the Multnomah Education Service District and Multnomah County. Reference materials produced by members of the New Hampshire Disaster Behavioral Health Response Team (DBHRT) were directly and widely incorporated throughout this document and the collaborators gratefully acknowledge the work, publications, and leadership of these agencies. In the same spirit, this plan in whole or part is available for use by other agencies.

Thanks to the school districts and partners for their contributions to The Plan.



## The MOU Operations Team 2015-2017

Lori Silverman, Centennial SD  
Barbara Kienle, David Douglas SD  
Florence Protopapas, David Douglas SD  
Janell Black, Gresham-Barlow SD  
John Koch, Gresham-Barlow SD  
Erin Fairchild, Multnomah County Defending Childhood Initiative  
Kate Gigler, Multnomah County Defending Childhood Initiative  
Sonja Miller, Multnomah County Mental Health & Addiction Services Division  
Joni Tolon, Multnomah Education Service District  
Todd Greaves, Multnomah Education Service District  
Kathy Keim-Robinson, Parkrose SD  
Tammy Jackson, PPS  
Deb Miller, Reynolds SD  
Kristen England, Reynolds SD  
Michelle Murer, Reynolds SD  
Lorena Campbell, East County School Districts

Special thanks to Sonali Balajee and Kate Gigler for leading the equity review and to Alice Busch, Multnomah County Emergency Management for her guidance and leadership in developing the Plan. Additional special thanks to Sonja Miller for contributing her expertise and championship of this work.

With thanks to Jennifer Schirmer, Disaster Behavioral Health Coordinator, State of New Hampshire. (603) 271-9454 or (603) 419-0074 or [Jennifer.Schirmer@dhhs.state.nh.us](mailto:Jennifer.Schirmer@dhhs.state.nh.us)

This document can be found electronically at:

<http://www.mesd.k12.or.us/Page/822>

### Contact Information

Lorena Campbell  
Intergovernmental Liaison for East Multnomah County Schools  
[lorena\\_campbell@csd28j.org](mailto:lorena_campbell@csd28j.org)  
(503) 572-1483

## Table of Contents

Opening Statement .....	1
<b>Section 1:</b> Behavioral Health Planning .....	5
<b>Section 2:</b> Planning for Managing a Critical Incident .....	6
<b>Section 3:</b> Needs of Various Groups .....	8
<b>Section 4:</b> Organizing Behavioral Health Resources .....	10
<b>Section 5:</b> Strategic Assessment and Planning .....	11
<b>Section 6:</b> Structuring a Response .....	14
<b>Section 7:</b> Memorialization .....	18
<b>Section 8:</b> Working with Traumatized Staff .....	23
<b>Section 9:</b> Community Support Center .....	24

## Appendices

<b>Appendix A:</b> Critical Incident Assessment Tool .....	26
<b>Appendix B:</b> Checklists for District Leadership .....	28
<b>Appendix C:</b> Resources .....	30
<b>Appendix D:</b> Sample Memos to Faculty .....	31
<b>Appendix E:</b> Addressing Parental Concerns .....	34
<b>Appendix F:</b> After Action Review .....	40
<b>Appendix G:</b> Working with the Media .....	41
<b>Appendix H:</b> Military-Connected Kids in Schools .....	42
<b>Appendix I:</b> Suicide Considerations .....	48
<b>Appendix J:</b> Safe and Effective Messaging for Suicide Prevention .....	51
<b>Appendix K:</b> Community Resources .....	54
<b>Appendix L:</b> Helpful Websites .....	56
<b>Appendix M:</b> Sample Parent Letters and Scripts in Languages Other than English .....	57



# Behavioral Health Recovery Plan

*Centennial, David Douglas, Gresham-Barlow, Parkrose, PPS, and Reynolds School Districts*

## Opening Statement

At the foundation of every good recovery plan is a shared understanding of the potential physical and social emotional impacts of trauma and the ways in which each school community and their respective cultures, races and identities have experienced successful healing and resiliency. This shared understanding is achieved through activities that many schools do well: professional development for school staff, high-quality family engagement initiatives, and an ongoing recognition and celebration of the inherent strengths and protective factors unique to each school.

Each unique school community requires a recovery plan that acknowledges their uniqueness in terms of needs and context and responds in a manner that tosses aside a one-size fits all approach in favor of an assessment and planning process. The contributors of this plan aspire to a guiding document that is sufficiently inquiry-based to allow consideration of race, culture and identity and therefore achieve an equitable distribution of resources when it comes to recovering from a crisis.



## Making the case

No critical incident is the same and no impacted community is the same. While this plan describes the promising and best practices in behavioral health response planning, these responses can never ultimately be “one size fits all.” To be truly responsive to a community’s unique needs and history, responses must be offered within the context of relationships characterized by safety, equity and empowerment. These relationships are ideally built preventatively, before critical incidents occur, between school staff and the students, families and other school partners who comprise that community.

As part of a commitment to culturally responsive practice, the contributors to this plan encourage school communities to proactively ask: *How has your family or community experienced healing and resiliency in the past? What are the types of school experiences where you feel the most empowerment? Where are places in your school community where you feel you have the most voice and choice? Where in this school do you feel the safest?*

The contributors to this behavioral health response plan found the application of a race and equity lens to be helpful in organizing and centering this culturally responsive inquiry. They specifically used Multnomah County’s Equity and Empowerment Lens (Racial Justice Focus). The thirteen questions presented in this Lens are listed below, as well as interspersed into the Plan so that readers can see where and how specific questions might be used in planning.

Finally, while this plan focuses on “critical incidents,” the contributors would like to emphasize that no event occurs in isolation. Trauma is cumulative in its impact. When there is a new critical incident there is history that precedes it and a larger context within which that new incident is understood. That history and context may be shared, or not, by large groups within each school community and will result in big differences in how that event is interpreted or experienced as “traumatic.”

## Beliefs and Commitments

To summarize the above:

WE BELIEVE that students, families, staff and community members will respond to critical incident differently based on past experiences, culture, race and ethnicity, disability, socio economic status and community affiliation.

So... as responders WE COMMIT to resist a standardized approach and instead:

- Consider historical and community context
- Honor multiple perspectives and uniqueness
- Call upon the strengths of community members in the response; they are the experts in their own healing
- Empower students, families and other community members to choose what they need
- Provide a healing forum for the community
- Share control and decision making about a response with those most affected

## Equity and Empowerment Lens Questions

The Equity and Empowerment Lens (Racial Justice Focus). The wording of these questions has been edited slightly to reflect language more frequently used in school settings:

<p><b>People:</b></p> <ul style="list-style-type: none"><li>• Who is positively and negatively affected by this critical incident and how?</li><li>• How are students, family and staff differently situated in terms of the barriers to healing and resiliency?</li><li>• Consider physical, spiritual, emotional and contextual effects.</li></ul>	<p><b>Place:</b></p> <ul style="list-style-type: none"><li>• What kind of positive “place” are we creating?</li><li>• What kind of negative “place” are we creating?</li><li>• How are public resources and investments distributed across our building and district?</li></ul>
<p><b>Process:</b></p> <ul style="list-style-type: none"><li>• How are we meaningfully including or excluding people (communities of color) who are affected by this critical incident?</li><li>• What policies, processes and social relationships contribute to the exclusion of communities most affected by the inequities?</li><li>• Are there empowering processes at every human touch point?</li></ul>	<p><b>Power:</b></p> <ul style="list-style-type: none"><li>• What are the barriers to doing this equity and racial justice work?</li><li>• What are the benefits and burdens that communities may experience with this critical incident?</li><li>• Who is accountable?</li></ul>

## Definitions

**Race:** Race is a social—not biological—construct. We understand the term “race” to mean a racial or ethnic group that is generally recognized by society and often by government. When referring to those groups, we often use the terminology “people of color” or “communities of color” (or a name of the specific racial and / or ethnic group) and “white.” We also understand that racial and ethnic categories differ internationally, and that many of local communities are international communities. In some societies, ethnic, religious and caste groups are oppressed and racialized. These dynamics can occur even when the oppressed group is numerically in the majority. (Oregon Education Investment Board, Equity Lens).

**Culturally Responsive:** Recognize the diverse cultural characteristics of learners as assets. Culturally responsive teaching empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes. (Oregon Education Investment Board, Equity Lens).

**Community:** In this plan, the word community is used broadly to include students, their families, staff members, building neighbors, community partners and anyone else who affiliates in some way with the school or district.

**Trauma:** Any event, either acute or chronic, that overwhelms an individual's ability to cope due to lack of resources. A trauma may have significant, negative physical and social emotional impacts, and is most likely to be experienced as traumatic when it happens within the context of a relationship or physical place, like a school, that is perceived to be safe.

**Resilience:** The ability to respond to a critical incident in ways that strengthen community bonds, resources, and capacity to cope. The response should include processes or forums that facilitate empowerment, equity, voice and choice of community members.

## Section 1: Behavioral Health Planning

This behavioral health recovery plan includes information about aspects of critical incidents and defines who is available within the school and in the community to respond. It includes materials to inform the district and school's assessment and strategic response to critical incidents.

For the purposes of this document, a critical incident is any incident that might impact the emotional functioning of members of the school community. This includes students, faculty and parents. The International Critical Incident Stress Foundation (ICISF) defines a critical incident as a “stressor event that has the potential to lead to a crisis response in many individuals. This is the stimulus that sets the stage for a crisis response.”

Critical incidents do not always involve the death of a student, parent or faculty member. The most common critical incidents, however, include the serious illness or death of someone in the school or extended school community. Other incidents might include natural disasters such as an earthquake, flood, or ice storm that impacts the whole community as well as the school. Other events might include suicides, terrorist shootings or public health threats such as pandemic flu.

Most schools have access to school based mental health support staff such as counselors, guidance counselors, social workers, psychologists and nurses. These staff members generally do a great job managing routine situations. They can intervene, assess, and provide referrals to community resources. In some critical incidents, however, the emotional needs of the school might overwhelm the capacity of the school's mental health support staff who will most likely be impacted themselves.

The assessment process is a necessary first step in determining the appropriate response to a critical incident. Each school's ability to respond will vary depending on many factors—the nature of the event, the number of people involved, the resources within the school and the relationships the school has developed with external resources.

Schools often choose to develop relationships with their local community mental health centers or other behavioral health providers. *(See Appendix K: Community Resources).*

## Section 2: Planning for Managing a Critical Incident

Strategic planning is a key part of managing a response to a critical incident. At some level, a school is always in either the planning or response phase of crisis management. The following items are suggested behavioral health goals for a school community.

**How is the planning phase going to better integrate voices and priorities of communities of color?** What are strategies that the school currently uses to hear from communities who have historically been underrepresented in school planning? Are there any existing affinity groups—like a Black Family Night—that could be used to get input from families about what healing, safety and empowerment look like for them?

### Planning Phase

- Have a school or district-wide behavioral health recovery team in place
- Identify external community behavioral health resources and build relationships, paying particular attention to communities facing inequities before the crisis
- Provide faculty awareness and training in the areas of the emergency response plan, critical incident response roles and responsibilities, psychological first aid and suicide prevention and response
- Include behavioral health issues in school based exercises and drills
- Update faculty and community contact information regularly

## Response / Recovery Phase

- Ensure safety of students and staff
- Maintain stability of school operations
- Provide leadership, including planning and support for helpers
- Maintain consistency of information control
- Address the emotional needs and sense of connection, meaning, and purpose of students, parents, faculty and staff
- Request assistance when internal school or district resources are overwhelmed or insufficient to meet needs
- Promote sense of community and connectedness within the school
- Collaborate with external resources as determined based on need
- Continue to monitor the behavioral health needs of students and staff during the post-crisis period

## Section 3: Needs of Various Groups

Following a critical incident impacting a school, it is necessary to assess the needs, including behavioral health needs, of specific groups. The response to this event should consider these various needs as well as the general goals defined above. *By considering these needs in advance, chaos and spontaneous emotion-laden decisions can be avoided or minimized.*

### **Consider physical, spiritual, emotional and contextual effects.**

Individual awareness and wellbeing is composed of physical, spiritual and emotional domains. These areas will all need to be addressed over the course of an acute event. Moreover, individuals respond to critical events relationally; school communities should aim to reduce isolation and increase connection to others. This connection can be achieved through access to information, opportunity and space to meet with another trusted individual or meaningful routines and rituals.

### Common Needs of Everyone Affected

- Accurate Information about the event
- Permission and a place to grieve, as necessary
- Emotional support

### Administrator Needs

- Information about those directly affected
- System for contacting necessary crisis resources
- Strategy for responding to staff, student, parent, community and media requests

## Staff Needs

- Information about the school's response plan
- Preparation for students' responses
- Guidance in structuring the school activities, both in response to incident and resuming typical routines
- Identification of high-risk students
- Information about resources within the school and community for both the impacted building and all district staff members needing emotional support

## Student Needs

- Outreach, especially to those students most affected by the incident
- Notification of case workers or other agency points of contact assigned to students who are under supervision of the juvenile court or are in the custody of child welfare
- Information about resources within the school and community

## Parent Needs

- Knowledge that their children are safe
- Information about the school's response
- Information on preparing for their children's reactions and questions
- Opportunity to be of service in appropriate ways

## Community Needs (Depending on the Event)

- General information about how the school is managing the incident
- Opportunity to be of service in appropriate ways

## Section 4: Organizing Behavioral Health Resources

- Identify a Behavioral Health Response Team (SMART, Flight): Depending on the district, this team may be school based or district wide. Team assignment should take priority over other job assignments so that the team can convene quickly when necessary. The team leader will have the decision-making authority to coordinate assignments and to communicate with the school administrator.

