GLADEWATER ISD

Gladewater Primary School Campus Improvement Plan
2022-2023

Date Reviewed: **Date Approved:**

GLADEWATER PRIMARY SCHOOL

GPS is a unified team that is passionate about continuously learning and EMPOWERING ALL students to be confident in achieving their social, emotional, and academic goals. We lead by example.

~Revised by GPS 2022

Core Values

Character - Commitment - Compassion - Growth - Integrity - Leadership
Pride - Respect - Responsibility - Safety - Teamwork

GLADEWATER PRIMARY SCHOOL
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.

GLADEWATER PRIMARY SCHOOL

Gladewater Primary School Campus Improvement Committee (CIC)

Name	Position
Kerry Hradecky	Principal/Facilitator
Stuart Sutton	Counselor
Autumn Lane	Parent
Colby Linton	Parent
Scott Flanagan	Business Leader
John Shipp	Business Leader
George Montgomery	Community Representative
Jane Dougan	Community Representative
Jodi Gillespie	Non –Teaching Professional
Mackenzie Howell	Non – Teaching Professional
Christy Carter	Teaching Professional
Christie Warner	Teaching Professional
Katelynn Bean	Teaching Professional
Dayna Tucker	Teaching Professional

08/31/2022

GLADEWATER PRIMARY SCHOOL

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

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

GLADEWATER PRIMARY SCHOOL
2022-23 GOALS (Aligned with GISD Vision 2025)

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

> **Objective 1.** To ensure academic achievement by all students, GPS will maintain a positive school climate.

> **Objective 2.** GPS will maintain the priority of safety and security by conducting routine safety meetings, drills, training for staff and students over campus and district protocol, and heeding safety audit recommendations.

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

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

Kindergarten Reading Based on the spring NWEA MAP Growth Reading assessment	**First Grade Reading** Based on the spring NWEA MAP Growth Reading assessment
Kindergarten will: decrease from 19% LOW to **16% Low,** decrease from 22% LOW Average to **19% LOW Average** increase from 27% Average to **30% Average** increase from 21% High Average to **23% High Average** increase from 11% High to % **12% High**	First grade will: decrease from 21% LOW to **16% Low,** decrease from 27% LOW Average to **20% LOW Average** increase from 25% Average to **32% Average** increase from 19% High Average to **22% High Average** increase from 8% High to **10% High**

08/31/2022

GLADEWATER PRIMARY SCHOOL

Kindergarten Math Based on the spring NWEA MAP Growth Math assessment,	**First Grade Math** Based on the spring NWEA MAP Growth Math assessment,
Kindergarten will: decrease from 23% LOW to 18**% Low,** decrease from 25% LOW Average to 15**% LOW Average** increase from 23% Average to 32**% Average** increase from 17% High Average to **23% High Average** increase from 11% High to % **12% High**	First grade will: decrease from 27% LOW to 18**% Low,** decrease from 19% LOW Average to 15**% LOW Average** increase from 28% Average to 34**% Average** increase from 19% High Average to **23% High Average** increase from 8% High to % **10% High**

Pre-K

Based on 2022 Wave 3 of the CLI Circle assessment, Pre-K will increase the phonological awareness overall measure to 96%, the optional overall measure to 80% and the overall math measure to 9

Measure		On Track	Needs Support	Monitor	Out of Range
Phonological Awareness	Syllabication	68%	11%	10%	11%
	Onset-Rime	76%	10%	5%	9%
	Alliteration	51%	27%	10%	13%
	Rhyming I	73%	13%	6%	9%
	Overall Measure	94%	3%	4%	0%
Optional PA	Listening	67%	33%	0%	0%
	Words in a Sentence	100%	0%	0%	0%
	Rhyming II	100%	0%	0%	0%
	Overall Measure	75%	25%	0%	0%
Math	Rote Counting	50%	24%	11%	15%
	Shape Naming	89%	8%	0%	4%
	Number Discrimination	89%	5%	1%	5%
	Number Naming	68%	18%	8%	8%
	Shape Discrimination	90%	6%	0%	4%
	Counting Sets	69%	15%	6%	10%
	Operations	58%	26%	4%	12%
	Overall Measure	88%	10%	3%	0%

GLADEWATER PRIMARY SCHOOL

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

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

Objective 3. To ensure effective curriculum implementation in every classroom.

