

ARCHITECTURE OF GRACE · MASTER DOCUMENTS SERIES · ANNEX TO DOCUMENT 10

Parental Consent & Disclosure Protocol

A ready-to-adapt consent packet for a district running the Architecture of Grace instrument layer. It is built **opt-in first**, to the strictest state standards in the country, so that one packet works in Utah, Texas, Arizona, North Carolina, Louisiana, Iowa, Montana, Kansas and Illinois without redrafting. *Adapt it. Do not adopt it unread — your counsel, your board policy and your state's text govern, and this document is not legal advice.*

How to use this packet

Section	What it is	What you do with it
A	The configuration decisions	Six settings a district makes once, in writing, before the first administration. Everything else depends on them.
B	The consent form — English	Fill in the bracketed fields. Send it home with Annex 1 attached. Attached, not summarised.
Annex 1	The nineteen statements, English, verbatim	Goes home with every form. Utah requires the questions themselves; Texas requires an advance copy. A description of the questions is not the questions.
C · Anexo 2	The same, in Spanish	Send the version the family reads. 34 CFR 300.9(a) requires the parent be informed in their native language, and the item list has to be translated too — not only the cover letter.
D	The student assent script	Read aloud, in the room, before the first administration. The layer almost every packet omits.
E	Refusal handling and the flag pathway	Staff-facing. This is the section that decides whether the rest of it is real.

Why opt-in. On August 26, 2026 the U.S. Department of Education's Student Privacy Policy Office stated that a survey administered by a school official is *required* under the Protection of Pupil Rights Amendment, that instruments probing students' emotional states fall inside a protected category, and that **"the opt-out provisions in PPRA do not apply as a way of securing parental consent."** That guidance is contested and untested. The asymmetry decides it: a district that obtained consent under a reading later held too broad has lost some paperwork. A district that ran an opt-out under a reading that holds is out of compliance for a school year, on an instrument that touched every student in the building.

The opt-out does not go away. It is what a family who consented in September uses to withdraw in February; it is what 20 U.S.C. 1232h(c)(2)(C)(ii) requires your policy to contain regardless; and it is the right mechanism for the curriculum itself, where a family's objection is a curriculum-exemption question under board policy and not a PPRA question at all. Consent asks *may we*. An opt-out asks *may we stop*. A protocol that collects consent and offers no exit has made the consent worse, not better.

Section A · The six configuration decisions

Made once, at adoption, in writing. A district that has not answered these six is not ready to send the form.

#	Decision	Notes and the authority behind it
1	Which components are in scope — curriculum only, or curriculum plus instrument layer?	The curriculum runs with the instrument switched off. A district may adopt the books, charts, cards, worksheets and the thirty activity pages and never run a single reflection. If that is the decision, Sections B–E do not apply and no consent is required.
2	Lead time. How many days before administration does the packet go home?	Default fourteen days . Utah's floor is two weeks; Arizona's is seven. Fourteen clears both.
3	The sync destination. District-owned spreadsheet, or sync off?	Where identifiable student data is carried, the destination must be a district-owned spreadsheet inside the district's domain and data agreement. FERPA's school-official exception requires the agency's <i>direct control</i> over use and maintenance of records (34 CFR 99.31(a)(1)(i)(B)(2)); an educator's personal spreadsheet does not sit inside that. Personal spreadsheets are for a teacher's own de-identified practice data.
4	Retention. How long is a record kept, and how is it destroyed?	State-set, not product-set. Illinois: a temporary record under 105 ILCS 10, minimum five years, destroyed only after notice and a chance for the family to copy. Louisiana: destroyed within thirty days . These collide — pick the one that governs you before the first administration, not after the first request.
5	The named official. Who is responsible for confidentiality?	34 CFR 300.623(b) requires one official at each participating agency, and 300.623(d) requires a current listing of employees who may have access, maintained for public inspection .
6	The response pathway. Who owns a flag, and by when?	Two flags exist. <i>Trusted adult</i> (Item 18) and <i>self-protection</i> (Item 19, deliberately unscored). Name the owner and the timeframe in writing. Do not screen more students than the building can follow up with — an instrument that surfaces a child with no trusted adult and produces no adult response has done harm, not diligence, and no regulation will catch it.

Section B · The consent form · English

Bracketed fields are the district's. Send with Annex 1 attached.

