

Pawnee Independent School District

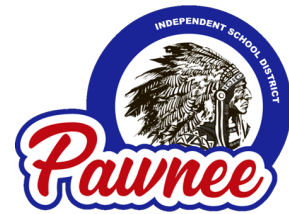
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**Notice of and Consent for School Counseling Services
2025-2026 School Year**

This form must be signed and returned to Yolanda Solis, Academic School Counselor & Kristin Witte-Hubbard, LPC – Grant Counselor. Consent given through this form is effective during the current school year unless rescinded earlier.

In accordance with law, the District must notify parents of staff services related to school counseling and give parents the opportunity to opt out before those services are provided to their child.

School counseling services are more fully explained in board policy FFEA, and student mental health is covered in board policy FFEB. Information about threat assessments can be found in board policy FFB.

All District employees:

- Shall report alleged abuse or neglect of a student as required by law; and
- May verbally inquire about a student's daily well-being without parental consent.

District employees and contractors will not provide assistance with social transitioning.

Under state law, a child may consent to counseling for themselves as it relates to suicide prevention; chemical addiction or dependency; or sexual, physical or emotional abuse.

Routine Counseling Services

State law requires school counselors to provide the following services as part of a Comprehensive School Counseling Program:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives.
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk.
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development.
- System support to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

School counselors routinely provide the following services:

- Advise students and their parents regarding the importance of postsecondary education, coursework designed to prepare students for postsecondary education, and financial aid availability and requirements;
- Early mental health prevention and intervention;
- Building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making;
- Substance abuse prevention and intervention;

- Suicide prevention, intervention, and postvention;
- Grief-informed and trauma-informed practices;
- Positive school climates, meaning the quality and character of school life, including interpersonal relationships, teaching and learning practices, and organizational structures, as experienced by students enrolled in the District, parents of those students, and personnel employed by the District;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climate.

Parental Consent

Under state law, an employee or contractor of the District must obtain the written consent of a child's parent before the employee or contractor may conduct a psychological or psychiatric examination or test, or psychological or psychiatric treatment ("mental health-related services"), unless the examination, test, or treatment is required under law.

These terms are defined by law:

- "Psychological or psychiatric examination or test" as a method designed to elicit information regarding an attitude, habit, trait, opinion, belief, feeling, or mental disorder or a condition thought to lead to a mental disorder, regardless of the manner in which the method is presented or characterized, including a method that is presented or characterized as a survey, check-in, or screening or is embedded in an academic lesson.
- "Psychological or psychiatric treatment" means the planned, systematic use of a method or technique that is designed to affect behavioral, emotional, or attitudinal characteristics of an individual or group.

A parent may opt-out of mental health-related services annually, and consent may be revoked or reinstated at any time with written notice signed by the parent.

A parent may not opt out of the following:

1. School district emergency responses;
2. Law enforcement or Department of Family and Protective Services activities;
3. Behavioral threat assessment required by law; or
4. Other rights or duties required by law, including the Texas Family Code.

Under state law, before administering a student well-being questionnaire or health screening form to a student, the district will provide a copy of the questionnaire or form to the student's parent and obtain the parent's consent to administer the questionnaire or the form. To that end, forms, screeners, and other documents that are routinely used in the process of providing counseling services to your child are attached.

Should the District recommend additional mental health care or the completion of a form or questionnaire not attached, the form will be provided to the parent and consent obtained before the form or services are provided to the student.

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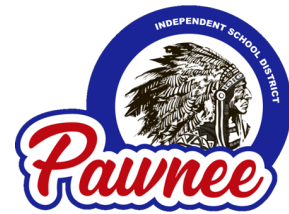
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**Notice of and Consent for School Counseling Services
2025-2026 School Year**

I acknowledge that Pawnee ISD has provided the required notice and opportunity to grant or deny consent regarding the district's mental health-related services for students for this school year, as required by law.

(Please print.)

Student's name: _____

Current grade level: _____

Campus: Pawnee ISD

I give written permission for my child, identified above, to receive mental health-related services as described in this form and to complete any forms and questionnaires attached:

- ☐ Yes, I consent to the completion of all attached documents and to the District providing all routine mental-health related services.
- ☐ No, I do not consent to the completion of any of the attached documents, nor do I consent to the District providing any routine mental health-related services.
- ☐ I consent to some but not all of the routine mental health-related services. I consent to the following:

Parent's signature: _____

Date: _____

Securly: Rhythm Assessments

Pawnee ISD uses *Securly Rhythm* and *Securly Discern* programs to gather and analyze wellness data in order to provide appropriate and consistent interventions and to develop data-informed action plans aligned with evidence-based frameworks such as MTSS and RTI in order to better address and meet student needs.