Objective 4. Gladewater Primary School will promote and support the GISD profile of a learner.

Objective 5. To ensure academic achievement for all students, GPS will achieve a student attendance rate of 96% or higher

Objective 6. Assess and address staff needs for professional development.

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

Objective 1. GPS will promote and support the GISD profile of an educator.

Objective 2. Campus operations and facilities will promote equity for all students in an educational environment that optimizes student success.

Goal 4 - Finance and Technology: Gladewater Primary School 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.

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

Objective 3. Students and staff will have skills to utilize technology.

GLADEWATER PRIMARY SCHOOL

Goal 5 - Communication and Community Partnerships: Gladewater Primary School 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.

> **Objective 2.** GPS will promote strong, mutually beneficial relationships with parents and community partners through effective internal and external communication and opportunities for collaboration among all stakeholders.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote strong, positive professional relationships among staff members, emphasizing teamwork and mutual support. (Obj 1,2,3)	Principal	Fall/Spring/Summer	(S) Local Funds; (L) Solution Tree training materials; Capturing Kids' Hearts	School climate surveys; Staff attrition/turnover reports;
2. Provide recognition for employees for exemplary achievement/performance/ behavior to promote a positive, healthy learning and working environment. (Obj 1,2,3)	Principal	Fall/Spring	(S) Local Funds	Bear Assets awards; Campus awards/recognitions; grade level awards/recognitions; newsletters
3. Provide recognition for students for exemplary achievement/performance/ behavior to promote a positive, healthy learning environment. (Obj 1,2,3)	Principal; Teachers; Counselor	Fall/Spring	(S) Local Funds; (L) District media and social media; (L) Community media	Student awards/recognitions; student goal sheets; 9 week celebrations
4. Provide professional learning for all employees in the areas of suicide prevention, conflict resolution, bully prevention, dating violence, sexual harassment, abuse, and other maltreatment isssues to give employees the tools needed to ensure a positive,	Principal; Counselor	SafeSchools calendar; Professional development schedule	(S) Region 7 ESC; (L) SafeSchool training modules	SafeSchools training documentation; Professional development documentation; Classroom observations

08/31/2022

GLADEWATER PRIMARY SCHOOL

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
healthy learning environment for students. (Title I SW) (Obj 1,2,3)				
5. 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. (Title I SW) (Obj 1,2,3)	Principal; Counselors; Teachers	Fall/Spring/Summer	(S) Local Funds	Attendance reports; Discipline reports; Counselor records; Bullying reports
6. Encourage and motivate students to be involved in extracurricular or co-curricular activities, clubs, groups, teams, or organizations to promote good citizenship, responsibility, and positive self-esteem. (Title I SW) (Obj 1,2,3)	Principals; Counselors; Teachers	Fall/Spring/Summer	(S) Local Funds; (L) UIL Academic/Athletic/Fine Arts;	Extracurricular participation counts; Social media posts
7. Enforce the Student Code of Conduct and hold all students to behavioral expectations outlined within. (Obj 1,2,3)	Principal; Teachers	Fall/Spring	(S) Local Funds; (L) PEIMS Reports	Discipline reports; Behavior Interventionist data
8. Implement MTSS (Multi-Tiered System of Supports) for students exhibiting behavioral difficulties. (Obj 1,2,3)	Principal; Teachers; Counselor	Fall/Spring	(S) Local Funds;	Discipline reports; Behavior Interventionist data
9. Ensure that all staff members are familiar with emergency protocol. (Obj 2)	Principal	Fall/Spring/Summer	(S) Texas School Safety Center; (S) Local Funds	Staff meeting documentation; Drill documentation
10. Ensure institution of safety protocol and completion of safety drills.(Obj 2)	Principal	Fall/Spring/Summer	(S) Texas School Safety Center; (S) Local Funds; (L) Local police and fire depts.	Meeting documentation; Safety drill documentation