*See Appendix B: Checklists for District Leadership*

**Who is accountable? What is your decision-making structure?** In the chaos that accompanies critical incidents it is often difficult to ascertain who is ultimately responsible for decision making. Planning and practice can establish that accountability. Establishing accountability is also helpful when the response does meet the needs of a specific community within a school; community members know where to focus their advocacy.

- Include behavioral health support as you organize, train and test your plan
- Familiarize staff with the emergency response plan
- Train all staff on issues related to prevention, intervention and response to critical incidents
- Build relationships with external behavioral health resources for use when overwhelmed

*See Appendix L: Helpful Websites*

## Section 5: Strategic Assessment and Planning

During a critical incident, there is often chaos and confusion, with the people needing support and others wanting to help. For that reason, it is critical to complete a strategic assessment. Take the time to assemble an appropriate team and gather information before moving forward with plans. *See Appendix A: Critical Incident Assessment Tools* for an assessment tool that may be helpful with this process.

## Assess Impact

The first step will be to confirm the event with law enforcement or other authorities or sources.

The next step will be to understand what has happened and who potentially may be impacted. Think creatively when listing those affected.

- There may be siblings in another school or committee members who worked with a teacher
- A coach or cafeteria worker may have been close to a child who died
- Identify past traumatic events of the school and community as they might impact the recovery process
- Consider emotional as well as physical injuries
- **Consider physical, spiritual and emotional, and contextual effects**

## Assess Internal Resources

Begin with the resources available within the affected school:

- The crisis leadership might include the school administration—superintendent and principal
- A critical incident team if one has been formed
- Mental health and nursing staff
- Make note of natural supports for the students affected, or a favorite teacher or coach

### **Are there empowering processes at every human touchpoint?**

Acute traumas are characterized by the unexpected taking of power and control. Relationships, particularly those established within a safe environment like school, have the potential to restore and share that lost power and control. School communities are encouraged to think more expansively of individuals who can provide that safety, control and empowerment including classified staff, culturally specific community-based providers, parent volunteers or neighbors.

## Access External Resources

Contact those community agencies that have a relationship with the school. These may include:

- Multnomah County Behavioral Health
- Multnomah County Emergency Management
- School-based Health Clinics
- Other agencies where relationships have been created like SUN, Child Welfare, Friends of the Children or other volunteer organizations

**How are public resources and investments distributed geographically?** Some schools have more of the formal partnerships described above than others. These resources are typically brokered at the district level *and* there should be a local dialogue within each school community about whether those services are culturally and linguistically responsive to the needs of each school in the case of an acute incident.

## Create a Strategic Plan

The leadership team will review the various goals, checklists and Section 6: Structuring a Response, section in this document. Use the information gathered in the assessment to create a plan to address the incident. Continue to monitor the needs of students, faculty and parents, and adjust plans as necessary to ensure an appropriate response. *See Appendix A: Critical Incident Assessment Tools.*

## Section 6: Structuring a Response

The planning of a response to a critical incident needs to happen immediately. The Plan will guide the school community through a very difficult and emotional time. The following outline is designed to help you address behavioral health considerations as you develop your response.

### Day 1

Immediately following the news of a critical incident, complete the School Assessment Tool in [Appendix A](#). Review the checklists for superintendent, principal, behavioral health response team and public information officer listed in [Appendix B](#). Identify someone to be the primary contact with the family.

Determine how the delivery of the news will happen in the school system. Individual classroom announcements to students following a teacher’s meeting are recommended. Conversely, announcements over the loudspeaker or large assembly notifications are **not** recommended. Be certain to have sufficient support staff to assist with the support of the students, faculty and parents. This may include both an Internal Team (employees of the school system / district) and an External Team (such as DBHRT, Community Agencies).

Set up designated rooms (Safe Rooms) for emotional support for students and a place for adults (parents and faculty). Provide emotional support to the students, faculty and parents.

**What kind of positive “place” are we creating? What kind of negative “place” are we creating?** Schools should solicit feedback from family and community members to establish a shared understanding of what “emotional support” looks like and how that can be carried out inside the school following an event (Safe Rooms or other environment). While mainstream counseling or therapeutic approaches might be included in that shared understanding, it might also include music, the presence of specific community members or culturally-based ritual.

Determine the day's schedule and adjust as necessary, keeping in mind that things should be as typical as possible.

**Classroom of those directly affected**—special considerations should be given to the teachers / students / aides who were close with the affected student. Issues such as the person's personal belongings, desk and locker need to be discussed. This can invite open discussion amongst students about how to honor the deceased if appropriate to the situation (*See Section 7: Memorialization*). Be prepared for both students and staff asking to go home.

Ask staff to identify potential high-risk students and staff. Some examples may be those individuals who were close to the deceased or anyone who may have witnessed the death.

Recognize that the media may want information. *Review Appendix G* for suggestions regarding the media.

## Considerations for Faculty and Students

- **Individual Faculty Assignments** are recommended so that when the crisis occurs, faculty are reminded of their assigned roles and you can determine if they are able to perform these tasks. They may need to pass the task on to someone else. Have a staff communication plan in place so that the communication flow happens smoothly, efficiently and correctly. Make sure that staff has access to contact information in a paper form in case they are unable to rely on internal district systems.
- Consider activating the emergency alert system if applicable via phone / email etc.
- Address use of cell phones and face book and other social media by students and staff, and possibly news media to minimize rumors and inaccurate information
- Be aware of the emotional and physical wear that will occur this day
- Remind students and staff to drink plenty of water and practice self-care techniques
- Use your judgment and follow district policies in preparing support materials for teachers and staff and appropriate letters to go home with students. Review Handouts and Sample Letters in *Appendix C: Handouts*, *Appendix D: Sample Memos to Faculty*, and *Appendix E: Addressing Parental Concerns* for examples. These handouts and sample letters can be adjusted to meet the specific needs of the school and the unique aspects of the critical incident.

**How are we meaningfully including or excluding communities of color who are affected?** Schools should actively consider whether communication materials about an event are effectively reaching as many people as possible within a community using both a race and equity lens and a linguistic lens. Consider sending out messaging through a variety of places including social media and paper letters sent home.

Inform staff and parents about the issues you are able to discuss and how the school is handling the incident. Include resources for immediate connections to external teams, clergy, or community agencies that may be of assistance.

- **Determine if a “Community Support Center” needs to be established in addition to a safe room.**

The Community Support Center is a private, quiet area where parents and faculty can stop by to receive support, information and ask questions. **See Section 9—Community Support Center** for more information. If necessary, designate a staff member to be the school contact for parents of impacted students (the family of an accident victim in critical condition, or the family of the deceased). This staff member can share information between the school and family. If needed, designate a staff member to coordinate volunteers and donations. A brief staff meeting at the end of the day should be held to allow faculty to review the day, share information, resources, stress / grief reactions and coping strategies. *See Appendix C: Handouts.*

## Day 2:

- **Assess ongoing staff needs**

Depending on the nature of the event, regular staff meetings allow connection, information sharing and continued planning. Evaluate continuing needs for support services. Keep in mind that the grief process differs for each individual. People may be just coming to terms with the incident. Thus, continued support is important. Promote peer support, especially for teenagers, as it is a natural support for them. Continue to assess students, especially those most closely impacted or otherwise at-risk.

- **Determine the school's involvement in the Memorial or Service.**

What services can the school provide—space, food, pictures or a speaker for service?

**Day of Funeral:** Parents and caretakers may be asking you if it is appropriate for their child to attend wake, funeral and or burial services. There is no clear-cut answer, however various factors such as the student's wishes, and the parent's knowledge of their child's development, temperament and capabilities should all be considered when making the decision regarding their attendance. *See Appendix E: Addressing Parental Concerns for a more thorough discussion of this subject.*

- **School's Attendance at the Service**

Regarding attendance of their loved one's services, the wishes of the family of the deceased must be considered. The family may openly invite and encourage the schools' and students' attendance and participation. On the other hand, there may be factors, including cultural, that may lead them to not want the presence of students.

- Gain knowledge of the facts of the service including the length, what will occur and whether there will be a casket, cremation, etc. If there was a sudden, traumatic or violent death, the emotional responses by adults attending may be overwhelming for certain age children. Sitting through a long service may be too much for younger children. The school may choose their own means to honor the individual. Please refer to the memorial section for important aspects for schools to consider when deciding whether to host a memorial.
- Allow school faculty and staff to attend services during a school day according to district policy. This type of closure and ritual is an important aspect of many peoples' lives. If many teachers are interested in attending services, decide how to handle their absences.
- Recognize that the day of the funeral may be difficult. Have additional support available.

## Section 7: Memorialization

A school death is a tragic event. Together, the school “family” grieves. More often today, we see the trend for memorializing the deceased occur, and even more commonly, these memorial tributes happen at a very rapid pace. There are many ways in which a memorial can be made and honor can be given to the deceased individual’s life. However, there are certain aspects of the process that need to be considered.

**Schools are encouraged to develop a policy for memorials before being faced with making decisions under the time pressure and emotional grief which occurs after a sudden death. Consistency is an important consideration when developing a policy regarding memorials. Will you handle all the deaths and memorialization the same or will it differ for different types of death?**

Examples of sudden deaths schools are faced with include:

- Death from cancer or other medical condition.
- A drug overdose death
- Suicide death\*
- A homicide death
- Death of an individual killed by a drunk driver
- Death of a drunk driver who killed another individual.

Schools may view these deaths differently, but many families will expect that the same type of memorialization occurs regardless of the circumstances of the death. **This is why having a policy is so important.** Given the complexity of these situations, some schools adopt a policy which minimizes their role in memorialization and encourages memorialization to occur in the community.

**\*If the death was a suicide, care should be taken to reduce the risk of contagion.**

Please refer to guidance regarding postvention (interventions to reduce risk and promote healing after a suicide) to prevent the idolizing of the death and possible future suicidal behavior. (See [Appendix I: Suicide Considerations; the Connect Project](#)).

### Cost and Equity Issues

There is the consideration of cost and equity issues. Some families may feel burdened when they are not able to put a large sum of money into a certain type of memorial, whereas more affluent families may be able to produce a very generous memorial. Ideally, these discussions are held within the school community during a planning phase, so that when the issue arises, the school already has a thoughtful policy in place.

## Other Ideas

Unique memorials may be fashioned to the likes or interests of the person you are honoring. Bird feeders, a special bench, gym equipment, donated books for the school library or a swing set are all possibilities. Again, the upkeep of such donations needs to be addressed.

Memorials are truly meant for the living. They help individuals move through the grieving process and realize that this person, their loved one, will not be forgotten. These memorials help the living make the transition back into their daily life and routine.

**Consider physical, spiritual, emotional and contextual effects. What are the barriers to doing equity and racial justice work?** Social justice work can be incredibly potent healing and resiliency building. Communities of color experience a systemic and historical lack of access to physical and emotional safety in their healthcare settings, schools, and other public spaces. The death of a community member can be linked to these factors. Social justice activities like inviting community leaders to speak, letter writing campaigns to elected officials, opportunities to come together around art or music, or public education nights around an issue should be considered.

## Temporary Memorials

These types of memorials are again typically quick in forming and help individuals begin the grieving process. In school settings, one may see the locker of a deceased student or the desk of a student or even teacher serve as a temporary memorial. Here the students, as well as the school “family,” may leave letters, flowers, pictures, notes. Set a time frame for this type of memorial and address any safety issues, such as safe passage around a locker or flowers left in a classroom in which students may have allergies. At the end of the time-period, someone from the school family may present the material to the family of the deceased.

## Living Memorials

Living memorials are very popular and may include planting a tree or a wildflower garden as a tribute to the individual. As popular as these ideas are, there are specific aspects to be considered.

### **Maintenance of the memorial:**

Create a plan to keep the garden watered. Uphold the importance of the memorial, perhaps in a school historical document, so that the memory is not forgotten. If an addition is made to the school, a garden may need to be moved or replanted.

**Equality:** If the school plants a garden for this student, assure that there is space for another garden when another student dies. Thinking about how this decision may play out in the future (e.g. multiple living memorials) may inform current choices regarding memorials. With thoughtful and futuristic planning, living memorials can become important reminders of people who were valuable contributors to a school community.

## Scholarship Funds

Scholarship funds may be set up in the name of the individual. This recognition each year at an event or graduation helps keep the memory alive. Group efforts may involve fund-raising activities and choosing who receives the proceeds of the fund.

## Candlelight Vigils

Candlelight vigils are typically held within a few days after the death of an individual. A school community may be involved in organizing or hosting a vigil.

## On-Line Memorials

A growing and popular form of memorializing, on-line or internet memorials offer a wide variety of ways individuals can honor the individual lost. Word messages, poems or pictures may be included and the memorial is ongoing, thus changing in tone as the grieving process for individuals changes. Funeral homes sometimes have an on-line tribute where messages are made to the deceased as well as family and friends. Researching what may be best for the individual being honored and asking the family for their input and desire for such a tribute may be important to consider.

## Picture / Plaques

Pictures, plaques, or age appropriate inspirational posters are also a way to remember a deceased school community member. Often a hallway bulletin board can hold photos and notes which will later be given to the family of the deceased. If a plaque is to be permanent, having a special area in the school designated for these types of memorials is important to consider. Age appropriate inspirational posters that reflect the character of the deceased are also a way of memorializing the individual.

## Memory Books

Another way to help family members who have lost a loved one may be the creation of a memory book. These books can include letters about the individual with favorite memories and stories, pictures and drawings. This book can be made for the parent(s) of a child who died or for a student who has lost a parent or sibling. Having an assigned coordinator for this effort is important.

**How are students, family and staff differently situated in terms of the barriers to healing and resiliency?** Schools should consider supporting student to student - or peer - activities. Schools may have active and engaged student groups, peer mentor, or student leader activities. Students may feel strongly about how to facilitate connection, safety and hope and should be supported by an adult ally well versed in best practices in behavioral health recovery.