[DISTRICT / SCHOOL LETTERHEAD]

Dear parent or guardian,

This year your child's class will be using **Architecture of Grace**, a social-emotional learning curriculum. Part of it is teaching — lessons, discussions, charts and worksheets. Part of it is a short set of questions your child would answer about themselves. **We are writing to ask your permission before your child answers any of those questions**, and to give you the questions in advance so you can read every one of them first. They are attached to this letter.

WHAT THE QUESTIONS ARE

Nineteen statements. Your child rates how often each one is true for them, on a six-point scale from *Never* to *Constantly*. They are about three things: how your child handles big feelings, how they talk to themselves after a mistake, and how they get along with and repair things with other people. Two of the nineteen ask whether your child has a trusted adult they could go to, and what they do when someone is unsafe. It takes most students under ten minutes. The complete list is attached.

WHAT IT IS FOR — AND WHAT IT IS NOT

It tells your child's teacher what to teach next. That is all it is for.

It is not a test. It is not a diagnosis. It is not used to decide whether your child qualifies for special education or a 504 plan — that requires a full evaluation with your separate written consent, and this is not one. It does not affect grades. It is not shared outside the school.

WHO WOULD SEE YOUR CHILD'S ANSWERS

[Name the actual roles — for example: your child's classroom teacher; the case manager if your child has an IEP; the school counselor. Do not write "authorized personnel."]

HOW LONG THE ANSWERS ARE KEPT

[State the number from configuration decision 4, and how a record is destroyed.] You may ask to see your child's records at any time, and we will provide them within [state law period — 45 days under federal law; 10 business days in Illinois]. You may ask that they be destroyed when they are no longer needed.

YOU ARE DECIDING FOUR SEPARATE THINGS

You can say yes to some and no to others. There is no consequence for your child either way, and **your child will not be told what you decided**.

☐ YES ☐ NO

A · The lessons. My child takes part in the Architecture of Grace lessons, discussions, charts and worksheets.

If no: alternative work is provided under the district's curriculum-exemption policy.

☐ YES ☐ NO

B · The nineteen statements. My child may answer the attached questions.

If no: my child does the lesson and skips the questions. Nothing is recorded and no adult raises it with them.

☐ YES ☐ NO

C · The record. My child's individual answers may be kept in their school record and seen by the staff named above.

If no: my child may still answer, and only class-level totals are kept — nothing individual.

☐ YES ☐ NO

D · The district spreadsheet. My child's answers may be saved to the district's connected spreadsheet under the district's data agreement.

If no: the answers stay on the classroom device.

You may change your mind at any time, for any part of this, without giving a reason. Write, email or call [contact], or use [the district's consent system]. If you withdraw permission, we remove what has been recorded — we do not merely stop adding to it. This permission covers the [2026–2027] school year and we will ask again next year.

If you have questions, or would like to look at the materials before you decide, contact [name, role, phone, email]. You are welcome to come and read anything we use.

Student name

Grade

Teacher

Parent / guardian name (printed)

Signature and date

Please return by [date] to [where]. **If we do not hear from you, your child will do the alternative activity.** A non-response is not a yes.

Annex 1 · The nineteen statements · English, verbatim

This is the complete instrument. Nothing is withheld. Your child rates each statement on a six-point frequency scale: *Never · Rarely · Sometimes · Often · Very Often · Constantly*. Eighteen of the nineteen contribute to a score.

Statement 19 is asked and shown but is deliberately not scored — a child's safety skills must not be able to raise or lower a wellbeing number.

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| 1 | I know what I am feeling, even when the feeling is big or confusing. |
| 2 | When I am upset, I know at least one thing I can do to help my body calm down. |
| 3 | Big feelings — like worry, anger, or sadness — get in the way of what I am trying to do. |
| 4 | I feel overwhelmed and don't know what to do about it. |
| 5 | After something hard happens, I am able to come back to feeling okay. |
| 6 | I can tell when my body is starting to get upset before I lose control of how I act. |
| 7 | When I make a mistake, I can learn from it without being mean to myself. |
| 8 | When something goes wrong, a voice in my head tells me I am stupid, bad, or not good enough. |
| 9 | I treat myself the way I would treat a good friend who was having a hard time. |
| 10 | I keep replaying my mistakes in my head long after they are over. |
| 11 | When something is hard, I believe I can get better at it if I keep trying. |
| 12 | When I make a mistake, I can own it and move on without being too hard on myself. |
| 13 | When someone around me is having a hard time, I care about how they feel. |
| 14 | When I have hurt someone — even by accident — I am able to say so and try to make it right. |
| 15 | When someone bothers me or hurts my feelings, I assume the worst about them right away. |
| 16 | I am kind to people even when they are hard to get along with. |
| 17 | I can tell the difference between someone who is just difficult and someone who is actually unsafe. |
| 18 | I have at least one trusted adult in my life I could go to if something was wrong.
Raises a flag for adult follow-up. |
| 19 | When someone is unsafe, I do something to protect myself — like leaving or telling an adult.
Not scored. Raises a flag for adult follow-up. |

