

GLADEWATER ISD

Gladewater Primary School Campus Improvement Plan 2024-2025



Date Reviewed:

Date Approved:



ACHIEVING EXCELLENCE TOGETHER

Mission

To provide a student-owned, engaging, learning environment with a focus on individual growth.

Vision

Empowerment, Inquiry, Critical Thinking, Student Ownership

Beliefs

- A strong team is made up of the community, parents, school staff, and students.
- GPS believes in a growth mindset for all staff and students.
- A successful learning environment is student centered.
- Reflection is key to growth.

Nondiscrimination Notice GLADEWATER ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Gladewater Primary School Campus Improvement Committee (CIC)

Name	Position	Term Expiration
Kerry Hradecky	Principal/Facilitator	open
Margarita Collins	Assistant Principal	open
Nyesha Wahl	Counselor	open
Leah Carroll	Parent	August 2025
Tiffany Gunn	Parent	August 2025
Taylor Carroll	Business Leader	August 2025
Michelle Palmer	Business Leader	August 2025
Stony Stone	Community Representative	August 2025
Elaine Roddy	Community Representative	August 2025
Kristy Gothard	Non –Teaching Professional	August 2025
Shayna Garland	Non – Teaching Professional	August 2025
Christy Carter	Teaching Professional	August 2025
Amanda Charchio	Teaching Professional	August 2025
Sandra Nino	Teaching Professional	August 2025
Christie Warner	Teaching Professional	August 2025

Strategic Priorities - Title I Schoolwide Program

Priority 1: Recruit, support, and retain quality teachers and principals.

Priority 2: Build a foundation of reading and math.

Priority 3: Connect high school to career and college.

Priority 4: Improve low-performing schools.

Comprehensive Needs Assessment

The following sources provided data for the comprehensive needs assessment. An in-depth review of data led to the development of the goal, objectives, and strategies included in the Campus Improvement Plan.

- Longitudinal TAPR Data
- PBMAS Data
- Longitudinal academic performance data for non-AEIS student groups
- TELPAS, TPRI, STAAR-A, STAAR-Alt, AYP, PBMAS, Program Evaluations
- Stakeholder Surveys
- Discipline Reports
- Formative Assessment Data Core 9 Week Tests
- Staffing Needs
- Professional/Paraprofessional Training Needs
- Norm-referenced Tests
- Promotion/Retention Rates
- Informal Evaluations
- Focused Data Analysis

Components of a School-wide Program

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| 1. Comprehensive Needs Assessment | 6. Parental Involvement |
| 2. Reform Strategies | 7. Preschool Transition |
| 3. Highly Qualified Teachers | 8. Teachers Involved in Assessment Decisions |
| 4. Professional Development | 9. Timely Assistance for Students |
| 5. Strategies to Attract Highly Qualified Teachers | 10. Coordination of Programs |

Summary

District Goals	GPS Areas of Review	GPS Strengths	GPS Needs	GPS Priority
Culture, Safety, and Security: Gladewater ISD will ensure the safety and security of our students and employees, and will operate with a set of core values and beliefs.	School culture, climate safety and security	Drills Character Traits Awards Raptor Alert App SRO	Student options for less structured times Upshur on RApp	Playground equipment for PK Continue PD campus safety
Teaching, Learning, and Student Success: All Gladewater ISD students will achieve measurable academic growth as a result of effective, strategic instruction.	Instruction Assessment Student achievement	-Student ownership. -Standards and Obj. -Individual Student Growth -NWEA MAP increase meets/masters	Alignment Curriculum Audit Planning Format	Establish alignment meetings Conduct audit
Human Resources and Operations: Gladewater ISD will maintain highly effective systems of human resource management, operations, and facilities management.	Staffing and Programs	TAP evaluation and weekly professional development Staff Appreciation PTO	PD Alignment	Continue TAP evaluations and interrater reliability Plan for alignment in ILT meetings
Finance and Technology: Gladewater ISD will maintain highly effective systems of managing fiscal and technological resources.	Technology	Ed. Tech person Variety of resources	Professional development	Inst. needs survey Schedule PD with Ed Tech
Communication and Community Partnerships: Gladewater ISD will promote school, parent, and community partnerships and communication fostering increased student success.	Family and community involvement	Volunteers Newsletters Parent Nights PTO Events Guest Speakers	Decrease student absence & tardies	Attendance Incentives