08/31/2022

GLADEWATER PRIMARY SCHOOL

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. Continue implementation of a bullying report system for students. (Obj 1,2,3)	Principal; Counselor	August through May	(S) Local Funds	Bullying reports; Discipline reports
12. Ensure that all employees model the district's core values on a daily basis. (Obj 1,2,3)	Principal	Fall/Spring/Summer	(S) Local Funds	Leadership meeting reports; Employee conference documentation; Staff meeting documentation
13. Promote district and community pride. (Obj 1,2,3)	Principal	Fall/Spring/Summer	(S) Local Funds	Mtng reports; ; Public postings; Staff mtngs; Surveys

Goal 2 - Teaching, Learning, and Student Success: GPS will increase the percentage of students meeting or exceeding expected growth by making rigorous data based instructional decisions that incorporate student ownership, metacognition and literacy.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue implementation of the TEKS Resource System to ensure vertical and horizontal curriculum alignment in core subject areas, research-based instructional strategies, and aligned assessment to monitor student progress. (Title I SW) (Obj 1,2,4)	Principal	August through May	(F,S) TEKS Resource System; (F,S) TExGUIDEs; (S) Local Funds	Year at a Glance documents; Lesson plans; Common assessment data; Classroom observations; TAP documentation
2. Continue implementation of Professional Learning Communities district-wide as a change strategy, providing a process by which educators work collaboratively in recurring cycles of collective inquiry and action research to improve instruction and student learning (Title I SW) (Obj 1,2,3,4)	Principal; Teachers	August through May as scheduled by administrators	(L) "Professional Learning Communities at Work"; (L) PLC professional development; (L) Solution Tree training materials; (F,S) Region 7 ESC	PLC meeting documentation; Lesson plans; Common assessment data

GLADEWATER PRIMARY SCHOOL

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3. Implement elements of the TIL and TAP training Teacher and Student Advancement. (Title I SW) (Obj 1,2,3,4)	Principal	September through May	(L) Waterfall documentation	Classroom observations; TAP documentation; lesson plans
4. Use data from walkthrough visits and the TAP rubric to effectively measure the quality of instruction in all classrooms. (Title I SW)	Principal	August through May	(S) TAP Rubric	Classroom observations; Common assessment data; 3rd grade STAAR/EOC results
5. Identify students at risk of academic failure in order to facilitate academic success, growth. (Title I SW) (Obj 1,4,6)	Principal; Counselor; Teachers	August through May	(F) Title I (S) Local Funds; Head Start and Pre-K Enrollment Criteria; TPRI; CLI data	At-risk student list; Report card grades; Assessments; TPRI; CLI Assessments
6. Utilize 9-week assessment data, common assessment data, and academic screeners to determine students' individual academic strengths and weaknesses in all core subject areas. (Title I SW) (Obj 1,4,6)	Principal; Teachers	Fall/Spring; District testing calendar; State testing calendar	(S) State assessment reports; (L) DMAC reports	Lesson plans; Common assessment data;
7. Utilize common assessments and 9-week assessments to measure student progress toward mastery of TEKS in core subject areas. (Title I SW) (Obj 1,2,4)	Principal; Teachers	Fall/Spring; District testing calendar	(S) (L) TEKS Resource System	Lesson plans; Common assessment data
8. Provide professional development opportunities to increase teacher capacity to improve the academic performance of at-risk students. (Title I SW) (Obj 1,3,4,6)	Principal	Summer/Fall/Spring; professional development schedule; Team meeting schedule	(F) Title II A Principal and Teacher Improvement; (F,S) Region 7 ESC; (S) Local Funds	Professional development documentation; Teacher observations; Report card grades; Common assessment data
9. Provide professional development opportunities to increase the capacity of all teachers to prepare students to meet 3rd grade STAAR/EOC achievement and growth expectations. (Obj 1,2,3,4)	Principal; Region 7 ESC Specialists	Summer/Fall/Spring; professional development schedule; Team meeting schedule	(F) Title II A Principal and Teacher Improvement; (F,S) Region 7 ESC; (S) Local Funds	Professional development documentation; STAAR/EOC results;Classroom observations; TAP documentation