Three domains. Statements 1–6: Emotional Regulation & Well-Being. Statements 7–12: Self-Compassion & Growth Mindset. Statements 13–19: Social Competency & Repair. **Two statements raise a flag for adult follow-up** — statement 18 (a trusted adult) and statement 19 (self-protection) — independently of any score. A flag is a reason for an adult to have a conversation. It is never a finding about your child.

Sección C · Formulario de consentimiento · Español

Los campos entre corchetes son del distrito. Enviar con el Anexo 2 adjunto.

[MEMBRETE DEL DISTRITO / DE LA ESCUELA]

Estimado padre, madre o tutor:

Este año la clase de su hijo/a usará **Architecture of Grace**, un currículo de aprendizaje social y emocional. Una parte es enseñanza — lecciones, conversaciones, carteles y hojas de trabajo. Otra parte es un conjunto breve de preguntas que su hijo/a respondería sobre sí mismo/a. **Le escribimos para pedirle permiso antes de que su hijo/a responda cualquiera de esas preguntas**, y para darle las preguntas por adelantado para que pueda leer cada una primero. Están adjuntas a esta carta.

QUÉ SON LAS PREGUNTAS

Diecinueve afirmaciones. Su hijo/a indica con qué frecuencia cada una es cierta para él o ella, en una escala de seis puntos desde *Nunca* hasta *Constantemente*. Tratan de tres cosas: cómo maneja su hijo/a los sentimientos fuertes, cómo se habla a sí mismo/a después de un error, y cómo se lleva con los demás y repara las cosas. Dos de las diecinueve preguntan si su hijo/a tiene un adulto de confianza a quien acudir, y qué hace cuando alguien no es seguro. La mayoría de los estudiantes tarda menos de diez minutos. La lista completa está adjunta.

PARA QUÉ SIRVE — Y PARA QUÉ NO

Le dice al maestro o maestra de su hijo/a qué enseñar a continuación. Para eso sirve, y para nada más.

No es un examen. No es un diagnóstico. No se usa para decidir si su hijo/a califica para educación especial o un plan 504 — eso requiere una evaluación completa con su consentimiento por escrito por separado, y esto no lo es. No afecta las calificaciones. No se comparte fuera de la escuela.

QUIÉN VERÍA LAS RESPUESTAS DE SU HIJO/A

[Nombrar los roles reales — por ejemplo: el maestro o maestra de su hijo/a; el coordinador de caso si su hijo/a tiene un IEP; el consejero escolar.]

CUÁNTO TIEMPO SE GUARDAN LAS RESPUESTAS

[Indicar el número de la decisión 4, y cómo se destruye un registro.] Usted puede pedir ver los registros de su hijo/a en cualquier momento, y se los proporcionaremos dentro de [plazo legal]. Puede pedir que se destruyan cuando ya no sean necesarios.

USTED ESTÁ DECIDIENDO CUATRO COSAS SEPARADAS

Puede decir que sí a unas y que no a otras. No hay ninguna consecuencia para su hijo/a en ningún caso, y **no se le dirá a su hijo/a qué decidió usted.**

☐ SÍ ☐ NO

A · Las lecciones. Mi hijo/a participa en las lecciones, conversaciones, carteles y hojas de trabajo.

Si no: se proporciona trabajo alternativo según la política de exención curricular del distrito.

☐ **SÍ** ☐ **NO****B · Las diecinueve afirmaciones.** Mi hijo/a puede responder las preguntas adjuntas.

Si no: mi hijo/a hace la lección y omite las preguntas. No se registra nada y ningún adulto se lo menciona.

☐ **SÍ** ☐ **NO****C · El registro.** Las respuestas individuales de mi hijo/a pueden guardarse en su expediente escolar y ser vistas por el personal nombrado arriba.

Si no: mi hijo/a puede responder de todos modos, y solo se guardan totales del grupo.