Campus Goal

By the end of the year, 100% of GPS students will make growth. 75% or more of students will score in the average or above range on the NWEA MAPS Foundations of Language. 75% or more Pre-K students will achieve "On Track" status on the CLI Phonemic Awareness assessment. 75% or more of students in Head Start will achieve on or above target on the DRDP.

NWEA MAP Growth	Approaches		Meets	Masters		NWEA MAP Growth	Approaches		Meets	Masters	
Kindergarten Reading	Lo	LoAvg	Avg	HiAvg	Hi	First Grade Reading	Lo	LoAvg	Avg	HiAvg	Hi
spring 2022	41%		27%	32%		spring 2022	48%		25%	27%	
spring 2023	25%		28%	27%		spring 2023	52%		28%	21%	
spring 2024	33%		29%	38%		Spring 2024	24%		35%	41%	
Kindergarten Math	Lo	LoAvg	Avg	HiAvg	Hi	First Grade Math	Lo	LoAvg	Avg	HiAvg	Hi
spring 2022	48%		23%	29%		spring 2022	45%		28%	26%	
spring 2023	47%		23%	30%		spring 2023	51%		24%	25%	
spring 2024	37%		37%	26%		spring 2024	32%		23%	45%	

2024-25 GOALS

Goal 1 - Culture, Safety, and Security: GISD will ensure the safety and security of our students and employees, and will operate with a set of core values and beliefs.

Objective 1. GPS will maintain a positive school climate.

	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation/Evidence
1	Strengths based observation post conferences and goal setting	Principal, Assistant Principal, Chief Academic Officer, ILT members	Fall/Spring	District Funds	post conference data, walkthrough notes
2	Systematic and positive staff recognition	Principal, Assistant Principal	Fall/Spring	District Funds	monthly staff recognition, newsletter staff recognition
3	Team building activities at each semester	Principal, Assistant Principal	Fall/Spring	District Funds	School surveys; Staff attrition/turnover reports; newsletters; mingle days
4	Positive student incentives throughout the year	Principal; Assistant Principal; Counselor; Behavior Interventionist	Fall/Spring	District Funds	Student awards/recognitions; student goal sheets; Bear Buck shopping and parties
5	Provide professional learning for all employees in the areas of suicide prevention, conflict resolution, bully prevention, dating violence, sexual harassment, abuse, and other issues	Chief Operations Officer	Fall	District Funds	SafeSchools training documentation; Prof. devel. documentation; Classroom observ.
6	Provide age-appropriate student programs/information in the areas of suicide prevention, conflict resolution, bully prevention, dating violence, sexual harassment, abuse, and other issues to give students the tools needed to ensure a positive, healthy school experience.	Counselor, Teachers, Behavior Interventionist	Fall/Spring/Summer	District Funds	Attendance reports; Discipline reports; Counselor records; Bullying reports, Master schedule,

					counselor and behavior interventionist schedule
7	Enforce the Student Code of Conduct and hold all students to behavioral expectations outlined within	Principal; Assistant Principal; Teachers. Behavior Interventionist, Counselor	Fall/Spring	District Funds	Discipline reports; Behavior Interventionist data
8	Implement MTSS (Multi-Tiered System of Supports) for students exhibiting behavioral difficulties.	Principal; Assistant Principal; Behavior Interventionist; Teachers; Counselor	Fall/Spring	District Funds	Discipline reports; Behavior Interventionist data; Parent Meeting logs,
9	Utilize a weekly staff and student newsletter in order to communicate positive recognition and events	Principal, Assistant Principal	Fall/Spring	District Funds	Weekly newsletters

Goal 1 - Culture, Safety, and Security: GISD will ensure the safety and security of our students and employees, and will operate with a set of core values and beliefs.