Daily wellness check-in's and monthly survey assessments allow students to self-assess their well-being across 5 specific categories. Based on their responses, a short activity is presented in order to help the student become regulated and ready to learn.

Assessment Categories and Questions are as follows:

Get in Rhythm Essential (Daily Check In)

1. What is it like in your head today 🤔 Dull 🌫️ Foggy 😊 Clear 😊 Focused 😊 Distracted 🧠 Racing
2. How is your energy today? 😫 Exhausted 😫 Tired 😊 Good 😊 Energized 😊 Hyper 😊 Out of Control
3. How do you feel today? 😞 Sad 😞 Down 😊 Content 😊 Happy 😊 Anxious 😡 Angry
4. How does your body feel today? 🤢 Hungry 😐 Meh 😊 Good 😊 Great 🤕 Injured 😫 Sick
5. How's your social life going today? 🖤 Bad 😐 Meh 😊 Good 😊 Great 🗣️ Disagreement 🗣️ Conflict

Self Awareness / Self Management (K-2) 👍/👎 or easy / hard

1. Knowing what my strengths are is....
2. Knowing ways I can calm myself down is...
3. Knowing what emotions I feel is...
4. Waiting my turn is...
5. For me, finishing hard tasks is...
6. Controlling my temper when I am upset is...

Self Awareness / Self Management (3-5) 👍/👎 or easy / difficult

1. Knowing what my strengths are is...
2. Knowing when my feelings are making it hard for me to focus is...
3. Knowing ways I calm myself down is...
4. Knowing the emotions I feel.....
5. Getting through something when I feel frustrated is...
6. Being patient when I am very excited is...
7. Finishing tasks even when or if they are hard for me is...
8. Setting goals for myself is...
9. Staying calm when I feel stressed is...

Self Awareness / Self Management (6-12) 👍/👎 or easy / difficult

1. Please tell us how difficult or easy the following is for you:
 - a. Knowing what my strengths are
 - b. Knowing when my feelings are making it hard for me to focus
 - c. Knowing ways I calm myself down
 - d. Knowing the emotions I feel
2. Please tell us how difficult or easy the following is for you:
 - a. Getting through something even when I feel frustrated
 - b. Being patient even when I am very excited
 - c. Finishing tasks even if they are hard for me
 - d. Setting goals for myself
 - e. Staying calm when I feel stressed

Emotional / Mental Well-Being / Meaning & Purpose (K-2) 👍/👎 or easy / hard

1. Knowing what emotions I feel is...

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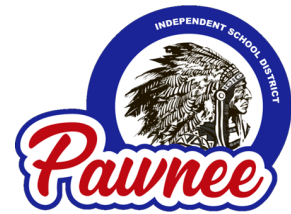
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2. Telling others how I am feeling is...
3. Knowing ways to calm myself down is...
4. Concentrating is...

Emotional / Mental Well-Being / Meaning & Purpose (3-5) 👍/👎 or easy / difficult

1. Knowing the emotions I feel is...
2. Sharing what I am feeling with others is...
3. Staying calm when I feel stressed is...
4. Thinking properly or concentrating is...
5. Finding new ways to solve a problem is...
6. Feeling proud of myself is...

Emotional /Mental Well-Being/ Meaning & Purpose (6-12) 👍/👎 or agree / disagree

1. I know the emotions I feel.
2. I can share what I am feeling with others.
3. I can stay calm when I am stressed
4. I am easily distracted, I find it difficult to concentrate
5. Even when others want to quit I know I can find ways to solve the problem.
6. I think there are many things I can be proud of.
7. I can find lots of fun things to do.

Social Awareness / Relational Well-Being / Relationship Skills (K-2) 👍/👎 or easy / hard

1. Getting along with my classmates is...
2. Getting along with my teachers is...
3. Forgiving classmates when they upset me is...
4. Telling others how I am feeling is...
5. For me, learning things from others is...
6. For me, knowing what others are feeling is...
7. For me knowing when others need help is...

Social Awareness / Relational Well-Being / Relationship Skills (3-5) 👍/👎 or easy / difficult

1. Getting along with my classmates is...
2. Getting along with my teachers is...
3. Saying "no" to friends who want me to do something I don't want to do is...
4. For me, respecting a classmate's opinion during a disagreement is...
5. Sharing what I'm feeling with others is...
6. Forgiving classmates when they upset me is...
7. Forgiving myself if I hurt someone's feelings, after I apologize to them is...
8. For me, learning from people with different opinions than me is...
9. For me, knowing what people may be feeling by the look on their face is...