## Ongoing / Post Memorial Service

Continue to monitor stress or grief reactions in both students and staff. Provide support services as necessary. Update plans and phone tree as needed to prepare for the future. Schedule an After Action Meeting to review the response to the critical incident, the school's emergency response plan and to capture any lessons learned from the incident. *See Appendix F: After Action Review for a report template.*

## Note the Date for Anniversary Planning

For incidents that impact the entire school community, i.e., an act of violence or a disaster, it may be important to note milestones. Designate a staff member to notice milestones that may come up as the year moves along and plan how to manage these times with students and staff.

## Anniversary

Recognize that the actual anniversary date may evoke stress or grief reactions from involved parties. Provide support or check in with students or staff who may have been significantly impacted.

## Section 8: Working with Traumatized Staff

It is important to remember that faculty may be traumatized by the death of a student or fellow staff member or by a critical incident. Following the death of a member of the school community or a major critical incident, it is recommended to put supports in place for those people who were closest to the event or people who died. Reassigning paraprofessionals or bringing in substitute teachers can allow the teacher the time needed to grieve or to leave the classroom when becoming overwhelmed.

When teachers are asked to make phone calls home to share traumatic information with their students' families, they may be distressed and in need of support. Having behavioral health professionals in the building to check in with teachers between phone calls can be quite helpful.

Behavioral health supports need to be available for staff as well as students. Teachers rarely want to turn their class over to another individual but will appreciate supports being in place should they become distressed or overwhelmed with grief. Placing behavioral health professionals in classrooms can give teachers and staff the support they might need to get through some difficult conversations that may come up in the classroom with their students.

**How are people differently situated in terms of the barriers they experience?** How staff experience resiliency after an acute event is very much influenced by how supported and empowered they feel by their peers, supervisor and district leading up to the event. Some might have historically had access to resources—like behavioral health professionals—who were supportive. Others might not have had access to supports that felt linguistically or culturally appropriate. Administrators should consider falling back on communication strategies that they know staff find supportive in typical times, like staff meetings, 1:1 check-ins, frequent e-mail updates with information.

## Section 9: Community Support Center

Consider creating multiple language signage to utilize ahead of time. Keep in mind how to make it welcoming.

After a critical incident, a Community Support Center may be set up. It is a place where parents, faculty members, students and community members can receive information, resources and support. A consortium of behavioral health professionals requested and deployed by Multnomah County Emergency Management would be present to provide psychological first aid and options for additional services to cope with the critical incident.

**Are people traumatized / re-traumatized by the community support center?** When choosing a location for the Support Center there are many considerations. Individuals will be less likely to access a Support Center if the location is a place where their community members have previously had negative experiences. For example, any facility that houses child welfare, law enforcement or legal (court facilities) should be avoided. Those facilities can be re-traumatizing for historically marginalized communities. It could be helpful to ask: “Have members of our school community experienced empowerment in this physical place or location before?” If the answer is no, then a different location should be chosen.

The Community Support Center would coordinate dissemination of information with the assigned Public Information Officer(s) with regular updates. It would also provide the opportunity for parents and faculty to ask questions and seek advice.

In an incident involving the closure of a school building, the Community Support Center would be geographically located away from the area of the event itself so as not to re-traumatize adults or children who may have witnessed the original situation that created the need for such an intervention.

The Community Support Center can be a point of referral for additional resources. Helpful handouts can include information regarding children, trauma and grief, strategies for self-care and accessing additional resources. *See Appendix C: Handouts.*

# Appendix A: Critical Incident Assessment Tool

**Date:**

**Person Completing the Assessment:**

**Description of Event:** (date & time of occurrence, location, name(s) of decedents, official cause of death)

**Ask:** Is this incident related to a hate crime (transphobia, racism, sexism, etc.)? This may require a conversation / training with law enforcement to identify the parameters of the crime.

**Who were the responders to the incident?** (i.e. police, fire, school personnel, others)

**Who has been contacted so far?** (Superintendent, Principal, Assist. Principal, Other Schools, External Teams)

**Who is aware of the incident so far?** (students, parents, media, social media, etc.)

**Were there witnesses to the incident?**

**If the incident involves a student(s):** (Were they involved in sports, clubs, band / choir, daycare, SUN, or other on-site programs? Also check faith and cultural groups and clubs and apartment complexes.)

**Are there siblings?** Which schools do they attend? Have they been notified?

**Do relatives work for the school district?**

**Are there staff or students off-site?** (field trips, transition programs, sports activities)

**Are there social groups in this or other schools that might be affected?**

**What are the predominant rumors thus far?**

**Is the media involved?**

**Is there a history of previous events that have the potential to impact the response to this event?**

**Who are the vulnerable staff in your building or elsewhere in the district?**

**What Behavioral Health Supports are available?** (Multnomah County Behavioral Health, TIP, Red Cross, Southern Baptist Chaplains, and Victims' Advocates usually associated with law enforcement are a few examples; however, many more may be deployed and available depending on type and scope of the event.)

**Recommendations:**

**Key Contacts and Phone Numbers:**

## Appendix B: Checklists for District Leadership

### Checklist: District Superintendent (or Designee)

- Contact law enforcement to verify death and circumstances
- Notify key District Administrators
- Notify School Based Behavioral Health Response team, if appropriate  
Appoint one media spokesperson (PIO); designate back-up. Assume media is involved and make developing an initial statement a priority. Give a time when the next update will occur. Being consistent about this will keep the media somewhat at bay if they know they will receive regular updates. A part of the message should be to respect the privacy and grief of students, staff, and families.
- Provide support to affected school/s
- Follow district policy for faculty, staff and student participation in memorial activities

### Checklist: Principal

- Follow district protocol to mobilize the school based behavioral health response team if one exists, or in lieu of this, the school behavioral health assets (psychologists, guidance counselors, nurses)
- Notify school staff per district protocol and plan a faculty meeting prior to school opening (if the critical incident is learned about during the school day, schedule a faculty meeting at end of day)
- Alert local behavioral health resources to school situation and plans. *See Appendix K: Community Resources.*
- Write statements / letters for release to faculty, parents and students. *See Appendix D: Sample Memos to Faculty and Appendix E: Addressing Parental Concerns for sample statements / letters.*
- Plan strategy to respond to requests from parents for information
- Reach out to family of those directly affected to personally express condolences. Assign liaison/s with the family, taking shifts depending on the magnitude.
- Delegate someone to keep an informal log of response activities
- Relay information about visiting hours and services, if appropriate to students, staff and community as it becomes available
- Review Section 7: Memorialization and prepare to respond to requests for memorialization*
- Meet with staff faculty and School Based Behavioral Health Response Team (typically at the end of the day) during the duration of the crisis period

## Checklist: School Based Behavioral Health Response Team

- Attend initial pre-planning meeting where tasks and roles are identified
- In consultation with Principal, contact community behavioral health agencies for support and assistance in the school's response if needed
- Determine private areas for individual support and location for a Community Support Center if one is to be established
- Develop talking points for first period teachers to share information with students regarding the incident
- Brief School Based Behavioral Health Response Team and community behavioral health supports regarding the response plan
- Identify and monitor at-risk students and faculty
- Contact counselor, school psychologist or and nurse at schools where any siblings or children of deceased are enrolled
- In consultation with the Principal, assign one team member to contact the family of the deceased to express condolences, clarify plans for services / funeral and other family requests and to provide the family with local behavioral health resources and support groups
- Review special considerations in managing the aftermath of suicide to avoid copycat behavior
- Provide stress management and self-care techniques for faculty; on-going as necessary
- Schedule daily meetings with the School Based Behavioral Health Response Team as necessary to assess the status of the crisis and the effect of the interventions. Have specified hours of duty and use other resources as needed for relief. People need to rest, see their own families to ground themselves, and take care of personal needs.

## Checklist: School Public Information Officer (PIO)

- Review *Appendix G: Working with the Media***
- Meet with School Based Behavioral Health Response Team to consult about issues regarding the media
- Understand both the school policy regarding confidential information and any **issues** regarding privacy requests by involved parties (i.e. parents of involved student)
- If **requested**, provide media with written statements
- If requested, meet with media
- Provide staff with instructions for personal contact with media
- Provide staff with instructions for phone contact with media
- Reinforce school and community preventions strategies with media. Consider using the attached handouts available from SAMHSA. **See *Appendix C: Handouts***

## Appendix C: Resources

Resources for parents and caregivers around understanding trauma and common child and youth reactions to traumatic stress can be found at the National Child Traumatic Stress Network:

<http://www.nctsn.org/resources/audiences/parents-caregivers>

## Appendix D: Sample Memos to Faculty

### Confidential Faculty Memorandum, Death of a Student

**To:** Faculty and Staff

**From:** School Based Behavioral Health Response Team / XXX Principal

**Date:**

We are all saddened to learn of the death of student A (who died yesterday / this morning as a result of XXX). This is a loss for the XXX family, our school and the XXX community. The School Based Behavioral Health Response Team met this morning before school hours / afternoon to plan for the school's response. As we look to the hours and days ahead, we need to keep in the following in mind:

General ... (pick and choose sentences that fit the situation) Any information released to the public will be through the District's Public Information Officer / Superintendent.

No student is to be released without parental permission or unless accompanied by an adult. Make certain that every student has the "Parent letter" with him / her as s/he leaves school. We have contacted School B for assistance as we deal with this loss. Guidance Counselors Ms. C, Mr. D and Mrs. E will be here on / at (day of week / time of day) to help students, parents and staff members. Also, our school psychologist will be here, as well as the social worker from XXX. We have also contacted the Disaster Behavioral Health Response Team for additional assistance.

If you know of students or staff members that may need support during this time, please encourage them to contact one of these counselors. Attached to this memo is a list of behavioral traits that may be cues to an individual having difficulty. If you notice that anyone appears to be in crisis or having difficulty, please notify our own Guidance staff or these additional Guidance Counselors immediately.

If students begin discussing memorials for Student A, please refer them to the administration. Many students did not know Student A and school wide events will not be appropriate for them, nor will permanent structures on the school grounds. It is important to make every effort to maintain as normal an instructional program as possible since a familiar routine will be a comfort for many.

# Sample Faculty Letter, Death of a Student

**To:** Faculty and Staff

**From:** School Based Behavioral Health Response Team / XXX Principal

**Date:**

We are all saddened to learn of the death of student A and Student B who were involved in an automobile accident on River Road in XXX last evening. This is a loss for the XXX families, our school and the XXX community. In your classes first period this morning, I am requesting that you read the following so that the information is shared with all students in the same manner: Last night, Student A and Student B were involved in an automobile accident on River Road in XXX.

This is a loss for the both the XXX and XXX families, our school and the XXX community. Our condolences (sympathies) go out to their families as they struggle to deal with this tragic event. At the same time, we recognize that the death of someone within our school raises questions and concerns for many people in our school. The loss of two students so young may be difficult to understand. If you wish to speak with someone, please sign out of your class and sign in at the guidance office. Guidance counselors, school psychologists, and social workers are available all day, including after school hours.

Future announcements will be made as more information becomes available about funeral arrangements for both Student A and Student B.

## Another Option:

Many of you have known Student C as a (funny, vibrant, quiet, athletic, etc.) member of our school community. For those of you close to Student C, you know that for the past several months, s/he has been valiantly battling cancer / heart disease. Early this morning / late last night we learned that Student C has died, leaving behind her sister, Student D, and brother Student E.

# Sample Faculty Letter, Suicide

**To:** Faculty and Staff

**From:** School Based Behavioral Health Response Team / XXX Principal

**Date:**

There are many differing values and beliefs about suicide among the students and their families in your classroom. Please keep in mind that your own personal values and beliefs must be subrogated to theirs as you discuss this topic. If you are uncomfortable with this issue, contact your guidance department for assistance.

Use the suggestions provided in the training materials, such as using reflective questions or encouraging the student to discuss the situation with his or her parent / guardian to address sensitive questions.

The family has asked that we share the following information with students about the death of their son / daughter Student A. (Yesterday / this morning, etc.) Student A died by suicide. This is a loss for the XXX family, for our school and for the XXX community. Funeral services will be held on XXX at 11:00 a.m. Calling hours will be from 4:00 to 6:00 p.m. on XXX.

The death of someone within our school raises questions and concerns for many people in our school. If you wish to speak with someone, please sign out of your class and sign in at the guidance office. Guidance counselors, school psychologists, and social workers are available all day, including after school hours.

## Appendix E: Addressing Parental Concerns

There are two different groups of parents to be considered: the parents of the deceased or victim and parents of the other children in the school. This section includes sample phone scripts and letters in English. *See also Appendix M: Sample Parent Letters and Scripts in Languages Other than English.*

### Parents of the Victim

It is appropriate for the victim's parents to be contacted by a representative of the school. The school should express condolences and sympathy in a formal and if possible, face to face manner. Often the school will designate one contact person to interact with the family to verify information and minimize intrusion. Returning the contents of a locker and other possessions is another task that requires attention. Parents should be consulted about any planned memorial activity. The school may also play a role in referring parents to counseling resources and support groups. By directing a parent to such resources, the school sends a positive message of concern and care.

### Parents of Other Students

The needs of other parents should also be addressed. Parents may be invited to meet with school administrators individually or to a general informational meeting. These meetings should focus on: providing up to date accurate information, prevention measures to be taken by the school, common reactions to critical incidents, suggested coping measures for adults and children and available school and community resources. School administrators should be careful in planning large group meetings after a particularly sensational death as emotions may be running high and there may be potential for such a meeting to get "out of control" Another option is to divide parents into small group discussions in a classroom setting, sharing a consistent message and information. The school administration should decide if media presence will be allowed, possibly in consultation with the parents.

## Sample Phone Statement for Parents Regarding Suicide or Murder

In the event of a school suicide or murder, parents should be told prior to the students whenever possible. A telephone chain can be used to inform parents before the start of school on the first day of the crisis.

