

ARCHITECTURE OF GRACE

Data & Privacy Statement

How Architecture of Grace handles information — in plain language, and in full.

READ THIS FIRST This statement describes the product **as built on 5 September 2026**, against script version 11. It replaces the June 2026 statement, which described a single check-in and one shared passcode. The product now runs **six instruments and a practice record**, and the sync layer uses **two separate keys**. It is not legal advice.

The short version, for families and students

By default your answers stay in the browser on the device you use. There is no account. Nothing about you is tracked, sold, or used to train any artificial-intelligence system — the people who make this run no server that could receive it.

A school may choose to turn on syncing. If it does, completed work is also sent to a Google Sheet **the school owns and controls**. Separately, the site has an optional public “Voices” wall that anyone can post to; anything posted there is public on purpose.

Most of what is on this site collects nothing at all. The lessons, the novels, the anchor charts, the worksheets, the calming tools and the practice pages are teaching material. Only the check-in layer asks a student about themselves, and that layer can be switched off without switching off anything else. That distinction runs through the whole of this document.

Part One — Three layers, governed differently

Architecture of Grace is one site with three kinds of thing on it. They are not governed by the same rules, and treating them as one undifferentiated “SEL block” is the mistake that creates most of the risk.

Layer	What it is	What it collects	Consent
Curriculum	Six books, the lessons, anchor charts, scenario cards, worksheets, Talk It Out, the Quiet Space and the calming tools	Nothing. It is instruction.	None. Ordinary curriculum policy, and the right to inspect instructional material.
Academic practice	The activity pages in mathematics, science, social studies and English	A practice record — what was attempted, what was independent — only if a student sends it	None. Academic assessment.
The check-in layer	The self-reflection, Daily Check-In, School-Day Exit Slip, Home Check-In, Home Observations, the adult team check-in, and This Is Me	What a person says about how they are	Written, in advance, with the questions attached. See “Consent”, below.

WHY THIS MATTERS The curriculum runs with the check-in layer switched off. That is a fact about how the software is built, not a claim about intent — and it is what allows a school to adopt the teaching material without adopting a survey. A school that runs both as one block loses the distinction in its own records.

What is collected, instrument by instrument

Nothing below leaves the device unless a school has turned syncing on, or the work was opened through a classroom link or QR code. Where syncing is on, each completed item becomes **exactly one row** in one tab of the school's own Google Sheet. Every tab also carries a timestamp, a date, the district, school and class identifiers, the grade, the term, and the identifier the student was given.

Sheet tab	Written by	What the row holds beyond the common fields
Responses	The self-reflection	Language, mode (Quick or Thorough), three domain scores, a composite, four comparison values, an internal tier and the words shown beside it, two safety flags, a closing word, whether the taker is a K-12 student or an adult, and whether it was taken at school or at home. It also holds the eighteen scored item responses, eighteen intensity values, and up to three optional written reflections.
DailyCheckins	Daily Check-In, and This Is Me	Arrival, feeling words, readiness, what is needed, connection, a challenge and its impact, a context tag, whether the student would tell an adult, a sense of agency, whether they felt regulated, used a strategy and felt connected, a percentage, an optional note, and a follow-up marker.
SupportCheckins	The adult team check-in	An adult's observation about a student — regulated, used a strategy, connected, a percentage, an optional note, a follow-up marker, and the role and identifier of the adult who wrote it.
ExitSlips	The School-Day Exit Slip	The class that went best and the class that was hardest with the reasons given, a good moment and a rough one, a response, a closing, a word for the day, and any written text.
HomeObservations	A family member's observation	A skill, the level observed, the time of day, the activity, the support given, an optional note and a follow-up marker.
HomeCheckins	The Home Check-In	How morning, afternoon and evening went, what helped, an optional note and a follow-up marker.
Practice	The activity pages	The activity's identifier and name, the skill, the set number, how many items there were, how many were done independently and how many with support, the percentage independent, the number correct, hints used, and a confidence rating. No score about the

		child as a person appears in this tab.
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The self-reflection presents nineteen statements. Eighteen are scored, across three domains. The nineteenth is a closing safety statement: it does not produce a score, it sets two flags and a closing word so that an adult knows to have a conversation. Elsewhere on this site the instrument is described as “18 items”, which is the number of **scored** items; a consent packet must show all nineteen, and the consent packet does.

No financial information, government identifier, biometric data, contact details or precise location is requested or stored by any instrument. The check-in is designed to be taken with initials, a seat number or a roster identifier rather than a full name.

Where it is kept, and when it is sent on

Saved on the device, by default

Every completed item is saved in the browser on the device used, in that browser’s local storage. With no destination configured, nothing is transmitted anywhere. Architecture of Grace operates no back-end for school deployments and has no access to on-device data.