Objective 2. GPS will maintain the priority of safety and security.

	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1	Routine door checks and safety walks	SRO, Principa, Assistant Principal, Staff	Fall/Spring/Summer	District Funds	Door Sweep Spreadsheet
2	Facilitate Safety Committee meetings, training, and safety analysis	Principal and Assistant Principal	Fall/Spring/Summer	District Funds	Sign-sheets, Suggestions, Agendas & Slides
3	Ensure institution of safety protocol and completion of safety drills	Principal and Assistant Principal	Fall/Spring/Summer	District Funds	Meeting documentation; Safety drill documentation
4	Increase options for students during less structured times	Principal and Assistant Principal	Fall and Spring	District Funds	Discipline referrals

Goal 1 - Culture, Safety, and Security: GISD will ensure the safety and security of our students and employees, and will operate with a set of core values and beliefs.

Objective 3. GPS will ensure that all daily operations are grounded in a core set of values.

	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1	GPS will provide opportunities for instructional reflection, professional development, and collaboration	Principal and Assistant Principal, Teachers; ILT	Fall/Spring	District Funds	Master Schedule, Campus routines and procedures
2	Communicate to staff and community through weekly newsletters	Principal & Assistant Principal	Fall/Spring	District Funds	Newsletters
3	Staff, students, volunteers and visitors welcomed and invited in order to promote a respectful, positive climate	All staff	Fall/Spring	District Funds	Daily Observations, Community Surveys;
4	Systematic staff and student recognition	All staff	Fall/Spring	District Funds	Social Media, affirmation calendar, photo wall
5	GPS will provide opportunities for student leadership	All staff	Fall/Spring	District Funds	Schedules, social media
6	GPS will facilitate community involvement	All staff	Fall/Spring	District Funds	Newsletters, Agendas, Sign-in sheets

Goal 2 - Teaching, Learning, and Student Success: All GISD students will achieve measurable academic growth as a result of effective, strategic instruction.

Objective 1. All students and student groups will progress in reading and math.

	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1	Utilize a multi-tiered system of support to meet instructional needs	All Teachers	Fall/Spring	District Funds	Student data, progress monitoring, intervention data, Lesson Plans
2	Develop continuum of aligned student learning expectations in order to focus instruction and increase classroom intervention	All teachers	Fall/Spring	District Funds	Student data, Lesson PLans, Classroom Observation
3	Increase the emphasis on student thinking and communication	All Staff	Fall/Spring	District Funds	Student data, Observations and IGPs, Lesson Plans
4	Develop a system of visible learning goals for staff and students	All Staff	Fall/Spring	District Funds	Student data, Observation, Lesson Plans
5	Utilize TAP structures to analyze student data, make adjustments, and increase proficiency	All Staff	Fall/Spring	District Funds	Student data, Observations, Lesson Plans, Clusters, Campus plans
6	Conduct a curriculum audit.	Principal and Assistant Principal	Fall/Spring	District Funds	Student data, surveys
7	Conduct data analysis on sub populations	ILT	Fall/Spring	District Funds	Student data

Goal 2 - Teaching, Learning, and Student Success: All GISD students will achieve measurable academic growth as a result of effective, strategic instruction.

Objective 2. To ensure academic achievement for all students, the campus will implement a viable, robust and aligned curriculum.