☐ **SÍ** ☐ **NO****D · La hoja de cálculo del distrito.** Las respuestas de mi hijo/a pueden guardarse en la hoja de cálculo conectada del distrito, bajo el acuerdo de datos del distrito.

Si no: las respuestas se quedan en el dispositivo del salón.

Puede cambiar de opinión en cualquier momento, sobre cualquier parte, sin dar una razón. Escriba, envíe un correo o llame a [contacto]. Si retira el permiso, eliminamos lo que se haya registrado — no solo dejamos de agregar. Este permiso cubre el año escolar [2026–2027] y volveremos a preguntar el próximo año.

Nombre del estudiante

Grado

Maestro/a

Nombre del padre / madre / tutor (en letra de molde) Firma y fecha

Devolver antes del [fecha] a [lugar]. **Si no recibimos respuesta, su hijo/a hará la actividad alternativa.** No responder no es un sí.

Anexo 2 · Las diecinueve afirmaciones · Español, textual

Este es el instrumento completo. No se omite nada. Su hijo/a califica cada afirmación en una escala de frecuencia de seis puntos: *Nunca · Rara vez · A veces · A menudo · Muy a menudo · Constantemente*. Dieciocho de las diecinueve contribuyen a una puntuación. **La afirmación 19 se pregunta y se muestra pero deliberadamente no se puntúa** — las destrezas de seguridad de un niño no deben poder subir ni bajar un número de bienestar.

- | | |
|----|--|
| 1 | Sé lo que estoy sintiendo, incluso cuando el sentimiento es grande o confuso. |
| 2 | Cuando estoy molesto/a, conozco al menos una cosa que puedo hacer para que mi cuerpo se calme. |
| 3 | Los sentimientos fuertes — como preocupación, enojo o tristeza — se interponen en lo que estoy tratando de hacer. |
| 4 | Me siento abrumado/a y no sé qué hacer al respecto. |
| 5 | Después de que algo difícil sucede, puedo volver a sentirme bien. |
| 6 | Puedo darme cuenta cuando mi cuerpo empieza a alterarse antes de perder el control de cómo actúo. |
| 7 | Cuando cometo un error, puedo aprender de él sin ser duro/a conmigo mismo/a. |
| 8 | Cuando algo sale mal, una voz en mi cabeza me dice que soy tonto/a, malo/a, o que no soy suficiente. |
| 9 | Me trato a mí mismo/a como trataría a un buen amigo/a que está pasando un momento difícil. |
| 10 | Sigo repitiendo mis errores en mi cabeza mucho después de que ya pasaron. |
| 11 | Cuando algo es difícil, creo que puedo mejorar si sigo intentándolo. |
| 12 | Cuando cometo un error, puedo reconocerlo y seguir adelante sin ser demasiado duro/a conmigo. |
| 13 | Cuando alguien a mi alrededor está pasando un momento difícil, me importa cómo se siente. |
| 14 | Cuando he lastimado a alguien — incluso sin querer — puedo reconocerlo e intentar reparar las cosas. |
| 15 | Cuando alguien me molesta o me lastima los sentimientos, asumo lo peor de esa persona enseguida. |
| 16 | Soy amable con la gente incluso cuando son difíciles de tratar. |
| 17 | Puedo notar la diferencia entre alguien que es solo difícil y alguien que de verdad no es seguro. |
| 18 | Tengo al menos un adulto de confianza en mi vida a quien podría acudir si algo estuviera mal.
Genera un aviso para seguimiento por un adulto. |
| 19 | Cuando alguien no es seguro, hago algo para protegerme — como irme o decirle a un adulto.
No se puntúa. Genera un aviso para seguimiento por un adulto. |

Tres áreas. Afirmaciones 1–6: Regulación emocional y bienestar. Afirmaciones 7–12: Autocompasión y mentalidad de crecimiento. Afirmaciones 13–19: Competencia social y reparación. **Dos afirmaciones generan un aviso para seguimiento por un adulto** — la 18 (un adulto de confianza) y la 19 (protegerse) — independientemente de cualquier puntuación. Un aviso es una razón para que un adulto tenga una conversación. Nunca es una conclusión sobre su hijo/a.

Section D · The student assent script

Read aloud, in the room, before the first administration. Not paraphrased, and not skipped because the class already knows. A child's own agreement is separate from their family's, and it is the layer almost every consent packet leaves out.