“Mr. \_\_\_\_\_, the school principal has asked members of the \_\_\_\_\_ to contact all parents to let you know that \_\_\_\_\_, an eighth grade student, died suddenly last evening. The death has officially been ruled as (suicide / homicide) **OR** no official determination has been made at this time regarding the death although we do know that the death was sudden and unexpected.

The school will have a behavioral health response team in place today to help students, parents and faculty deal with this tragedy. You will receive more information from the school as plans develop. We encourage you to share this information with your child before you send him / her to school today. You can be assured that the school will be doing everything it can to help our students deal with this tragic loss. If you would like to talk to someone about this tragedy, please call \_\_\_\_\_ during the school day.”

Staff who make these calls to parents should understand that they are not to discuss the circumstances of the death (beyond what is already stated in the letter) or address rumors. The point of the call is to simply inform all parents of what has occurred before their children arrive at school. Parents who want more information or seem to need to talk in more detail should be encouraged to call the school later in the day. Some schools, particularly at the middle and high school level have chosen to send letters home to parents informing them of the school’s postvention activities. Some sample letters that can be adapted to a variety of situations are included in the next few pages.

# Sample Phone Statement for Parents Regarding Suspected Suicide

(Only used when the official cause of death has not been determined)

“Mr. \_\_\_\_\_, the school principal has asked members of the \_\_\_\_\_ to contact all parents to let you know that \_\_\_\_\_, an eighth grade student, died suddenly last evening. Although we do know the death was sudden and unexpected, no official cause of death has been determined. Authorities are continuing to investigate the death and no foul play is suspected.

The school will have a behavioral health response team in place today to help students, parents and faculty deal with this tragedy. You will receive more information from the school as plans develop. We encourage you to share this information with your child before you send him / her to school today. You can be assured that the school will be doing everything it can to help our students deal with this tragic loss.

If you would like to talk to someone about this tragedy, please call \_\_\_\_\_ during the school day.”

## Sample Parent Letter Regarding Student Homicide

Dear Parent, A tragedy occurred this past weekend in our community. \_\_\_\_\_, a first-grade student at \_\_\_\_\_ School died unexpectedly last night. A local resident has been arrested and charged in this case. Our focus in the schools will be to support those children and faculty who have been affected by this tragedy. We have gathered both our professional staff members and local mental health professionals to assist students and faculty immediately with the availability of individual and group services.

We also need your assistance. Please observe your own child for any signs which indicate the child may need assistance in dealing with this tragedy. Perhaps a change in eating habits, sleeping problems, stomach discomfort, etc. may be some indication that help is needed. If this occurs, please contact your child's principal so that we may offer some counseling / discuss how we can best support your child as soon as possible.

We offer our sincere condolences to the \_\_\_\_\_ family in their time of need. Several other families have been affected by \_\_\_\_\_ death. I suggest that we concentrate our efforts on helping our neighbors cope with their grief. Local religious groups and community agencies are also available to assist those seeking help. A list of phone numbers for these resources is attached to this letter.

Sincerely,  
School Superintendent

## Sample Parent Letter Regarding Student Sudden Death

Dear Parents,

Over the weekend, the school experienced the sudden death of one of our students. We are all deeply saddened by this loss. The school has behavioral health management procedures in place to help your children with their reactions to this tragedy. Our school guidance department and administration have been working closely with counselors from \_\_\_\_\_ to talk with your children and answer their questions.

Your child may have some unresolved feelings that he / she would like to discuss with you. You can help your child by listening carefully, not overreacting, accepting his / her feelings and answering questions honestly according to your beliefs. It is important to let them know their feelings, concerns and reactions are normal and that they will experience several emotions over the next few days and weeks.

If you have any additional questions or concerns feel free to contact me directly at the school.

Sincerely,

Principal

## Parent Considerations for Children Attending Services

Consider your expectation and involvement in the service. Parents need to understand their own involvement as they decide whether to bring their child to a funeral or memorial service. If a parent is going to be involved in the service, they may want to ask a trusted person to accompany their children. Consider what the child wants. If the child is adamant in not attending, this wish needs to be seriously considered. Generally, children appreciate the opportunity to make their own decisions about attendance. They may not be ready for this type of life experience. Ask a trusted individual to stay with the child during the service and connect with them immediately afterward.

Although not physically present at the service, they may have questions or may feel guilty that they could not attend. There is no magic age in which attendance at a service is recommended. The child's personality and developmental issues need to be considered. Explain the ritual of the service they will be attending.

### Considerations May Include:

- Length and type of Service
- Open casket—if there is a body to view, explain that the deceased is not hurting, hungry or cold
- Cremation—assure the child that the deceased was in no pain during cremation
- Projected emotional responses by those attending Child's development, temperament, capability to acclimate
- Child's relation to the deceased
- Child's wishes as to whether they want to attend. It is not recommended to force a child to attend a wake, religious or memorial service, or burial service—consider who may be there or the number of people in attendance. Spending time with your child after the service is important as emotions may arise after the fact. Children are learning from their parent during this process. It is perfectly okay to cry and show emotion. Be prepared for many questions after the service. These questions and concerns from the child may not come until weeks later as the child begins to work through their grief. Older children may be hesitant to start the conversation. It is recommended to check in often with your child.

If the child does not go they may feel guilty or as if they let the deceased person down. Be prepared to attend to these needs. If you or your child does not attend the services there may be other opportunities for honoring the deceased individual. The child (and parents) might bake for the family, collect pictures of the deceased or flowers to give to the family, hand craft a card with a special message inside, or assist in a memorial that is occurring in the community, such as a school based activity, a fund-raiser for a scholarship memorial or the building of a wildflower garden.

## Appendix F: After Action Review

### Event:

- Name
- Date
- Identify your role in responding to this incident
- What services were provided and to whom?
- What went right? What worked?
- What may not have worked? What could have been improved?
- Did the School policies and procedures assist or impede the response and delivery of services?
- What did you learn from your participation in this event?

## Appendix G: Working with the Media

Know your district's Public Information Officer (PIO) and adhere to media policy.

After a critical incident, the media may be contacting the school for information. There may be a conflict between the interests of the media and those of the school administration following a school tragedy. Usually, from the school's perspective, less publicity is better. Any tendency to sensationalize the event in the media will undermine efforts within the school to focus on the needs of the living. This is especially important following a suicide where the risk of contagion is present. Advise staff to refrain from posting to social media accounts.

Immediate family members should be advised that they have the right not to talk to the press.

Administrators may wish to limit access to the school grounds as the presence of media may contribute to the distress of vulnerable students.

If the critical incident involves a suicide death, please *refer to [Appendix J: Safe and Effective Messaging for Suicide Prevention](#)*. This document offers evidence-based recommendations for creating safe and effective messages to raise public awareness that suicide is a serious and preventable public health problem.

The school should avoid becoming the principle source of information. Releasing details about the death is the responsibility of the Office of the Chief Medical Examiner or other authorities. The school can focus on the positive steps of the postvention plan to help students, parents and faculty through the crisis and provide information regarding helping resources. *See [Appendix B: Checklists for District Leadership; Checklist: School Public Information Officer \(PIO\)](#)*.

## Appendix H: Military-Connected Kids in Schools

Living in either military or civilian communities, in urban, suburban, or rural settings, military children experience unique challenges related to military life and culture. These include deployment related stressors such as parental separation, family reunification, and reintegration.

Due to frequent moves, many military children experience disrupted relationships with friends and must adapt to new schools and cultivate new community resources.

Some children also experience the trauma of welcoming home a parent who returns with a combat injury or illness, or of facing a parent's death.

Recent research reveals an increase in military child maltreatment and neglect since the start of combat operations and deployments to Afghanistan and Iraq.

Research also indicates that although most military children are healthy and resilient, and may even have positive outcomes because of certain deployment stressors, some groups are more at risk. Among those are:

- Young children
- Some boys
- Children with preexisting health and mental health problems
- Children whose parents serve in the National Guard, are reserve personnel, or have had multiple deployments
- Children who do not live close to military communities
- Children who live in places with limited resources; children in single-parent families with the parent deployed,
- Children in dual-military parent families with one or both parents deployed

Equipped with the right tools, military parents can serve as a buffer against the challenges their children face. Professionals in health care, family service, education, recreation, and faith-based services who work with military families can also help reduce the distress that military children experience, and can foster individual and family resilience. In part that means becoming familiar with the risks that can compromise a military child's health and development. Gathered here are resources about military families for caregivers, service providers, and children.

## Proactive Steps Schools Can Take to Support Children from Military Families Include:

- Providing staff training regarding unique needs of children from military families.
- Recognizing that in crisis, many military children have learned to be flexible and resilient.
- Being prepared to provide extra support when parents are deployed as separations may cause difficulties for military children.
- Understanding the deployment cycle and understanding where the family is in that cycle (*See Diagram 1: Stages of Deployment*).

## Oregon National Guard Child & Youth Program

The Oregon National Guard Child and Youth Program promotes and sustains the quality of life and resilience of National Guard (NG) children and youth by providing support services, enrichment programs, community connectivity and peer-to-peer opportunities throughout each state and territory. The program interacts with various youth development organizations including YMCA, Boys and Girls Club, 4-H, Military Child Education Coalition, and local schools. Oregon National Guard Child & Youth programs include:

- Oregon Military Teen Panel—Leadership group of high school age military teens who speak on behalf of other military connected youth and represent all branches of service during community presentations, leadership seminars, various service-learning projects, and public awareness campaigns.
- Oregon Youth Symposium & Young Leaders Conference—Leadership development opportunities for military youth to connect with peers around Oregon and enhance communication, resilience, and self-awareness skills. The Oregon Youth Symposium is a three-day weekend event for 13-18-year-olds. The Young Leaders Conference is a one-day event for 7-12-year-olds.
- Oregon Youth Military Ball—An event that enhances families and service members' pride and connectivity in serving in the Armed Forces. Families are recognized for their sacrifice and enjoy an evening of dancing, music and activities. The event is open to families of all branches and all ages.
- Family Camps—Opportunities for families who are interested in connecting through games, adventure and the unique opportunities that Oregon provides. Camps are usually held overnight on a weekend at an exciting family-friendly venue. Camps are for families with youth ages 6 and older.
- “Month of the Military Child” Recognition Ceremonies—April has been recognized nationwide as Month of the Military Child since 1986. Oregon celebrates its nearly 10,000 military youth dependents every year by recognizing their daily sacrifices through special medallion presentation ceremonies.

- Yellow Ribbon Reintegration Program—Helps service members and their families in the National Guard connect with their local support community before, during and after deployments. Children and youth participate in age-appropriate and fun opportunities while their parents / guardians are attending the informational meeting.

Community Outreach—The Child & Youth Program cannot support each military youth without the support of community organizations and schools. In order to help the community effectively support military families, Child & Youth Program staff are available for sit-down meetings, educational training, and resource briefings. All information, presentations, and training can be customized to the needs of the community. See [www.oregonbtyr.org/cyp.html](http://www.oregonbtyr.org/cyp.html) for updated information about the Child and Youth Program.

## Family Assistant Program—Family Assistant Specialists (FAS)

Family Assistance Specialists (FAS) are located throughout Oregon to serve the needs of service members and their families. Whether PRE, DURING or POST deployment, the FAS offers information and referral service to all service members and their families, regardless of branch of service or duty status. A team of Family Assistance Specialists in 6 regions across the state provide six essential services, which include:

1. Legal Resource & Referral
  2. Financial Resource & Referral
  3. Tricare Resource & Referral
  4. ID Cards & DEERS
  5. Crisis Intervention & Referral
  6. Community Information & Outreach
- Outreach Calling: Family Assistant Specialists (FAS) are tasked with monthly outreach to families during times of separation due to Military Service. If a service member is separated from his family for more than 30 days, the family member will receive a call by the FAS for the duration of the separation and at least 180 days after their return. Monthly outreach calls are mandated by National Guard Bureau (NGB).
  - Find Your Local FAS: FAS are geographically dispersed across our state. See the map below in Diagram 2 to learn which FAS region you live in and then look for that region's contact information.

See <http://oregonbtyr.org/fas.html> for updated information about the Family Assistance Program.

## Airman & Family Readiness Program—Airman & Family Readiness Program Managers

The Airman & Family Readiness Program (AFRP) serves as a one-stop information and referral center for single, married, active-duty, Guard, Reserves, and civilians who work on the Air National Guard base, and retired members as well as their families. One of its major functions is to ensure personnel and their families are connected with the appropriate service on and off site.