	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1	Develop teachers' abilities to utilize resources that are aligned to school goals.	ILT	August through May	District Funds	Lesson plans; Common assessment data; Classroom observations, Clusters
2	Implement alignment meetings in the areas of independent reading, reading comprehension, writing/grammar, writing/craft, and math	ILT	Fall/Spring	District Funds	Student data, Staff Meetings, Cluster Extension Meetings, Lesson Plans
3	Increase student opportunity for cross curricular listening, speaking, reading, and writing.	All Staff	Fall/Spring	District Funds	Student data, Observations, Lesson Plans
4	Develop and utilize a system for teachers to analyze student data, make adjustments, and increase proficiency	ILT	Fall/Spring	District Funds	Agendas, Observations, Lesson plans, Clusters
5	Continue TAP system of evaluation and professional development	All Staff	Fall/Spring	District Funds	Agendas, Observations, Lesson plans, Clusters
6	Monitor, organize and support cluster extension opportunities for teachers to learn and plan together.	ILT, Principal, AP	Fall/Spring	District Funds	Teacher Reflection Notes, Agendas, Google Classroom

Goal 2 - Teaching, Learning, and Student Success: All GISD students will achieve measurable academic growth as a result of effective, strategic instruction.

Objective 5. To ensure academic achievement for all students, GPS will increase student attendance.

	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1	Incorporate attendance incentives	Principal, AP, Counselor, Attendance Clerk, Teachers	Fall/Spring	District Funds	Attendance Reports
2	Provide information regarding services for students and families in and beyond school hours	Principal, AP, Nurse, Behavioral Interventionist, Counselor	Fall/Spring	District Funds	Attendance reports; Report cards grades; student goal reports; Communication records
3	Identify students with excessive absences and/or a pattern of continual absences and communicate with parents and students to promote better student attendance.	Principal; Counselor; Teachers; Attendance Clerk	Fall/Spring	District Funds	Attendance reports; Report cards grades; student goal reports
4	Report excessive absences to the appropriate authorities.	Principal and Assistant Principal	Fall/Spring	District Funds	Attendance hearing reports; Report cards grades; Promotion/retention records

Goal 3 - Human Resources and Operations: GISD will maintain highly effective systems of human resource management, operations, and facilities management.

Objective 1. Campus operations and facilities will promote equity for all students in an educational environment that optimizes student success.

	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1	Communicates with all staff (custodial, maintenance, cafeteria) on improvement needs of the campus facilities	Principal, AP	Fall/Spring	District Funds	Custodial Evaluations; Campus walkthroughs Surveys; Eduphorias
2	Construct outdoor learning areas	Principal, AP, Maintenance	Fall/Spring/Fall	District Funds Education Foundation Gladewater	Grounds- Map
3	Recruit, support, and retain highly effective, high-character teachers and staff	Principal, AP, ILT	As required by hiring schedule	District Funds	Teacher applications, certificates, contracts Classroom observations, Cluster Observations
4	Ensure that all paraprofessionals are highly qualified	Principal, AP	Summer/Fall; Region 7 training schedule	District Funds	Paraprofessional applications, certificates; Training documentation

Goal 4 - Finance and Technology: GISD will maintain highly effective systems of managing fiscal and technological resources.

Objective 1. GPS will operate in a fiscally sound and transparent manner that optimizes student success.

	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1	Systematically communicates transparently with staff, students, and stakeholders.	Principal, AP	Fall/Spring	District Funds	Newsletters, Community Meetings, Contact Logs
2	Utilize fundraiser strategies and grant writing to seek resources.	All Staff	Fall and Spring	EFG, PTO	Letters of Approval or Denial
3	Provide opportunities for staff feedback and decision making and audit needs and purchases	All Staff	Fall and Spring	District Funds	Surveys, agendas

Goal 4 - Finance and Technology: GISD will maintain highly effective systems of managing fiscal and technological resources.

Objective 2. GPS will ensure that students and employees have access to the latest technology to meet campus needs.