Sent to the school, where syncing is on

When a school has configured a destination, a completed item is saved on the device **and also** posted to that school’s own Google Apps Script, which appends one row to a Google Sheet the school controls. No third-party server sits in that path.

CLASS LINKS AND QR CODES ALWAYS SYNC If a student opens a check-in through a generated classroom link or QR code, that response syncs **whether or not** syncing is switched on for that device. Staff should treat any shared link or posted QR code as a syncing link.

Fonts

Separately from any answer, the page loads its display fonts from Google’s public font service when online. That request carries ordinary technical information such as an IP address, and never any answer. Offline, the device’s built-in fonts are used.

Consent

Architecture of Grace’s position is that the check-in layer should be run on **written parental consent, obtained in advance, with the questions themselves attached** — not on notice and an opt-out. A ready-to-adapt consent packet is published alongside this statement in English and Spanish, with all nineteen statements attached rather than summarised.

That position follows the U.S. Department of Education Student Privacy Policy Office’s Dear Colleague Letter of **26 August 2026**, which takes the view that a survey touching a student’s emotional or psychological state is “required” once a school official administers it, that the requirement does not depend on federal funding, and that PPRA’s opt-out provisions are not a way of securing consent for such a survey.

SAID PLAINLY That letter is **guidance, and it is contested** — it was issued without notice and comment, and a broadly similar letter was set aside in litigation in 2025. Architecture of Grace follows it anyway, because the two errors are not symmetrical: **consent under a reading later held too broad costs paperwork; an opt-out under a reading that holds**

costs a school year, on an instrument that touched every student. A district should reach its own conclusion with its own counsel.

The curriculum and the academic practice pages are not surveys and are not covered by this position. Several states draw the same line by statute — Kansas HB 2420 (2026), for instance, requires written consent for a school-based mental-health service while expressly excluding universal Tier 1 instruction.

Where the check-in is used with a student who has an IEP, it must not be used as evaluation material. It is not a validated instrument, it says so, and a single measure may not determine eligibility or the content of a programme. It may inform a conversation; it may not stand in for an evaluation.

Who can see it, and for how long

Who can see it

On the device, anyone who can open that browser can view the saved results — a trusted adult is meant to. Where syncing is on, synced rows are visible to anyone with access to the school's Google Sheet. The results view has a simple code; it is a convenience gate, not a lock. The Voices wall is different again: anything posted there is public by design.

How long, and how to remove it

On a device, answers remain in that browser until cleared. The results view includes a control that permanently deletes check-in data on that device, and clearing the browser's site data removes it too. **Deleting on the device does not remove rows already sent to the school's Sheet** — those are managed by the school inside its own Google account.

RETENTION IS A DISTRICT SETTING, NOT A PRODUCT CONSTANT Retention rules differ by state and pull in opposite directions. Illinois treats this as a temporary student record with a **five-year minimum** and ten business days to produce it on request (105 ILCS 10). Louisiana requires **destruction within thirty days**. No single retention period can be built into the product; the district must set one that matches its own law.

If something in an answer raises concern

The check-in is a flag, not a diagnosis. If an answer or a follow-up conversation suggests abuse, neglect, or that someone may be unsafe, the instrument is not the final word — the adult follows their setting's mandatory reporting and safeguarding protocol.

Part Two — The full statement

Design: local by default, with optional school syncing

The site is a set of self-contained web pages with no provider-operated back-end. Responses are stored in the participant's browser. An optional syncing feature transmits completed items to the school's own Google Sheet via Google Apps Script. Architecture of Grace neither receives nor stores student check-in data; it resides in the adopting school's Google environment under that school's control. **A school that enables syncing is operating a centralised collection of student wellbeing data and should treat it as such.**

Access and transmission controls — two keys, and what each can do

Since August 2026 the sync layer uses **two separate secrets**, both held in the Apps Script project's Script Properties. This replaces the single shared passcode described in the June 2026 statement.

Key	Where it lives	What it can do	What it cannot do
BACKEND_AUTH_KEY	Published in <code>aog-sync-config.js</code> on the website. Anyone can read it.	Append rows. That is all.	Cannot read a single row back , cannot change a row, cannot delete one.
ADMIN_PULL_KEY	Script Properties, and the teacher's own browser. Never published.	Read rows back, and write.	Is not scoped — see below.

STATED WITHOUT SOFTENING Because the write key is public by design, anyone who reads it can append rows carrying real student identifiers, invented scores and tiers, and the two safety flags — and can post a check-in attributed to a named staff member with a follow-up marker set. **Forged rows are not distinguishable from real ones in a teacher's report.** What that key still cannot do is read anything, alter an existing row, or delete one: every write appends. A school that needs authenticated, per-user access needs a hosted version with a genuine server-side login, not this one.

The results dashboard is gated by a configurable code that performs no encryption and does not restrict anyone who can open the file on the device. It is a convenience gate.