Services and activities provided by the Airman & Family Readiness Program include:

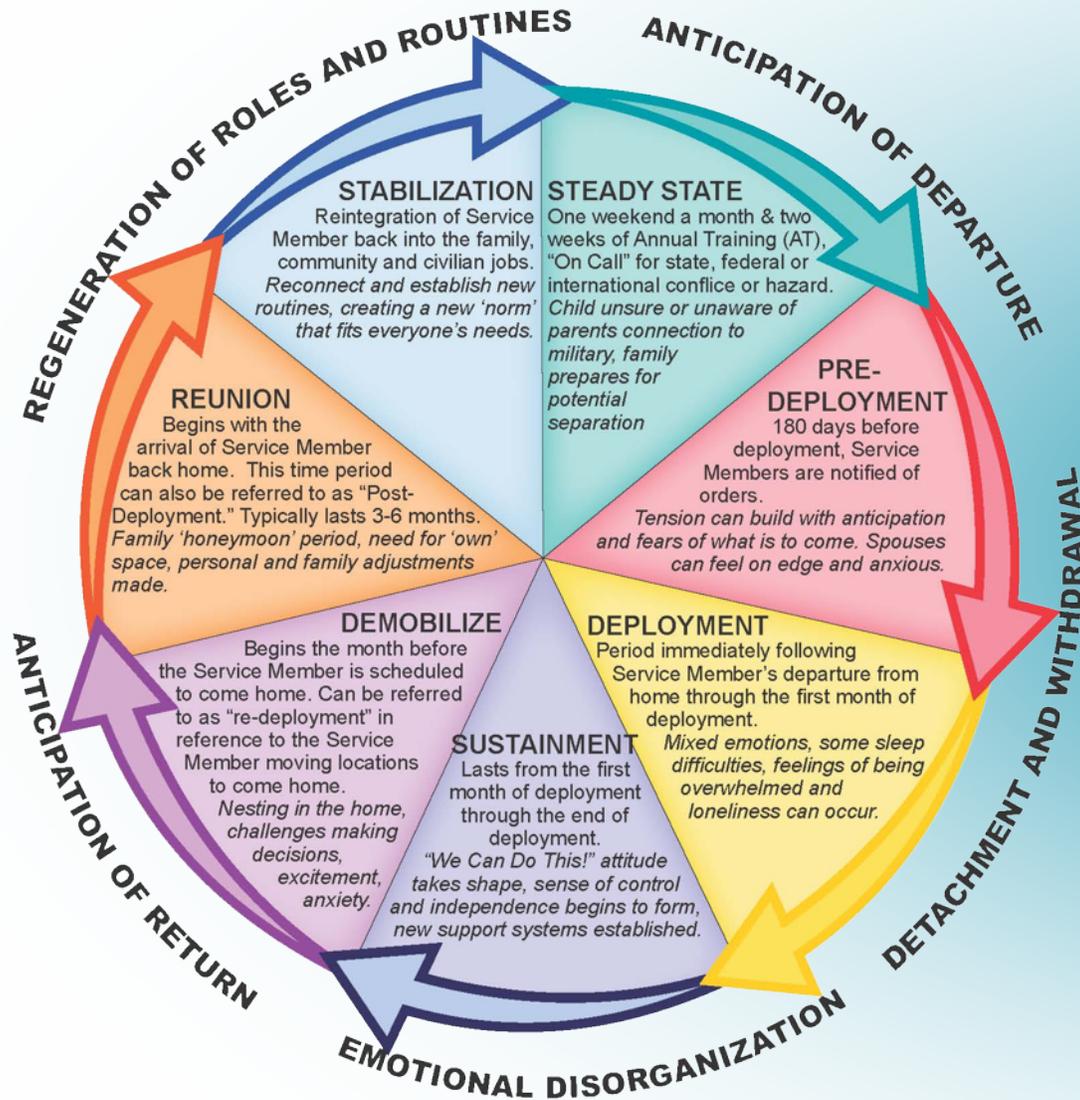
- Deployment Preparation & Reintegration
- Personal and Family Readiness
- Child & Youth Services
- Air Force Aid Society
- Personal Financial Readiness
- Personal and Work Life Education
- Exceptional Family Member Support
- Volunteer Opportunities
- Career Development
- Transition to Civilian Life
- Casualty Assistance

See <http://oregonbtyr.org/afrpm.html> for updated information about the Airman & Family Readiness Program.

Diagram 1: Stages of Deployment

# STAGES OF DEPLOYMENT

EMOTIONAL AND PHYSICAL STAGES OF SEPARATION OR DEPLOYMENT



Strengths of being Military Connected

- Skilled at managing change with acceptance and flexibility
- Awareness and pride in fulfillment of civic duty
- Sense of belonging and connection to a large supportive network
- Additional educational and financial assistance
- Ability to "bounce back" from challenging situations



# Diagram 2: FAS Map

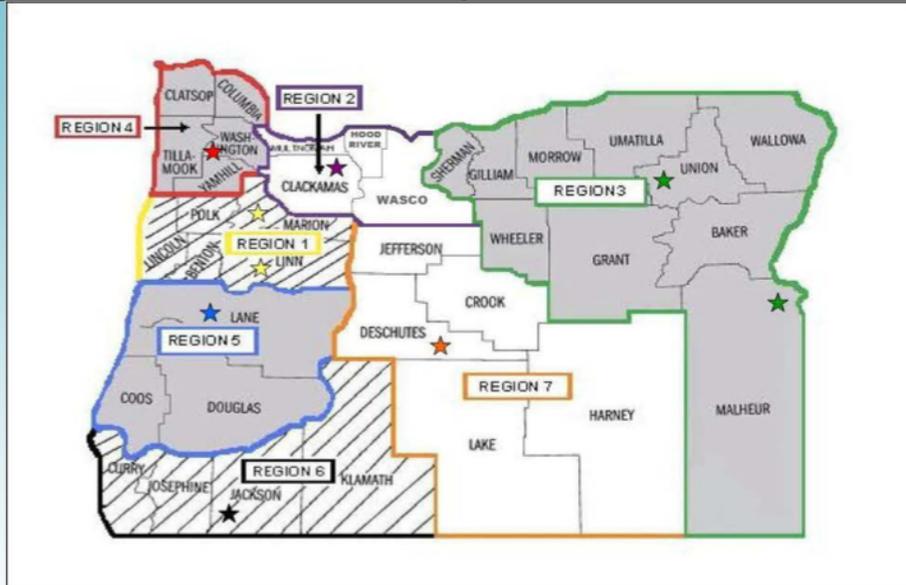
## FAMILY ASSISTANCE COORDINATOR

**Carrie Froelich**

503-584-2277 or 503-932-3264 (C)  
 carrie.l.froelich.ctr@mail.mil

### Family Assistance Specialists (FAS) by Region

 <p><b>MILITARY DEPARTMENT</b>  <b>800-452-7500 - Toll Free</b></p> <p>Ask for the extension of the FAS you are trying to reach.</p> <p><b>WWW.ORN-G-SMFS.ORG</b></p>	<p><b>REGION 1 &amp; BI-LINGUAL FAS - ALBANY</b></p> <p>Claudia Kerlegan - Ext. 1492              541-926-5464 or 541-321-3056 (C)              claudia.m.kerlegan.ctr@mail.mil</p>
<p><b>REGION 1 - FAS - SALEM</b></p> <p>Alysha Condit - Ext. 2383              503-584-2383 or 503-798-0283 (C)              alysha.n.condit.ctr@mail.mil</p>	<p><b>REGION 2 - FAS - PORTLAND METRO</b></p> <p>Jill Behunin - Ext. 1298 or Ext. 4865 (M&amp;F)              503-661-7078 or 503-798-6501 (C)              jillette.d.behunin.ctr@mail.mil</p>
<p><b>REGION 3 - FAS - ONTARIO</b></p> <p>Tara Howie - Ext. 2082              541-889-5514 or 541-321-3055 (C)              tara.j.howie.ctr@mail.mil</p>	<p><b>REGION 3 - FAS - LA GRANDE</b></p> <p>Rhande Hardenbrook - Ext. 1517              541-963-4221 or 503-798-0114 (C)              rhande.e.hardenbrook.ctr@mail.mil</p>
<p><b>REGION 4 - FAS - HILLSBORO</b></p> <p>Jody Marsh - Ext. 1600              503-357-4216 or 541-321-3053 (C)              jody.m.marsh.ctr@mail.mil</p>	<p><b>REGION 5 - FAS - SPRINGFIELD</b></p> <p>Lacy Cromwell - Ext. 4601              541-736-4601 or 541-321-3052 (C)              lacy.j.cromwell.ctr@mail.mil</p>
<p><b>REGION 6 - FAS - MEDFORD</b></p> <p>Tracey Haeckler - Ext. 5863              541-618-5863 or 541-321-3051 (C)              tracey.l.haeckler.ctr@mail.mil</p>	<p><b>REGION 7 - FAS - BEND</b></p> <p>Jessica Clark-Woinarowicz - Ext. 6856              541-383-6856 or 541-321-3050 (C)              jessica.b.clarkwoinarowicz.ctr@mail.mil</p>



ALL FAS's are CONTRACTORS for HRCI, supporting the OREGON NATIONAL GUARD FAMILY PROGRAM

15 October 2015

# Appendix I: Suicide Considerations

While any sudden traumatic death can have a profound impact on a school community, suicide deaths are more complex and require special considerations than other types of sudden death. These considerations include:

- Anticipating the personal and complex nature of grief following a suicide
- The spheres of friendship, influence of the person who has died, membership on sports teams or in clubs, whether they held student body office or were otherwise well known for positive or not positive reasons. The ripple effect of a well-known person's death should not be underestimated.
- Anyone who knew the deceased is at an increased risk for suicide, and the closer the relationship, the more durable the risk.
- Watching out for suicide pacts
- Reducing the risk of suicide contagion
- Insuring responsible reporting and safe messaging; glorification and permanent memorialization at the school should be avoided

Because of this, following a suicide death it is important to provide information about warning signs for suicide as well as the contact numbers for suicide prevention resources: National Suicide Prevention Hotline / Lines for Life 1-800-273-8255, Multnomah County Crisis Line 503-988-4888.

## Complicated Bereavement

Due to the nature of suicide death, friends and family will often be left feeling a range of emotions including guilt, anger, self-blame, regret and rejection as well as intense grief and shock. They will often replay over and over again in their mind their last interaction with the person and wonder what they could or should have done differently. Since having known someone who dies by suicide is itself an increased risk factor for suicide, it is important to provide supports to these individuals.

## Suicide Pacts

Suicide pacts occur when two or more individuals have an agreement to die by suicide. Following a suicide death or serious attempt, it is important to ask close friends if they have any knowledge of a suicide pact.

Locating and monitoring social networking sites and online forums linked to funerals or obituaries can be an important tool in identifying potential suicide pacts as well as who is at increased risk for suicide. While it is not unusual for posts to be heartfelt and emotional, posts such as “I miss you and will see you soon” or “I will follow in your path” should be cause for concern and follow up with the individual.

## Contagion

Though a rare event, research indicates that the suicide death of an individual may influence others who are at risk for suicide to act on their suicidal impulses. Young people are especially prone to contagion. Reducing the risk of contagion is an important consideration when thinking about memorials for an individual who dies by suicide. Permanent plaques or memorials or dedications such as in the high school year book may inadvertently increase the risk of contagion. Research has demonstrated that sensational media reports may contribute to suicide contagion. Therefore it is essential that educators become familiar with safe messaging guidelines as well as the media recommendations for reporting on suicide. **Safe messaging guidelines should be followed when crafting any message to faculty, students, community or the media following a suicide death.** If the media are involved, they should be provided with a copy of the media recommendations and encouraged to follow them. *See Appendix L: Helpful Websites.*

## Risk

One of the biggest risk factors for suicide is having known someone who dies by suicide.

If the family and law enforcement agency agree the fact that a suicide has occurred should be shared. Schools can help mitigate risk by being truthful about the suicide death and actively taking steps to reduce risk and promote healing after a suicide death. Schools that have not been open about the death being a suicide are typically faced with two very unhealthy scenarios:

- One is that most students know it is a suicide death but the administration / teachers / staff won't acknowledge it or deal with it directly so students deal with it amongst themselves.
- The second is that rumors (such as drugs, murder / conspiracy etc.) and innuendo replace facts and can spread emotional distress and chaos through the school community. These rumors may be far more impacting and unsettling for the entire student body and much more difficult for school staff to contain than truthfully disclosing that the death is a suicide.

The school administrator's role is to do what is best for the entire school community. There will be some situations where a sudden death occurs and while suicide may be suspected an official cause of death may not be made for weeks pending results of toxicology reports. School officials should rely exclusively on official determination of death and not speculate as to cause of death when providing information to students or the extended school community. Even without an official cause of death, the school can openly disclose the death, and if given the go ahead from law enforcement, assure the school community that foul play is not suspected. It will still be important to take active steps to reduce risk and promote healing which can and should be done without mentioning the (suspected) cause of death.

## Appendix J: Safe and Effective Messaging for Suicide Prevention

This document offers evidence-based recommendations for creating safe and effective messages to raise public awareness that suicide is a serious and preventable public health problem. The following lists should be used to assess the appropriateness and safety of message content in suicide awareness campaigns. Recommendations are based on the best available knowledge about messaging. They apply not only to awareness campaigns, such as those conducted through Public Service Announcements (PSAs), but to most types of educational and training efforts intended for the general public.

These recommendations address message content, but not the equally important aspects of planning, developing, testing, and disseminating messages. While engaged in these processes, one should seek to tailor messages to address the specific needs and help-seeking patterns of the target audience. For example, since youth are likely to seek help for emotional problems from the Internet, a public awareness campaign for youth might include Internet-based resources. References for resources that address planning and disseminating messages can be found in SPRC's Online Library (<http://library.sprc.org/>) under "Awareness and Social Marketing."

### The Do's: Practices That May Be Helpful in Public Awareness Campaigns

- Do emphasize help-seeking and provide information on finding help. When recommending mental health treatment, provide concrete steps for finding help. Inform people that help is available through the National Suicide Prevention Lifeline (1-800-273-TALK [8255]) and through established local service providers and crisis centers.
- Do emphasize prevention. Reinforce the fact that there are preventative actions individuals can take if they are having thoughts of suicide or know others who are or might be. Emphasize that suicides are preventable and should be prevented to the extent possible.
- Do list the warning signs, as well as risk and protective factors of suicide. Teach people how to tell if they or someone they know may be thinking of harming themselves. Include lists of warning signs, such as those developed through a consensus process led by the American Association of Suicidology (AAS). Messages should also identify protective factors that reduce the likelihood of suicide and risk factors that heighten risk of suicide. Risk and protective factors are listed on pages 35-36 of the National Strategy for Suicide Prevention.

- Do highlight effective treatments for underlying mental health problems. Over 90 percent of those who die by suicide suffer from a significant psychiatric illness, substance abuse disorder or both at the time of their death. The impact of mental illness and substance abuse as risk factors for suicide can be reduced by access to effective treatments and strengthened social support in an understanding community.