08/31/2022

GLADEWATER PRIMARY SCHOOL

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Provide training and support in ELA/Writing for teachers to build vertical and horizontal alignment in district/campus writing program. (Title I SW) (Obj 1,2,3,4)	Principal	Summer/Fall/Spring; professional development schedule; Team meeting schedule	(L) ELA/Writing teachers; (S) Local Funds; (F,S) Region 7 ESC	Lesson plans; Common assessment data; Teacher observations
11. Continue Response to Intervention (RTI) implementation to ensure academic success and growth for students with learning difficulties. (Title I SW) (Obj 1,4,6)	Principal	Fall/Spring; RTI meeting schedule	(F) Title I; (L) Upshur County SSA; (L) Campus RTI teams	RTI meetings; Progress reports; Report card grades; Common assessment data; Reduction in Special Ed. referrals
12. Provide effective core area instruction for special education students to ensure academic growth in reading and math skills. (Title I SW) (Obj 1,2,4)	Principal; Director of Special Education; Teachers; Special Education Teachers	August through May	(S) Special Education Funds; (S) Local Funds; (L) Upshur County SSA	Progress reports; Report card grades; Common assessment data
13. Provide needed services for special education students in the least restrictive environment to ensure academic growth in reading and math skills. (Title I SW) (Obj 1,2,4)	Principal; Director of Special Education; Special Education Teachers; Diagnostician	August through May	(S) Special Education Funds; (S) Local Funds; (L) Upshur County SSA	Progress reports; Report card grades; Common assessment data
14. Identify, serve, and monitor the academic progress of ESL students. (Title I SW) (Obj 1,2,4,6)	Principal; Counselor; Teachers	August; Fall/Spring; Assessment schedule	(F) Title I; (F) Title III; (S) Language survey; (F,S) Region 7 ESC	Common assessment data; Progress reports; Report card grades; TELPAS results

08/31/2022

GLADEWATER PRIMARY SCHOOL

15. Identify, serve, and monitor the academic progress of dyslexic students. (Title I SW) (Obj 1,2,4,6)	Principal; Counselor; Dyslexia Teachers; Teachers	August; Fall/Spring; Assessment schedule	(F) Title I; (F,S) Region 7 ESC; (S) Dyslexia Handbook; (L) Dyslexia instructional materials; (L) UC SSA	Common assessment data; Progress reports; Report card grades
16. Identify, serve, and provide challenging academic experiences for gifted and talented students to ensure academic growth. (Title I SW) (Obj 1,2,4)	Principal; Coordinator of Gifted and Talented Instruction; Teachers	August; Fall/Spring; Assessment schedule	(F,S) Region 7 ESC; (S) Local Funds; (S) GT Handbook	Lesson plans; Data Walks data; Student projects, products, performances, and competitions;
17. Monitor attendance and academic performance of at-risk students. (Title I SW) (Obj 1,5,6)	Principals; Counselor; Teachers	Fall/Spring; Nine-week reporting periods	(L) DMAC Reports; (L) PEIMS Reports; (L) Personal graduation plans; CLI data	Attendance reports; Report cards grades; CLI data; Promotion/retention records;
18. Identify students with excessive absences and/or a pattern of continual absences and communicate with parents and students to promote better student attendance. (Obj 1,5,6)	Principal; Counselor; Teachers; Attendance Clerk	August through May; Weekly attendance reports	(S) Local Funds; (L) Attendance reports; (L) PEIMS reports; (L) School Resource Officer	Attendance reports; Report cards grades; student goal reports
19. Report excessive absences to the appropriate authorities. (Obj 1,5,6)	Principal	Weekly attendance reports	(S) Local Funds; (L) Attendance reports; (L) PEIMS reports; (L) School Resource Officer	Attendance hearing reports; Report cards grades; Promotion/retention records
20. Build strong, positive staff relationships with all students and provide engaging instruction to make school interesting and encourage high student attendance. (Obj 1,4,5,6)	Principal; Counselor; Teachers; Non-teaching Staff	August through May; Weekly attendance reports	(S) Local Funds; (L) Attendance reports; (L) PEIMS reports; (L) School Resource Officer Capturing Kids Hearts training	Attendance reports; Report cards grades; Increase in campus attendance rate; Promotion/retention records
21. Implement campus-level attendance competitions and/or incentives including rewards for perfect attendance. (Obj 1,5,6)	Principal;	Nine-week reporting periods	(S) Local Funds; (L) Attendance reports; (L) PEIMS reports	Attendance awards; ADA reports; Increase in campus attendance rate; goal sheets Promotion/retention records