	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1	Communicates with campus staff and our district's IT department about any concerns or requests.	Principal, AP	Fall/Spring/Summer	District Funds	New Apps or Devices, Classroom observations, Surveys, Eduphoria
2	Encourage enrollment and participation in technology workshops and events and district training	Principal, AP, IT department	Fall/Spring/Summer	District Funds	Workshop Certificates, Lesson Plans, Observations

Goal 5 - Communication and Community Partnerships: GISD will promote school, parent, and community partnerships and communication fostering increased student success.

Objective 1. GPS will promote strong, mutually beneficial relationships with parents and community partners through opportunities for parent and community involvement in school events.

	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1	Increase opportunities for community volunteers	All Staff	Fall/Spring	District Funds	Event documentation; Sign-In/Attendance Sheets, Social Media
2	Host Parent/Community Events	All Staff	Fall/Spring	Title Funds	Meeting documentation; Event documentation; Sign-In/Attendance Sheets, Social Media
3	Weekly newsletters, social media, Blackboard texts, email, letters, and phone calls will be shared to disperse information	Principal and Assistant Principal	Fall/Spring	District Funds	Newsletters, survey data, sign-in logs, agendas, letters
4	GPS will utilize community surveys to solicit feedback	Principal and Assistant Principal	Fall/Spring	District Funds	survey data, sign-in logs, agendas, letters

Gladewater ISD Plan for Addressing Child Sexual Abuse and Other Maltreatment of Children

The Gladewater Independent School District, in the collaboration with the School Health Advisory Council has established this plan for addressing child sexual abuse and other maltreatment of children. This plan may be accessed at the district website. A copy of this plan will also be kept in each principal's office, each school counselor's office and at the GISD Central Office.

This plan includes the legal definition of sexual abuse, methods for increasing awareness regarding sexual abuse of children, and the psychological, behavioral, and physical warning signs of abuse. Since the typical signs of child abuse many vary by age, we have also included signs more typical in younger children and also adolescents. This plan addresses when to suspect physical abuse and when to suspect neglect. Facts on your legal obligation and your legal protection can be found in this plan and also a summary of Texas state law, instructions for making an online report, and the District Flow Chart on Child Abuse and Neglect.

What is Sexual Abuse of a Child?

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child.

Methods for Increasing Awareness Regarding Sexual Abuse of Children

Staff: Each year, all staff will participate in online training and successfully complete an online assessment to receive credit for the training.

Students: School counselors will address issues to increase awareness regarding sexual abuse of children and anti-victimization programs with age appropriate conversation and materials no less than once per school year in classroom group lessons in grades K through 7. Awareness regarding sexual abuse of children will be addressed with students in health classes no less than once per school year.

Parents: Information concerning the district plan for Addressing Sexual Abuse of Children will be posted in school newsletters, on the GISD website, and in the student handbook. The student handbook (which is available both in printed format and online at the district website) includes the following information:

- As a parent, you are legally responsible for the care of your child. You must provide your child with safe and adequate food, clothing, shelter, protection, medical care and supervision, or you must arrange for someone else to provide these things. Failure to do so may be considered neglect.
- As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. A child who has experienced sexual abuse should be encouraged to seek out a trusted adult.
- As a parent, be aware that disclosures of sexual abuse may be more indirect than disclosures of physical abuse, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.
- As a parent, if your child is a victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services also manages early intervention counseling programs.
- As a parent, if you permit your child to be in a situation where he or she may be injured, then you may be prosecuted for child abuse. The fact that the abuser is a parent or other family member does not remove your obligation to protect the child. If you are frightened for your own safety or that of your child, call 911 or the Child Abuse Hotline at 1-800-252-5400.

Warning Signs in Children and Adolescents of Possible Child Sexual Abuse

Any one sign doesn't mean that a child was sexually abused, but the presence of several suggests that you begin asking questions and consider seeking help. Keep in mind that some of these signs can emerge at other times of stress such as: during a divorce, death of a family member or pet, problems at school or with friends and other anxiety-inducing or traumatic events.