No passcode travels in a URL. Reading happens only over POST; the script's GET endpoint is deliberately status-only and returns nothing but a service name and the live version number. Opening the deployment link in a browser is a safe way for IT to confirm which version is running.

Read scope — the limitation a district must design around

There are five read actions — `pull`, `pullCheckins`, `pullExitSlips`, `pullHome` and `pullHomeCheckins`. Each is gated by `ADMIN_PULL_KEY`, and none of them is **scoped**. A holder of that key receives every row in that Sheet: every student, every class, every teacher. `pullCheckins` also returns practice records and This Is Me pages.

THE CONTROL IS THE SHEET BOUNDARY One Sheet per boundary that matters. If two schools must not see each other's data, they need **two Sheets and two keys** — not two logins against one Sheet, which the product does not have. This is disclosed so that a district designs for it rather than discovering it.

What the September 2026 hardening changed

Script version 11 (5 September 2026) closed three findings from an outside review. Districts running an earlier paste should update; the payload contract is unchanged and existing classroom links keep working.

- **Formula-injection escape.** Every string written to any tab is escaped, so a submitted value beginning with =, +, - or @ can no longer become a live formula in the Sheet for whoever opens it.
- **Size caps.** A request body over 64 KB is rejected before it is parsed, and any single field over 2,000 characters is truncated. Every path appends exactly one row per request.
- **Strict action whitelist and a rate limit.** An unrecognised action is now rejected instead of falling through to a screener write, and each key is limited to 300 posts per minute. The limiter fails open, so a student's row is never the thing that gets dropped.

No accounts, tracking, advertising, or AI training

The site creates no user accounts, sets no advertising or analytics trackers, and runs no third-party advertising code. Apart from loading display fonts, the only outbound transmissions are the optional sync of completed items to the configured Google Sheet and, if used, the posting of public comments to that same Sheet.

Responses are never used to train or improve artificial-intelligence or machine-learning models, and are never shared with any third party for that purpose.

The public comment wall

The site includes an optional public “Voices” wall. Any visitor may submit an optional first name, a role chosen from a list, and a short message; submissions are stored in a separate Comments tab of the configured Sheet and displayed publicly. There is no account. Both the page and the server-side script reject submissions containing email addresses, telephone numbers or hyperlinks, filter common profanity, and cap message length — controls that exist chiefly to stop personal contact details being posted, including by minors. The wall is open rather than pre-moderated: an accepted comment appears immediately, and whoever operates the Sheet removes it afterwards. Operators should monitor it while it is live. **Comments are public and must not be used to collect anything private.** A school should decide deliberately whether to keep the wall enabled and who moderates it.

FERPA, COPPA, IDEA and school use

Where the check-in is used with students, responses should be treated as part of the education record under FERPA, with access limited to those with a legitimate educational interest. The lower grade bands include children under 13, so an adopting school should fold this into its existing children's-privacy practices. In the usual arrangement the school or district is the consenting party and operates the collection inside its own systems, with the provider acting as a school official under that district's direct control.

THE DESTINATION MUST BE DISTRICT-OWNED The school-official exception requires the agency's **direct control** of the data. A Sheet owned by an individual educator's personal account does not sit inside that control, however carefully it is run. **Where identifiable student data is synced, the destination Sheet must be owned by the district**, on its own Workspace account, under its own retention and access policy.

A teacher's own notes inside this product must not be described as a sole-possession record. Once a note is synced, printed into a meeting brief, or fed into a chart, it has been disclosed and is an education record.

Illinois

Illinois districts should note three things. The Student Records Act (105 ILCS 10) makes this a temporary student record with a five-year minimum retention and a ten-business-day window to produce it. SOPPA (105 ILCS 85) makes Architecture of Grace an **operator** with the duties that follow. And Illinois law on school mental-health screening is written as an opt-out, which sits in tension with the federal guidance described under

“Consent”; that conflict is live and unresolved, and a district should resolve it with counsel rather than assume either answer.

Current deployment status

PILOT The site as published carries a **default destination for the author’s own classes**, and that default currently accepts classroom links from any school identifier. Before any use with students in another setting, a district must configure its own Sheet, its own two keys, and its own school identifiers, so that the district-owned requirement above is true in fact and not only on paper.

Scope and legal review

This document is provided for transparency and is not legal advice; Architecture of Grace is not a law firm. Before the check-in layer is used with students — and especially before syncing is enabled or the public comment wall is left active — this statement, any data-privacy agreement, and the surrounding FERPA, COPPA, IDEA and state-law practices should be reviewed by qualified counsel and by the adopting school or district.

Version 2.0. Reviewed 6 September 2026, against sync script version 11 (5 September 2026). Supersedes the June 2026 statement in full. · Questions about this statement: Architecture of Grace, Theopus77@yahoo.com.