## The Don'ts: Practices That May Be Problematic in Public Awareness Campaigns

- Don't glorify or romanticize suicide or people who have died by suicide. Vulnerable people, especially young people, may identify with the attention and sympathy garnered by someone who has died by suicide. They should not be held up as role models.
- Don't normalize suicide by presenting it as a common event. Although significant numbers of people attempt suicide, it is important not to present the data in a way that makes suicide seem common, normal or acceptable. Most people do not seriously consider suicide an option; therefore, suicidal ideation is not normal. Most individuals, and most youth, who seriously consider suicide do not overtly act on those thoughts, but find more constructive ways to resolve them. Presenting suicide as common may unintentionally remove a protective bias against suicide in a community.
- Don't present suicide as an inexplicable act or explain it as a result of stress only. Presenting suicide as the inexplicable act of an otherwise healthy or high-achieving person may encourage identification with the victim. Additionally, it misses the opportunity to inform audiences of both the complexity and preventability of suicide. The same applies to any explanation of suicide as the understandable response to an individual's stressful situation or to an individual's membership in a group encountering discrimination. Oversimplification of suicide in any of these ways can mislead people to believe that it is a normal response to fairly common life circumstances.
- Don't focus on personal details of people who have died by suicide. Vulnerable individuals may identify with the personal details of someone who died by suicide, leading them to consider ending their lives in the same way.
- Don't present overly detailed descriptions of suicide victims or methods of suicide. Research shows that pictures or detailed descriptions of how or where a person died by suicide can be a factor in vulnerable individuals imitating the act. Clinicians believe the danger is even greater if there is a detailed description of the method.

**Acknowledgment:** Suicide Prevention Resource Center, [www.sprc.org](http://www.sprc.org), 877-GET-SPRC (877-438-7772) Education Development Center, Inc. 55 Chapel Street, Newton, MA 02458-1060

## Suicide Postvention Training: Promoting Healing and Reducing Risk after a Suicide

Since knowing someone who has died by suicide is one of the highest risk factors for suicide, postvention (response to a suicide death) becomes an important part of prevention efforts. Postvention training is offered to school community members who may respond to a death by suicide and take an active role in promoting healing and reducing risk in the school community after a suicide death. It is critical to also understand the role of key service providers and ways to integrate an effective community response to the suicide death of a school community member.

Ideally, postvention training is provided in preparation for a suicide death to enable school communities to incorporate postvention protocols into suicide response plans. This training is designed to help prepare school communities for a tragedy, such as the suicide of a student or member of the community, through review of national best practice guidelines for suicide crisis response, communication, memorial services, and media response. An understanding of how youth culture and technology such as electronic messaging (i.e., Facebook, Snapchat, Twitter or Instagram) impacts suicide response and help-seeking is helpful in recognizing warning signs of suicide in those who may be at risk after a suicide death. Also, staff should be aware of online memorial sites. See, <http://www.dougy.org/>

## Appendix K: Community Resources Disaster Behavioral Health Response Team (DBHRT)

Disaster Behavioral Health Response Teams (DBHRT) are regionally based teams comprising volunteer behavioral health professionals and paraprofessionals who reside in or near the affected communities and are available for rapid deployment and immediate response. These teams are coordinated by the Multnomah County Emergency Management and / or law enforcement and are available to assist schools in addressing the behavioral health concerns of our staff, and those we serve.

DBHRT members have various areas of expertise including critical incident stress management, psychological first aid, trauma, family support, victim advocacy and experience working with special populations such as children and those with cultural needs. DBHRT can be deployed to a variety of community settings including schools.

DBHRT can provide the following services: consultation, critical incident needs assessment, behavioral health support to schools during a critical incident, outreach, community education, crisis intervention, critical incident stress management, psychological first aid, screening and referral to community resources. Team members have completed “Disaster Behavioral Health” training and have been issued identification by their sponsoring Disaster Behavioral Health Response Team.

A Disaster Behavioral Health Liaison is available through Multnomah County Emergency Management to meet with school staff regarding behavioral health language for their emergency response plans, involvement of behavioral health specialists in exercises, drills and training.

If you have any questions regarding any of the above information or access to the services of the Disaster Behavioral Health Response Team contact Multnomah County Emergency Management for their current staff responsible to liaison with the community.

### Community Resources

This information is usually quickly generated from the media, on line, TV, radio and newspapers. It is an ever-changing landscape so it’s difficult to create a meaningful list. Churches and community social centers are places for folks to gather, but again that is situational and specific to several factors.

## Mental Health Centers Emergency Numbers

- Identify a point of contact for outside resources to report to Multnomah County Crisis Line as a central point of contact at 503-988-4888, as well as the National Suicide Hotline 800-273-8255
- Identify the contact authorized to make a request for outside resources and ensure that they have contact information. The request should be directed to the **Multnomah County Emergency Management**. This ensures efficient communication as well as focused and organized deployment and placement of resources. Emergency Management has the authority to access and deploy multiple levels of resources and make requests for higher levels of intervention from state or federal agencies.

### **Multnomah County Office of Emergency Management**

501 SE Hawthorne Blvd, Suite 400

Portland, OR 97214

Phone: (503) 988-6700

### **Multnomah County Emergency Operations Center**

1401 NE 68th Place

Portland, OR 97213

## Appendix L: Helpful Websites

New Hampshire Disaster Behavioral Health Response Teams  
→[dhhs.nh.gov/esu/dbhrtnh.htm](https://dhhs.nh.gov/esu/dbhrtnh.htm)

SAMHSA Disaster Technical Assistance Center  
→[mentalhealth.samhsa.gov/dtac](https://mentalhealth.samhsa.gov/dtac)

SAMHSA, Child and Adolescent Mental Health Issues  
→[mentalhealth.org/child/childhealth.asp](https://mentalhealth.org/child/childhealth.asp)

SAMHSA, Tips for Talking to Children After a Disaster: A Guide for Parents and Teachers  
→[mentalhealth.org/publications/allpubs/KEN-01-0093/](https://mentalhealth.org/publications/allpubs/KEN-01-0093/)

A copy of Managing Anxiety in Times of Crisis, a pdf file  
→[mentalhealth.samhsa.gov/cmhs/ChildrenAnxiety/](https://mentalhealth.samhsa.gov/cmhs/ChildrenAnxiety/)

NAMI New Hampshire, The National Alliance on Mental Illness  
→[naminh.org](https://naminh.org)

National Child Traumatic Stress Network  
→[nctsn.net.org](https://nctsn.net.org)

American Psychological Association Help Center  
→[helping.apa.org/](https://helping.apa.org/)

Child Grief Education Association, includes many helpful handouts  
→[childgrief.org](https://childgrief.org)

Mental Health America, Helping Children cope with Loss Resulting from War or Terrorism  
→[nmha.org/reassurance/childcoping.cfm](https://nmha.org/reassurance/childcoping.cfm)

Mental Health America, Helping Children Handle Disaster-Related Anxiety  
→[nmha.org/reassurance/children.cfm](https://nmha.org/reassurance/children.cfm)

Parenting Press, 10 Tips to Help Your Kids Deal with Violence  
→[parentingpress.com/violence/10tips.html](https://parentingpress.com/violence/10tips.html)

U.S. Dept. of Education, information that can help school leaders plan for any emergency  
→[ed.gov/emergencyplan](https://ed.gov/emergencyplan)

Resources for Parents and Teachers, Includes Disaster Resources, Terrorism-Related Resources  
→[fema.gov/kids/teacher.htm](https://fema.gov/kids/teacher.htm)

National School Safety and Security Services  
→[schoolsecurity.org/](https://schoolsecurity.org/)

National Association of School Psychologists  
→[naspweb.org](https://naspweb.org)

The FOCUS Project (Families Overcoming Under Stress) is a resiliency-building program designed for military families and children facing the multiple challenges of combat operational stress during wartime  
→[focusproject.org](https://focusproject.org)

Operation Military Kids, the U.S. Army's collaborative effort with America's communities to support the children and youth impacted by deployment  
→[operationmilitarykids.org](https://operationmilitarykids.org)

Society for the Prevention of Teen Suicide  
→[sptsnj.org](https://sptsnj.org)

The Dougy Center, the National Center for Grieving Children & Families  
→[dougy.org](https://dougy.org)

Recommendations for Reporting on Suicide  
→[reportingonsuicide.org](https://reportingonsuicide.org)

Suicide Resources from The Dougy Center  
→[dougy.org/docs/Suicide\\_Resources\\_Flyer.pdf](https://dougy.org/docs/Suicide_Resources_Flyer.pdf)

## Appendix M: Sample Parent Letters and Scripts in Languages Other than English

### Sample Phone Statement for Parents Regarding Suicide or Murder — Chinese

#### 关于自杀或谋杀的家长电话声明示例

如果发生了校园自杀或谋杀事件，在任何可能的情况下，应在告诉学生之前告知家长。在学校开始第一天的危机处理之前可用电话告知家长情况。

以下是一份声明示例，可进行修改并通过电话告知各位家长。

“\_\_\_\_\_先生，校长要求\_\_\_\_\_成员  
联系家长以便让您知道，八年级学生\_\_\_\_\_昨晚突然死亡。这一死亡被官方判定为（自杀/谋杀）或现在尚未作出关于这一死亡的官方判定，但我们知道，这一死亡是一起突发性和意外事件。

学校今天会安排行为健康响应团队以便帮助学生、家长和教职工应对这一悲剧。当我们制定好计划后，学校会告知您更多信息。我们鼓励您在今天送孩子上学之前与他/她分享这一消息。我们向您保证，学校会尽一切努力帮助我们的学生应对这一悲伤的死亡事件。如果您想就这一悲剧与人交谈，请在学校工作时间致电\_\_\_\_\_。”

给家长打电话的工作人员应该理解，他们并不是要讨论死亡发生的环境（超出信函中所述情况）或辟谣。这通电话的重点在于让所有家长在孩子到达学校之前简要了解所有情况。我们应该鼓励想要了解更多信息或看似需要进行更详细交谈的家长稍后拨打学校电话。有些学校，尤其是初中高中，选择将信函寄到学生家里告知家长学校的事后处理活动。后续数页包含了根据不同情况进行改编的信函示例。

## Sample Phone Statement for Parents Regarding Suspected Suicide — Chinese

关于疑似自杀（仅在官方死亡原因尚未确定时使用）的家长电话声明示例

以下是根据情况可通过电话或邮寄信函至学生家中的声明示例，该示例可修改并告知各位家长：

“\_\_\_\_\_先生，校长要求\_\_\_\_\_成员联系所有家长，让您知晓八年级学生\_\_\_\_\_昨晚突然死亡。尽管我们知道这起死亡事件是突然意外发生的，但尚未做出任何官方死亡原因判定。相关机构会继续调查死亡事件，目前没有怀疑是谋杀。

学校今天会安排行为健康响应小组帮助学生、家长和教职工应对这一悲剧。我们制定计划后，学校会告知您更多信息。我们鼓励您在今天送孩子上学之前与他/她分享这一消息。我们可以向您保证，学校会竭力帮助学生应对这一悲伤的死亡事件。

如果您想就这一悲剧与人交谈，请在学校工作时间致电\_\_\_\_\_。”

## Sample Parent Letter Regarding Student Homicide — Chinese

### 关于学生杀人的家长信函示例

尊敬的家长，上周末我们社区发生了一起悲剧。昨晚\_\_\_\_\_学校一年级学生\_\_\_\_\_意外死亡。这一案件中已经有一位当地居民被捕并受到指控。我们学校致力于为受到这一悲剧影响的孩子和教职工们提供支持。我们已经让我们的专业工作人员和当地心理健康专业人员集合起来，以便立即为学生和教职工提供协助，并提供个人和团体服务。

我们也需要您的帮助。请观察您的孩子是否曾出现表明其需要协助以应对这一悲剧的任何迹象。表明需要帮助的迹象可能包括饮食习惯的改变、睡眠问题、胃部不适等等。如果出现这类情况，请联系您孩子的校长，这样我们可以提供一些咨询/讨论我们如何可以尽快地为您的孩子提供最好的支持。

在需要的时候，我们会向\_\_\_\_\_的家庭致以诚挚的慰问。还有数个家庭受到了\_\_\_\_\_死亡的影响。我建议，我们集中力量帮助我们的邻里克服悲伤。当地宗教团体和社区机构也可以为寻求帮助的人提供帮助。本函中附上了这些资源电话号码的列表。

此致，  
校监

## Sample Parent Letter Regarding Student Sudden Death — Chinese

### 关于学生突发性死亡的家长信函示例

尊敬的家长：

周末我们学校的一个学生突然死亡。我们都为失去这个学生而深感悲伤。学校已经安排了行为健康管理程序，帮助您的孩子应对这一悲剧。我们的学校指导部门和行政管理人员已经与\_\_\_\_\_的顾问密切合作，与您的孩子交谈并回答他们的问题。

您的孩子可能有一些未解决的情绪问题，他/她可能想要和您讨论这些问题。您可以帮助您的孩子，认真聆听他们说话，不要反应过度，接受他/她的情绪，并根据您的想法真诚地回答问题。必须让他们知道自己的情绪、问题和反应都是正常的，他们会在接下来几天乃至几周里经历多种情绪。

如果您有任何其他问题或疑问，可以随时在学校直接联系我。

此致，  
校长

## Sample Phone Statement for Parents Regarding Suicide or Murder — Russian

### Образец телефонного уведомления для родителей о самоубийстве или убийстве

В случае самоубийства или убийства в школе, при возможности, родители должны быть уведомлены до того как об этом узнают студенты. Телефонная цепочка может быть использована для информирования родителей до начала школы в первый день кризиса.