Possible Psychological and Behavioral Signs of Sexual Child Abuse

- Changes in sleeping patterns
- Bedwetting
- Nightmares or bad dreams
- Depression, irritability, or anger
- Low self-esteem, guilt, shame

- Avoidance of people or places
- Sexual advances or "touching" inappropriately
- Sexual drawings
- Changes in socialization (social withdrawal or social isolation)

Possible Physical Symptoms

- Becomes pregnant or contracts a venereal disease, particularly if under age 14
- Trauma to the mouth or genitals
- Rectal bleeding
- Pain around the genital area
- Poor appetite
- Weight loss or weight gain

Signs More Typical of Younger Children

- An older child behaving like a younger child (such as bed-wetting or thumb sucking)
- Uses new words for private body parts
- Resists removing clothes when appropriate times (bath, bed, toileting, diapering)
- Asks other children to behave sexually or play sexual games
- Mimics adult-like sexual behaviors with toys or stuffed animal
- Wetting and soiling accidents unrelated to toilet training

Signs You May See in a Child or Adolescent

- Has nightmares or other sleep problems without an explanation
- Seems distracted or distant at odd times
- Has a sudden change in eating habits
- Refuses to eat
- Loses or drastically increases appetite
- Has trouble swallowing
- Sudden mood swings: rage, fear, insecurity or withdrawal
- Leaves "clues" that seem likely to provoke a discussion about sexual issues
- Writes, draws, plays or dreams of sexual or frightening images

- Develops new or unusual fear of certain people or places
- Refuses to talk about a secret shared with an adult or older child
- Talks about a new older friend
- Suddenly has money, toys or other gifts without reason
- Exhibits adult-like sexual behaviors, language and knowledge

Signs More Typical in Adolescents

- Self-injury (cutting, burning) Inadequate personal hygiene
- Drug and alcohol abuse
- Sexual promiscuity
- Running away from home
- Depression, anxiety
- Suicide attempts
- Fear of intimacy or closeness
- Compulsive eating or dieting

Consider the Possibility of Sexual Abuse when the Parent or Other Adult Caregiver

- Is unduly protective or severely limits the child's contact with other children, especially of the opposite sex
- Is secretive and isolated
- Is jealous or controlling with family members

Physical Warning Signs

Physical signs of sexual abuse are rare. If you see these signs, bring your child to a doctor. Your doctor can help you understand what may be happening and test for sexually transmitted diseases.

- Pain, discoloration, bleeding or discharges in genitals, anus or mouth
- Persistent or recurring pain during urination and bowel movements
- Wetting and soiling accidents unrelated to toilet training

Suspect Physical Abuse When You See. . .

- Frequent injuries such as bruises, cuts, black eyes or burns, especially with an inadequate explanation
- Burns or bruises in an unusual pattern that may indicate use of an instrument; human bite; cigarette burns
- Frequent complaints of pain without obvious injury

- Aggressive, disruptive and destructive behavior
- Lack of reaction to pain
- Passive, withdrawn, emotionless behavior
- Fear of going home or seeing parents
- Injuries that appear after the child has not been seen for several days
- Unseasonable clothes that may hide injuries to arms or legs

Suspect Neglect When You See . . .

- Obvious malnourishment
- Lack of personal cleanliness
- Torn and/or dirty clothes
- Obvious fatigue and listlessness
- A child unattended for long periods of time
- Need for glasses, dental care or other medical attention
- Stealing or begging for food
- Frequent absence or tardiness from school

Your Legal Obligation

Current law requires that professionals such as teachers, doctors, nurses, or child daycare workers must make a verbal report within 48 hours. Failure to report suspected child abuse or neglect is a misdemeanor punishable by imprisonment of up to 180 days and/or a fine of up to \$2,000 (Texas Family Code, Chapter 261). Reporting suspected child abuse to your principal, school counselor or superintendent will NOT satisfy your obligation under this law. GISD School Board Policy FFG(EXHIBIT) states the Notice of Employee Responsibilities for Reporting Child Abuse and Neglect.