English. "In a minute I'm going to give you nineteen sentences about yourself, and you'll say how often each one is true for you. There are no right answers and no grade. It helps me know what to teach next.

Three things before we start. **You can skip any sentence you don't want to answer. You can stop at any point** — just close it, and nothing happens. And if you'd rather not do it at all today, that's fine; there's something else for you to do instead, and I'm not going to ask you why.

Two of the sentences are about whether you have an adult you could go to, and what you do if someone isn't safe. If you answer those in a way that makes me want to check in, I will — that's the point of asking. You can also just come and tell me, any time, without any of this."

Español. «En un momento les voy a dar diecinueve oraciones sobre ustedes mismos, y van a decir con qué frecuencia cada una es cierta para ustedes. No hay respuestas correctas y no hay calificación. Me ayuda a saber qué enseñar después.

Tres cosas antes de empezar. **Pueden saltar cualquier oración que no quieran responder. Pueden parar en cualquier momento** — solo ciérrenlo, y no pasa nada. Y si prefieren no hacerlo hoy, está bien; hay otra cosa para ustedes, y no voy a preguntar por qué.

Dos de las oraciones son sobre si tienen un adulto a quien acudir, y qué hacen si alguien no es seguro. Si responden esas de una manera que me haga querer conversar con ustedes, lo haré — para eso se preguntan. También pueden venir a decírmelo cuando quieran, sin nada de esto.»

Section E · Refusal handling, and what a flag does

THE RULE THAT DECIDES WHETHER ANY OF THIS IS REAL

A child whose family declined must not be able to tell, from anything that happens in the room, that their family declined. No list. No waiting by the door. No "we'll catch you up later." The alternative activity is a real activity, prepared in advance, that a child would plausibly have been given anyway. If a school cannot do that, it should not run the instrument — not because of a regulation, but because a consent regime that costs a nine-year-old their standing in the room has failed at the thing it was for.

THREE OPERATIONAL RULES

- **A non-response is not a consent.** Silence returns the child to the alternative activity. It never returns them to the instrument.
- **A revocation removes, it does not merely stop.** The record comes out, and the framework's removal is symmetric with its backup so that nothing survives a deletion in a file the district restores later.
- **No adult raises it with the student.** The conversation, if there is one, is with the family.

WHAT A FLAG DOES — AND WHAT IT NEVER DOES

What happened	What it is	What is owed
One low area, once	Instructional information	Teach differently. Nothing more.
A pattern across several administrations	Instructional information, plus a question	Team conversation. Consider tiered support. Document what was tried.
Trusted-adult flag (Item 18)	A relational finding. Not a disability finding.	The conversation: " <i>If something was wrong, who would you actually go to?</i> " Help the student name one real person and rehearse the approach. Never a referral because of the flag alone.
Self-protection flag (Item 19)	A safety signal, unscored on purpose	Immediate human follow-up under the building's protocol. It is not a data point and it is not a trend line.
Suspicion of a disability, from any source	Child find is triggered	Evaluate, or refuse in writing under 34 CFR 300.503(a)(2). There is no third option. "Keep monitoring" is not one — OSEP Memo 11-07: tiered strategies "cannot be used to delay or deny the provision of a full and individual evaluation."

WHAT TO SAY WHEN A PARENT ASKS, IN ONE BREATH

"It is nineteen statements your child rates about themselves — how they handle big feelings, how they talk to themselves after a mistake, and whether they have an adult they could go to. Here they are; read them. It tells the teacher what to teach next. **It is not a test, it is not a diagnosis, and it is not used to decide whether your child qualifies for special education** — that takes a full evaluation with your written consent, and this is not

one. You can say no to any part of it, you can change your mind at any time, and nothing about your child's day changes either way."

Prepared as an annex to Document 10 of the Architecture of Grace Master Documents Series, *The Legal and Regulatory Crosswalk*. Statutory and regulatory references are to the U.S. Code and Code of Federal Regulations in force on September 2, 2026. **This packet is a template, not legal advice.** It creates no attorney-client relationship, it is not a warranty of compliance with any state's law, and it should be reviewed and adapted by district counsel and against current board policy before use. Eight states — Utah, Texas, Arizona, North Carolina, Louisiana, Iowa, Montana and Kansas — impose requirements above the federal floor; Document 10, Chapter 13 maps them. · **Architecture of Grace — SEL built by a teacher, for real classrooms.**