### Вот образец сообщения которое может быть сокращено и прочитано родителям по телефону:

. \_\_\_\_\_, директор школы попросил сотрудников \_\_\_\_\_ чтобы связаться со всеми родителями и сообщить вам о том что \_\_\_\_\_, студент восьмого класса, внезапно умер вчера вечером. Смерть наступила по причине (самоубийства/убийства) **ИЛИ** официального заключения о смерти на данный момент не имеется, хотя мы знаем, что смерть была внезапной и неожиданной.

Сегодня в школе будет создана группа моральной поддержки поведения, которая поможет студентам, родителям и преподавателям справиться с этой трагедией. Вы получите больше информации со школы по мере развития планов. Мы рекомендуем вам поделиться этой информацией с вашим ребенком, прежде чем отправить его в школу сегодня. Вы можете быть уверены, что школа будет делать все возможное, чтобы помочь ученикам справиться с этой трагической потерей. Если вы хотите поговорить с кем-либо об этой трагедии, пожалуйста позвоните \_\_\_\_\_ в течении школьного дня. “

Сотрудники, которые обращаются к родителям, должны понимать, что они не должны обсуждать обстоятельства смерти (помимо того, что указано в письме), или распространять слухи. Цель звонка является, просто проинформировать родителей о том, что произошло до того, как их дети придут в школу. Родителям, которые хотят получить больше информации или, им кажется, что нужно поговорить более подробно, следует попросить позвонить в школу позже в тот же день. Некоторые школы, особенно на уровне средней и старшей школы, решили отправить письма домой родителям, информирующими их о деятельности школы в области публикаций. Некоторые примеры писем, которые могут быть адаптированы к различным ситуациям, включены на последующих нескольких страницах.

## Sample Phone Statement for Parents Regarding Suspected Suicide — Russian

### **Образец телефонного уведомления относительно предполагаемого самоубийства (используется только тогда, когда причина смерти официально не определена)**

**Вот образец сообщения, которое может быть упрощено и прочитано каждому родителю по телефону или отправлено письмом по почте в зависимости от обстоятельств:**

“Mr. \_\_\_\_\_, директор школы попросил сотрудников \_\_\_\_\_ связаться со всеми родителями и сообщить о том что \_\_\_\_\_, ученик восьмого класса, внезапно умер вчера вечером. Хотя мы знаем, что смерть была внезапной и неожиданной, официальная причина смерти не определена. Власти продолжают расследовать причину смерти и не подозревают что в этом была подозрительная игра.

Сегодня в школе будет создана группа моральной поддержки поведения, которая поможет студентам, родителям и преподавателям справиться с этой трагедией. Вы получите больше информации со школы по мере развития планов. Мы рекомендуем вам поделиться этой информацией с вашим ребенком, прежде чем отправить его/ее в школу сегодня. Вы можете быть уверены, что школа будет делать все возможное, чтобы помочь ученикам справиться с этой трагической потерей.

Если вы хотите поговорить с кем-либо об этой трагедии, пожалуйста позвоните \_\_\_\_\_ в течении школьного дня. “

## Sample Parent Letter Regarding Student Homicide — Russian

### Образец письма родителям о убийстве студента

Уважаемые родители, В минувшие выходные в нашем обществе произошла трагедия. \_\_\_\_\_, ученик первого класса \_\_\_\_\_ школы неожиданно умер прошлой ночью. Местный житель был арестован и обвинен в этом деле. Мы сосредотачиваем наше внимание в школах чтобы поддержать тех детей и преподавателей которые непосредственно растроганы этой трагедией. Мы собрали как наших профессиональных сотрудников, так и местных специалистов в области психического здоровья, чтобы немедленно помочь студентам и преподавателям с предоставлением индивидуальных и групповых услуг.

Нам также нужна ваша помощь. Пожалуйста, наблюдайте за своим ребенком за любыми знаками, указывающими на то, что ребенку может понадобится помощь в борьбе с этой трагедией. Возможно, изменение привычек в еде, проблемы со сном, дискомфорт в желудке и т. д. могут быть некоторыми признаками того, что нужна помощь. Если это произойдет, обратитесь к директору школы вашего ребенка, чтобы мы могли предложить вам несколько советов / обсудить, как мы можем наилучшим образом поддержать вашего ребенка как можно скорее.

Мы выражаем искренние соболезнования семье \_\_\_\_\_ в это трудное время. Смерть \_\_\_\_\_ была затронута несколькими другими семьями. Я предлагаю сосредоточить наши усилия на том, чтобы помочь нашим соседям справиться со своим горем. Местные религиозные группы и общественные организации также могут помочь тем, кто ищет помощи. К этому письму прилагается список телефонных номеров для этих ресурсов.

С уважением,

Суперинтендант школьного района

# Sample Parent Letter Regarding Student Sudden Death — Russian

## Образец письма родителям о внезапной смерти студента

Уважаемые родители,

В минувшие выходные произошла внезапная смерть одного из учеников школы. Мы все глубоко скорбим из-за этой потери. В школе организована группа моральной поддержки, чтобы помочь вашим детям как реагировать на эту трагедию. Школьный отдел управления и администрация тесно сотрудничают с консультантами из \_\_\_\_\_, чтобы поговорить с вашими детьми и ответить на их вопросы.

У вашего ребенка могут быть некоторые нерешенные чувства, которые он/она хотели бы обсудить с вами. Вы можете помочь своему ребенку внимательно выслушав, при этом не слишком остро реагируя, понимая ее/его состояние и старайтесь отвечать на вопросы честно в соответствии с вашими убеждениями. Важно объяснить детям то, что их чувства, переживания и реакция являются нормальными, и что они будут испытывать множество эмоций в течении нескольких дней и даже недель.

Если у вас есть какие-либо вопросы или проблемы, свяжитесь со мной прямо в школе  
С уважением,  
Директор

## Sample Phone Statement for Parents Regarding Suicide or Murder — Somali

"Mudane. \_\_\_\_\_, maamulaha dugsiga ayaa ka codsaday xubnaha \_\_\_\_\_ in ay la xiriiraan dhammaan waalidiinta si ay ula socodsiiyaan in \_\_\_\_\_, arday ayaa, si lama filaan ah u geeriyooday galabnimadii la soo dhaafay. Dhimashada waxaa si rasmi ah loo xukmiyay in ay ahayd (isdil/dil) AMA ma jiro go'aan rasmi ah oo ilaa iyo hada la gaaray oo la xiriira dhimashada iskasta oo aan ognahay in dhimashadu ahayd mid degdeg u dhacday oo lama filaan ah.

Dugsigu wuxuu maanta yeelan doonaa kooxda jawaab bixinta hab-dhaqanka caafimaadka oo jira si looga caawiyo ardayda, waalidiinta iyo macallimiinta sidii ay ula tacaali lahaayeen masiibadan. Waxaad macluumaad dheeraad ah ka heli doontaa dugsiga sida qorshuhu u socdo. Waxaan kugu dhiirigelinaynaa in aad macluumaadkan la qaybsato ilmahaaga ka hor inta aadan isaga/iyada maanta u soo dirin dugsiga. Waxaa lagu xaqiijin karaa in dugsigu samayn doono wax kasta oo lagu caawin karo ardaydeena si ay ula tacaalaan masiibadan naxdinta leh. Haddii aad jeclaan lahayd in aad qof kala hadasho musiibadan, fadlan wac \_\_\_\_\_ inta lagu jiro dugsiga maalintii."

## Sample Phone Statement for Parents Regarding Suspected Suicide — Somali

"Mudane. \_\_\_\_\_, maamulaha dugsiga ayaa ka codsaday xubnaha \_\_\_\_\_ in ay la xiriiraan dhammaan waalidiinta si ay ula socodsiiyaan in \_\_\_\_\_, arday ayaa, si lama filaan ah u geeriyooday galabnimadii la soo dhaafay. Inkasta oo aan ognahay in dhimashadu ahayd mid degdeg ah oo filaan ah, hadana sabab rasmi ah oo dhimashada la xiriirta lama ogaan. Maamulayaashu waxay wadaan baaritaanka dhimashada iyada oo aanu jirin qalad la tuhunsan yahay.

Dugsigu wuxuu maanta yeelan doonaa kooxda jawaab bixinta hab-dhaqanka caafimaadka oo jira si looga caawiyo ardayda, waalidiinta iyo macallimiinta sidii ay ula tacaali lahaayeen masiibadan. Waxaad macluumaad dheeraad ah ka heli doontaa dugsiga sida qorshuhu u socdo. Waxaan kugu dhiirigelinaynaa in aad macluumaadkan la qaybsato ilmahaaga ka hor inta aadan isaga/iyada maanta u soo dirin dugsiga. Waxaa lagu xaqiijin karaa in dugsigu samayn doono wax kasta oo lagu caawin karo ardaydeena si ay ula tacaalaan masiibadan naxdinta leh.

Haddii aad jeclaan lahayd in aad qof kala hadasho masiibadan, fadlan wac \_\_\_\_\_ inta lagu jiro dugsiga maalintii.”

## Sample Parent Letter Regarding Student Homicide — Somali

Waalidka Qaaliga ah, masiibo ayaa toddobaadkan la soo dhaafay dhammaadkiisa ka dhacday bulshadeena. \_\_\_\_\_, arday dhigta \_\_\_\_\_ Dugsiga ayaa si lama filaan ah xalay u geeriyooday. Qof degan degaanka ayaa la xiray isla markaana lagu soo oogay dacwadan. Arrinta aan diiradda saari doono ee dugsigu waa taageerada carruurta iyo macallimiinta ay saameysay masiibadani. Waxaan isku soo ururinay xubnaha shaqaalaha ee xirfadda leh iyo xirfadlayaasha caafimaadka maskaxda ee degaanka si ay ardayda iyo macallimiinta si dhakhso ah uga caawiyaan helitaanka adeegyada shakhsi iyo koox ahaaneed.

Waxaanu sidoo kale u baanhay taageerada. Fadlan la soco ilmahaaga oo ka fiiri wixii calaamado ah ee muujinaya in ilmuhu u baahan yahay taageero la xiriirta la tacaalida masiibadan. Isbedel ku yimaada dabeecada dhanka cuntada, dhibaatooyin dhanka hurdada ah, raaxo la'aan caloosha laga dareemo, iwm. ayaa laga yaabaa in tahay calaamad muujinaysa in loo baahan yahay caawimo. Haddii ay tani dhacdo, fadla la xiriir maamulaha ilmahaaga iyada oo laga yaabo in aanu bixino la-talin/wada hadal ku saabsan sida ugu fiican ee ugu dhakhso badan ee aan u taageeri karno ilmahaaga.

Waxaanu tacsii u diraynaa \_\_\_\_\_ qoyska hada ku jira waqtigooda ay ugu baahi badan yihiin. Qoysas kale oo dhowr ah ay saamaysay \_\_\_\_\_ geeridu. Waxaan soo jeedinayaa in aanu diirada saarno dadaalkeena aan ugu jirno caawimaada dariskeena sidii ay uga gudbi lahaayeen muragooda. Kooxaha dhanka diinta iyo hay'adaha bulshada ayaa sidoo kale la helayaa si ay u caawiyaan kuwa taageerada raadinaya. Liiska lambarada telefoonka ee ilaha jira ayaa lagu soo lifaaqay warqadani.

Si Daacadnimo leh,  
Kormeeraha Guud ee Dugsiga

## Sample Parent Letter Regarding Student Sudden Death — Somali

Waalidiinta Qaaliga ah,

Intii lagu jiray toddobaadka dhammaadkiisa, dugsigu wuxuu la kulmay dhimasho lama filaan ah oo ku timid mid ka mid ah ardaydeena. Dhammaantayo aad baan uga xunahay khasaarahan. Dugsigu wuxuu leeyahay nidaamyo la xiriira maamulka caafimaadka hab-dhaqanka oo jira si carruurteena looga caawiyo jawaabahooda ku aadan masiibadan. Waaxd talada iyo maamulka ee dugsigeena ayaa si dhow ula shaqaynayay la taliyayaasha \_\_\_\_\_ si ay carruurtaada ula hadlaan isla markaana uga jawaabaan su'aalahooda.

Waxaa laga yaabaa in ilmahaagu qabo dareen aan la xallin oo isaga/iyadu laga yaabo in uu rabo/rabto in uu kaala hadlo/in ay kaala hadasho. Waxaad ilmahaaga ka caawin kartaa in aad u dhagaysato si taxadar leh, oo aan ka badbadis lahayn, adiga oo aqbalaya dareenkiisa/dareenkeeda isla markaana si daacad ah uga jawaabaha su'aalaha adiga oo raacaya waxa aad aaminsan tahay. Waa muhiim in aad la socodsiiiso in dareenkooda, walwalkooda iyo jawaabahooda ay yihiin kuwo caadi ah isla markaana ay toddobaadyada soo socda la kulmi doonaan tiro dhowr ah oo ah dareen dhanka niyada ah.

Haddii aad hayso wax su'aalo ah oo dheeraad ah ama aad qabto walwal ha ka gaabsan in aad si toos ah igala soo xiriirto dugsiga.

Si Daacadnimo leh,  
Maamulaha

# Sample Phone Statement for Parents Regarding Suicide or Murder — Spanish

## **Ejemplo de declaración telefónica para padres con respeto al suicidio o asesinato**

En caso de un suicidio o asesinato en la escuela, los padres deben ser informados antes de los estudiantes cuando sea posible. Una cadena telefónica puede ser utilizada con el propósito de informarles a los padres antes del comienzo del día escolar el primer día del crisis.

### **Aquí hay una muestra de una declaración que puede ser modificada y leída a cada padre por el teléfono:**

“Señor \_\_\_\_\_, el director de la escuela le ha pedido a los miembros de \_\_\_\_\_ que contacten a todos los padres para dejarlos saber que \_\_\_\_\_, un estudiante del octavo grado, falleció súbitamente. El fallecimiento ha sido declarado como (suicidio/asesinato) **O** no se ha hecho una determinación oficial en este momento con respeto al fallecimiento aunque si sabemos que el fallecimiento fue súbito y inesperado.