10. For me knowing when someone needs help is...
11. For me, knowing how my actions impact my classmates is...

Social Awareness / Relational Well-Being Relationship Skills (6-12) 👍/👎 or agree / disagree

1. I have one good friend or more
2. My friends support and care about me
3. There is at least one teacher or other adult at this school who really wants me to do well.
4. I feel like I belong at my school.
5. I feel like I am an important part of my community.
6. I am able to say “no” to friends who want me to do something I don’t want to do.
7. Please tell us how difficult or easy the following is for you: 👍/👎 or easy / difficult
 - a. Respecting a classmate’s opinion during a disagreement
 - b. Getting along with my classmates
 - c. Getting along with my teachers
 - d. Sharing what I am feeling with others
 - e. Forgiving classmates when they upset me
 - f. Forgiving myself if I hurt someone’s feelings, after I apologize to them
8. Please tell us how difficult or easy the following is for you:
 - a. Learning from people with different opinions than me
 - b. Knowing what people may be feeling by the look on their face
 - c. Knowing when someone needs help
 - d. Knowing how my actions impact my classmates

Responsible Decision Making (K-2) 👍/👎 or easy / hard

1. For me, knowing what is right or wrong is...
2. For me, saying “no” to a friend who wants to break the rules is...
3. For me, making my school a better place is...

Responsible Decision Making (3-5) 👍/👎 or easy / difficult

1. For me, thinking about what might happen before making a decision is...
2. For me, knowing what is right or wrong in a situation is...
3. For me, thinking of different ways to solve a problem is...
4. Saying “no” to a friend who wants me to do something I don’t want to do is...
5. Helping to make my school a better place is...

Responsible Decision Making (6-12) 👍/👎 or easy / difficult

1. Please tell us how difficult or easy the following is for you:
 - a. Thinking about what might happen before making a decision
 - b. Knowing what is right or wrong in a situation
 - c. Thinking of different ways to solve a problem
 - d. Saying “no” to friends who want me to do something I don’t want to do
 - e. Helping to make my school a better place

Combined Well-Being (K-2) 👍/👎 or easy / hard

1. Concentrating is...
2. Knowing what emotions I feel is...
3. Telling others how I am feeling is...
4. Knowing ways to calm myself down is...
5. Getting food in my house when I am hungry is...

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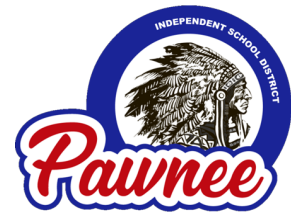
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6. Having enough energy to do things is...
7. Sitting still when I am supposed to is...
8. Getting along with my classmates is...
9. Getting along with my teacher is...
10. For me, saying "no" to a friend who wants to break the rules is...
11. Knowing what my strengths are is...

Combined Well-Being (3-5) 👍/👎 or easy / difficult

1. Thinking properly or concentrating is...
2. Knowing the emotions I feel is...
3. Sharing what I am feeling with others is...
4. Staying calm when I feel stressed is...
5. Getting food in my house when I am hungry is...
6. Having enough energy to do things is...
7. Sitting still when I am supposed to is...
8. Getting along with my classmates is...
9. Getting along with my teachers is...
10. Saying "no" to a friend/friends who want me to do something I don't want to do is...
11. Knowing what my strengths are is...
12. Finding new ways to solve a problem is...
13. Feeling proud of myself is...

Combined Well-Being (6-12) 👍/👎 or agree / disagree

1. I am easily distracted, I find it difficult to concentrate
2. I know the emotions I feel.
3. I can share what I am feeling with others.
4. I can stay calm when I am stressed.
5. I don't get enough food to eat at my house.
6. I often feel like I am too tired to do things.
7. I often don't sleep well.
8. I am restless, I cannot stay still for long.
9. I get a lot of headaches, stomach -aches, or sickness.
10. I have one good friend or more.
11. My friends support and care about me.
12. There is at least one teacher or other adult at the school who really wants me to do well.
13. I feel like I belong at my school. I feel like I am an important part of my community.
14. I am able to say "no" to friends who want me to do something I don't want to do.
15. I know what my strengths are.
16. Even when others want to quit I know I can find ways to solve the problem.
17. I think there are many things I can be proud of.
18. I can find lots of fun things to do.