Your Legal Protection

Your report of child abuse or neglect is confidential and immune from civil or criminal liability as long as the report is made in "good faith" and "without malice." In good faith means that the person making the report took reasonable steps to learn facts that were readily available and at hand. Without malice means that the person did not intend to injure or violate the rights of another person. Provided these two conditions are met, you will also be immune from liability if you are asked to participate in any judicial proceedings that might result from your report.

If You Suspect Abuse:

- DON'T try to investigate

- DON'T confront the abuser
- DO report your reasonable suspicions

It is not up to you to determine whether your suspicions are true. A trained investigator will evaluate the child's situation. Even if your report does not bring decisive action, it may help establish a pattern that will eventually be clear enough to help the child.

A Disclosure

If you are the first person the child tells about sexual abuse, your testimony as "outcry witness" may be especially important in future legal proceedings. What you say the child told you is not considered hearsay but is admissible evidence in a trial involving a sexual offense against a child. This exception applies only to the first person the child approaches.

Reports may be made to any of the following:

- Gladewater Police Department-903.845.5801
- Child Protective Services-800.252.5400
- Texas Department of Family and Protective Services-www.txabusehotline.org

The following Gregg County Agencies are Available:

- CASA-903.753.8093
- Children Advocacy Center for Abused Children-The Martin House-903.807.0189

The following websites might help you become more aware of child sexual abuse:

- Prevent Child Abuse America: www.preventchildabuse.org
- Prevent Child Abuse Texas: www.preventchildabusetexas.org
- Child Welfare Information Gateway: www.childwelfare.gov
- Texas Department of Family and Protective Services: www.dfps.state.tx.us

Available Counseling Options and Other Resources

National Child Abuse Hotline-1.800-4-A-Child (800.422.4453)

ChildHelp-includes programs designed to serve children who are abused including their GoodTouch-Bad-Touch program which hope to eliminate child abuse by bringing prevention education to children and adults everywhere.

Phone-1.480.922.8212

Website: www.childhelp.org

Stop It Now-provides a national helpline for supportive guidance, information, and resources. The Helpline is staffed by professionals who can provide assistance in how to deal with suspected child abuse situations. Additional resources are available on their website.

Phone: 1-888-PREVENT Email: helpline@stopitnow.org

Website: www.stopitnow.org

Gladewater ISD Trauma-Informed and Grief-Informed Care

Studies now show that nearly every school has children who have been exposed to overwhelming experiences, such as witnessing violence between their caretakers, being the direct targets of abuse, and other kinds of adversity that considerably impacts learning. The landmark Adverse Childhood Experiences (ACE) study found higher levels of traumatic experiences in the general population than previously imagined.

Recent neurobiological, epigenetics and psychological studies have shown that traumatic experiences in childhood can diminish concentration, memory, and the organizational and language abilities children need to succeed in school. As students get older, exposure to traumatic experiences can also lead to the adoption of high-risk, self-medicating behaviors such as substance abuse, smoking, and overeating.

Schools serve as a critical system of support for children and adolescents who have experienced trauma. Schools can create trauma-informed environments that mitigate against the impacts of trauma and grief. Administrators, teachers, and school staff can help reduce the effects of trauma and grief on children by recognizing trauma responses, accommodating and responding to traumatized students within the classroom, and referring students to mental health professionals when necessary.

All Gladewater ISD teachers, counselors, and campus administrators have completed a training course provided by the Department of Family and Protective Services. This training is specifically designed to educate about trauma-informed care.

Furthermore, the training better equips school staff to assist families, caregivers and other social service providers in fostering greater understanding of trauma-informed care and child traumatic stress.

The training is available free of charge and may be viewed or taken at the following website:

https://www.dfps.state.tx.us/training/trauma_informed_care/