Hoy la escuela tendrá un equipo de respuesta de la salud del comportamiento para ayudar a los estudiantes, padres y personal lidiar con esta tragedia. Usted recibirá mas información de parte de la escuela como los planes se desarrollen. Le animamos a compartir esta información con su hijo/a antes de que lo/la mande a la escuela hoy. Puede estar seguro/a que la escuela estará haciendo todo lo posible para ayudar a nuestros estudiantes lidiar con esta trágica pérdida. Si usted quisiera hablar con alguien sobre esta tragedia, por favor llame al \_\_\_\_\_ durante el día escolar. “

El personal que haga estas llamadas a los padres debe entender que no deben discutir las circunstancias del fallecimiento (mas allá de lo que ya se indica en la carta) o abordar los rumores. El punto de la llamada es para simplemente informar a todos los padres de lo que ha ocurrido antes de que sus hijos lleguen a la escuela. Los padres que quieren mas información o parecen tener que hablar con mas detalle deben ser animados de llamar a la escuela mas tarde en el día. Algunas escuelas, particularmente al nivel de las secundarias y la preparatoria han elegido mandar a casa cartas a los padres informándoles sobre las actividades de intervención después de un suicidio. Algunas cartas de muestra que pueden ser adoptadas a una variedad de situaciones estan incluidas en las siguientes paginas.

## Sample Phone Statement for Parents Regarding Suspected Suicide — Spanish

### **Ejemplo de declaración telefónica para padres respecto a una sospecha de suicidio (solo se utiliza cuando no se ha determinado la causa oficial del fallecimiento)**

“Señor \_\_\_\_\_, el director de la escuela le ha pedido a los miembros de \_\_\_\_\_ que contacten a todos los padres para dejarlos saber que \_\_\_\_\_, un estudiante del octavo grado, falleció súbitamente anoche. Aunque sabemos que el fallecimiento fue súbitamente e inesperado, la causa oficial del fallecimiento no ha sido determinada. Las autoridades siguen investigando el fallecimiento y no hay sospecha de un crimen.

Hoy la escuela tendrá un equipo de respuesta de la salud del comportamiento para ayudar a los estudiantes, padres y personal lidiar con esta tragedia. Usted recibirá más información de parte de la escuela como los planes se desarrollen. Le animamos a compartir esta información con su hijo/a antes de que lo/la mande a la escuela hoy. Puede estar seguro/a que la escuela estará haciendo todo lo posible para ayudar a nuestros estudiantes a lidiar con esta trágica pérdida.

Si usted quisiera hablar con alguien sobre esta tragedia, por favor llame al \_\_\_\_\_ durante el día escolar. “

## Sample Parent Letter Regarding Student Homicide — Spanish

### Carta de muestra para padres respecto al homicidio de un estudiante

Querido padre,

Una tragedia ocurrió el fin de semana pasado en nuestra comunidad. \_\_\_\_\_, un estudiante del primer grado en la escuela \_\_\_\_\_ murió inesperadamente anoche. Un residente local ha sido arrestado y acusado en este caso. Nuestro enfoque en las escuelas es apoyar a los niños y personal que han sido afectados por esta tragedia. Hemos reunido a nuestros miembros del personal profesional y profesionales locales de la salud mental para asistir inmediatamente a los estudiantes y personal con la disponibilidad de servicios individuales o en grupo.

También necesitamos su asistencia. Por favor observe a su hijo/a por cualquier signos que indiquen que el niño/a pueda necesitar ayuda con enfrentar esta tragedia. Quizás un cambio en los hábitos de alimentación, problemas durmiendo, dolor de estomago, etc. pueden ser indicación de que se necesita ayuda. Si esto ocurre, por favor comuníquese con el director de su hijo/a para que podamos ofrécele consejería/discutir como podemos mejor apoyar a su niño/a lo antes posible.

Le ofrecemos nuestras mas sinceras condolencias a la familia \_\_\_\_\_ en este tiempo de necesidad. Varias otras familias han sido afectadas por el fallecimiento de \_\_\_\_\_. Sugiero que concentremos nuestros esfuerzos en ayudar a nuestros vecinos lidiar con su pesadumbre. Grupos religiosos locales y agencias comunitarias también estan disponibles para ayudara a aquellos que buscan ayuda. Esta adjunta a esta carta una lista de números para estos recursos.

Sinceramente,  
El Superintendente Escolar

# Sample Parent Letter Regarding Student Sudden Death — Spanish

## **Carta de muestra para padres respecto al fallecimiento súbito de un estudiante**

Queridos padres,

Durante el fin de semana, la escuela experimento el fallecimiento súbito de uno de nuestros estudiantes. Todos estamos profundamente entristecidos por esta pérdida. La escuela tiene procedimientos de manejo de la salud del comportamiento para ayudar a su estudiante con sus reacciones a esta tragedia. Nuestro departamento de consejería y administración han estado trabajando en estrecha colaboración con consejeros de \_\_\_\_\_ para hablar con su hijo/a y contestar sus preguntas.

Su hijo/a puede tener algunos sentimientos irresueltos que le gustaría discutir con usted. Usted puede ayudar a su hijo/a escuchando atentamente, sin exagerar, aceptando sus sentimientos y contestando preguntas honestamente de acuerdo a sus creencias. Es importante hacerles saber que sus sentimientos, preocupaciones y reacciones son normales y que experimentaran una serie de emociones durante los próximos días y semanas.

Si usted tiene preguntas o preocupaciones adicionales no dude en contactarme directamente en la escuela.

Sinceramente,  
El Director

## Sample Phone Statement for Parents Regarding Suicide or Murder — Vietnamese

### **Báo cáo điện thoại mẫu cho cha mẹ về vụ tự tử hoặc giết người**

Trong trường hợp có vụ tự tử hay giết người, cha mẹ nên được thông báo trước học sinh nếu có thể được. Một chuỗi điện thoại có thể được sử dụng cho mục đích thông báo cho cha mẹ trước khi bắt đầu ngày học đầu tiên của cuộc khủng hoảng.

### **Sau đây là một lời tuyên bố mẫu có thể được sửa đổi và đọc cho mỗi phụ huynh qua điện thoại:**

"Ông. \_\_\_\_\_, hiệu trưởng trường học đã yêu cầu các thành viên của

\_\_\_\_\_ liên lạc với tất cả các phụ huynh để cho quý vị biết rằng \_\_\_\_\_, một học sinh lớp tám, đã chết đột ngột tối hôm qua. Cái chết đã chính thức được coi là (tự tử / bị giết) hoặc KHÔNG có xác định chính thức nào được đưa ra vào lúc này về cái chết mặc dù chúng ta biết rằng cái chết đột ngột và bất ngờ.

Nhà trường sẽ có một nhóm ứng phó sức khỏe hành vi đến đây để giúp các học sinh, phụ huynh và nhân viên đối phó với thảm kịch này. Quý vị sẽ nhận được nhiều thông tin từ trường khi kế hoạch phát triển. Chúng tôi khuyến khích quý vị chia sẻ thông tin này với con em trước khi quý vị đưa con em đến trường hôm nay. Quý vị có thể yên tâm rằng trường học sẽ làm mọi cách có thể làm được để giúp các học sinh của chúng ta đối phó với sự mất mát bi thảm này. Nếu quý vị muốn nói chuyện với ai đó về thảm kịch này, vui lòng gọi cho \_\_\_\_\_ trong giờ học. "

Các nhân viên gọi điện thoại cho phụ huynh nên hiểu rằng cuộc gọi không phải là để thảo luận về hoàn cảnh của cái chết (ngoài những gì đã nêu trong bức thư) hoặc giải quyết những tin đồn. Mục đích của cuộc gọi là chỉ cần thông báo cho tất cả phụ huynh về những gì đã xảy ra trước khi con em họ đến trường. Các phụ huynh muốn biết thêm thông tin hoặc có vẻ cần phải nói chuyện chi tiết hơn nên được khuyến khích gọi cho trường học sau đó trong ngày. Một số trường học, đặc biệt là ở bậc trung cấp và trung học đã chọn gửi thư về nhà cho phụ huynh thông báo cho họ biết về các hoạt động ngăn ngừa của của trường học. Một số mẫu thư có thể được điều chỉnh cho nhiều tình huống được bao gồm trong vài trang tiếp theo.

## Sample Phone Statement for Parents Regarding Suspected Suicide — Vietnamese

**Mẫu Báo cáo điện thoại cho cha mẹ về vụ nghi ngờ tự tử (chỉ dùng khi nguyên nhân chính thức của cái chết chưa được xác định)**

**Dưới đây là một bản tuyên bố mẫu có thể được sửa đổi và đọc cho mỗi phụ huynh qua điện thoại hoặc gửi về nhà qua thư tùy theo hoàn cảnh:**

"Ông. \_\_\_\_\_, hiệu trưởng trường đã yêu cầu các thành viên của \_\_\_\_\_ liên lạc với tất cả phụ huynh để cho quý vị biết rằng \_\_\_\_\_, một học sinh lớp tám, đã chết đột ngột tối hôm qua. Mặc dù chúng ta biết cái chết đột ngột và bất ngờ, nguyên nhân chính thức của cái chết chưa được xác định. Các nhà chức trách đang tiếp tục điều tra về cái chết và không nghi ngờ gì.

Trường sẽ có một nhóm ứng phó sức khỏe hành vi hôm nay để giúp các học sinh, phụ huynh và nhân viên đối phó với thảm kịch này. Quý vị sẽ nhận được nhiều thông tin từ trường khi kế hoạch phát triển. Chúng tôi khuyến khích quý vị chia sẻ thông tin này với con em trước khi quý vị đưa các em đến trường hôm nay. Quý vị có thể yên tâm rằng trường học sẽ làm mọi cách có thể làm được để giúp các học sinh của chúng ta đối phó với sự mất mát bi thảm này.

Nếu quý vị muốn nói chuyện với ai đó về thảm kịch này, vui lòng gọi cho \_\_\_\_\_ trong giờ học. "

# Sample Parent Letter Regarding Student Homicide — Vietnamese

## Thư Mẫu của Phụ Huynh liên quan đến vụ học sinh bị giết chết

Kính thưa Phụ huynh,

Một bi kịch xảy ra vào cuối tuần qua trong cộng đồng của chúng ta. \_\_\_\_\_, một học sinh lớp một tại trường \_\_\_\_\_ chết bất ngờ vào đêm qua. Một cư dân địa phương đã bị bắt và bị buộc tội trong vụ này. Trọng tâm của chúng tôi trong các trường học là để hỗ trợ những trẻ em và nhân viên đã bị ảnh hưởng bởi bi kịch này. Chúng tôi đã tụ họp được cả nhân viên chuyên nghiệp và các chuyên gia chăm sóc sức khoẻ tâm thần tại địa phương để giúp đỡ các học sinh và nhân viên ngay lập tức với các dịch vụ sẵn có cho riêng từng cá nhân và các nhóm.

Chúng tôi cũng cần sự trợ giúp của quý vị. Hãy quan sát con em của quý vị để ý bất kỳ dấu hiệu nào cho biết đứa trẻ có thể cần trợ giúp để đối phó với bi kịch này. Thí dụ như thay đổi thói quen ăn uống, khó ngủ, đau bụng, v.v. có thể là một số dấu hiệu cho thấy cần giúp đỡ. Nếu điều này xảy ra, vui lòng liên lạc với hiệu trưởng của con em để chúng tôi có thể cung cấp tư vấn/thảo luận về cách chúng tôi có thể hỗ trợ tốt nhất cho con quý vị càng sớm càng tốt.

Chúng tôi gửi lời chia buồn chân thành đến gia đình \_\_\_\_\_ trong thời gian khó khăn này. Một số gia đình khác đã bị ảnh hưởng bởi cái chết của \_\_\_\_\_. Tôi đề nghị chúng ta tập trung nỗ lực vào việc giúp đỡ các người hàng xóm của mình đối phó với nỗi đau buồn của họ. Các nhóm tôn giáo địa phương và các cơ quan cộng đồng cũng sẵn sàng trợ giúp những người cần sự giúp đỡ. Danh sách các số điện thoại của các tài nguyên này được đính kèm với bức thư này.

Trân trọng,

Giám Đốc Sở Học Chánh

## Sample Parent Letter Regarding Student Sudden Death — Vietnamese

### Thư Mẫu gửi phụ huynh liên quan đến cái chết đột ngột của học sinh

Các phụ huynh thân yêu,

Vào cuối tuần, trường đã trải qua cái chết đột ngột của một học sinh của chúng ta. Tất cả chúng tôi đều cảm thấy đau buồn vì sự mất mát này. Trường học có các quy trình quản lý sức khỏe hành vi tại chỗ để giúp con em quý vị đối phó với thảm họa này. Ban hướng dẫn và quản lý trường học của chúng tôi đã làm việc chặt chẽ với các cố vấn từ \_\_\_\_\_ để nói chuyện với con em quý vị và trả lời các câu hỏi của họ.

Con em quý vị có thể có một số cảm giác chưa được giải quyết mà các em muốn thảo luận với cha mẹ. Quý vị có thể giúp con em bằng cách lắng nghe cẩn thận, không phản ứng thái quá, chấp nhận cảm xúc của các em và trả lời các câu hỏi một cách trung thực theo niềm tin của quý vị. Điều quan trọng là để cho các em biết tình cảm, mối quan tâm và phản ứng của các em là bình thường và các em sẽ trải nghiệm một số cảm xúc trong vài ngày và vài tuần tới.

Nếu quý vị có thêm bất kỳ câu hỏi hoặc thắc mắc nào, xin hãy liên lạc trực tiếp với tôi tại trường.

Trân trọng,

Hiệu trưởng