GLADEWATER PRIMARY SCHOOL

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
22. Monitor and track retention rates of all students at all grade levels. (Title I SW) (Obj 1,6)	Principal; Counselor	August; May	(L) DMAC Reports; (L) PEIMS Reports; (L) Personal graduation plans; (L) RTI Teams	Attendance reports; Progress reports; Report cards grades; Promotion/retention records;
23. Increase opportunities for students to be involved in extracurricular or co-curricular activities, clubs, groups, teams, or organizations. (Title I SW) (Obj 1,2,4,5,6)	Principal; Counselor; Teachers;	Fall/Spring/Summer	(S) Local Funds; (L) UIL Academic/Athletic/Fine Arts; (L) Esports	Attendance reports; Progress reports; Report cards grades; Promotion/retention records; Retention rates; Team/Club/Organ. rosters
24. Use designated days in the district calendar for parent conferences with the parents of at-risk students. (Title I SW) (Obj 1,4,5,6)	Principal; Teachers	Fall/Spring; Parent conference schedule	(L) DEIC	Campus parent conference reports
25. Build strong, positive staff relationships with all students to provide motivation for learning. (Title I SW) (Obj 1,4,5,6)	Principal; Counselor; Teachers; Non-teaching Staff	August through May; Weekly attendance reports	(S) Local Funds; (L) Attendance reports; (L) PEIMS reports; (L) School Resource Officer	Attendance reports; Report cards grades; Increase in campus attendance rate; Promotion/retention records;

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recruit, support, and retain highly effective, high-character teachers and staff who connect well with students and help them grow. (Title I SW) (CSF) (Obj 1)	Principal	As required by hiring schedule	((L) Solution Tree training materials	Teacher applications, certificates, contracts PLC Team Meetings, Classroom observations, Data Walks
2. Ensure that all paraprofessionals are highly qualified (Title I SW) (Obj 1)	Principal	Summer/Fall; Region 7 training schedule	(F,S) Region 7 ESC	Paraprofessional applications, certificates; Training documentation

GLADEWATER PRIMARY SCHOOL

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize integrated, innovative technology in academic instruction to engage students in interactive lessons. (Title I SW) (Obj 2)	Principal; Teachers	August through May	(L) Google accounts; (L) Technology-related training; (S) Interactive whiteboards; (S) Technology applications (F,S) Region 7 ESC	Lesson plans;, Data Walks data; Classroom observations; T-TESS documentation
2. Provide hands-on classroom/lab activities using technology to enhance the curriculum (Title I SW) (Obj 2)	Principal; Teachers	August through May	(L) Lab equipment; (S) STEMSCOPES; (O) Internet/software simulations	Data Walks data; Classroom observations; Common assessment data;

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage all stakeholders in meaningful interactions that increase opportunities for partnerships and awareness of the need for partnerships. (Obj 1,2)	Principal; Teachers	Fall/Spring/Summer	(F) Title I Parent Engagement; (S) Local Funds	Meeting documentation; Event documentation
2. Develop a plan to promote a culture of fluid, transparent 2-way communication between the district and stakeholders. (Obj 2)	Principal; Teachers	Fall/Spring/Summer	(S) Local Funds	Meeting documentation; Event documentation; Communication plan; Shared event calendars
3. Host multiple school and/or district events for parents and the community to increase stakeholder involvement in schools. (Obj 1,2)	Principal; Teachers	Fall/Spring/Summer	(F) Title I Parent Engagement; (S) Local Funds	Meeting documentation; Event documentation

GLADEWATER PRIMARY SCHOOL

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Continue to utilize electronic, print, and social media to communicate with stakeholders and to promote district events and achievements. (Obj 1,2)	Principal; Teachers	Fall/Spring/Summer	(S) Local Funds; (L) Gladewater Mirror; (L) GISD Website; (L) Facebook; (L) Twitter	Public postings; weekly newsletters

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

GLADEWATER PRIMARY SCHOOL

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

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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

08/31/2022

GLADEWATER PRIMARY SCHOOL

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

GLADEWATER PRIMARY SCHOOL

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

GLADEWATER PRIMARY 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

GLADEWATER PRIMARY SCHOOL

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 PRIMARY SCHOOL

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/