

**West Orange-Cove CISD**  
**North Early Learning Center**

**Head Start Program**

**Prekindergarten – PPCD Programs**

**Campus Improvement Plan**



**2012 - 2013**

## **Mission Statement**

The mission of West Orange-Cove Consolidated Independent School District, as a progressive multicultural community, is to graduate students able to reach their potential and excel in a diverse society as productive, responsible citizens by utilizing an innovative curriculum, outstanding facilities, patrons' special talents and unique business/industry partnership.

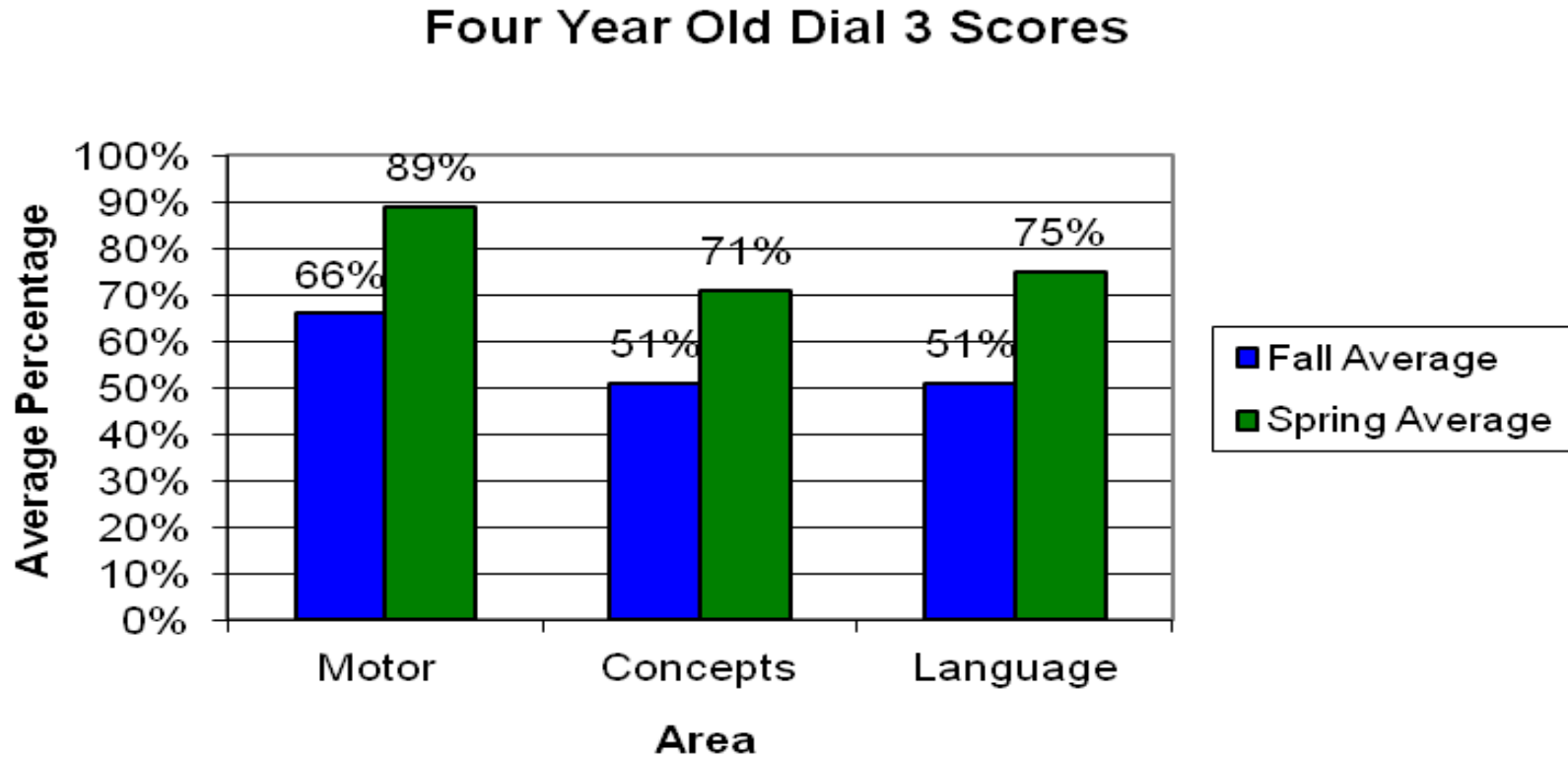
## **Vision Statement**

North Early Learning Center will provide a foundation for school readiness and later school success for students to become lifelong learners.

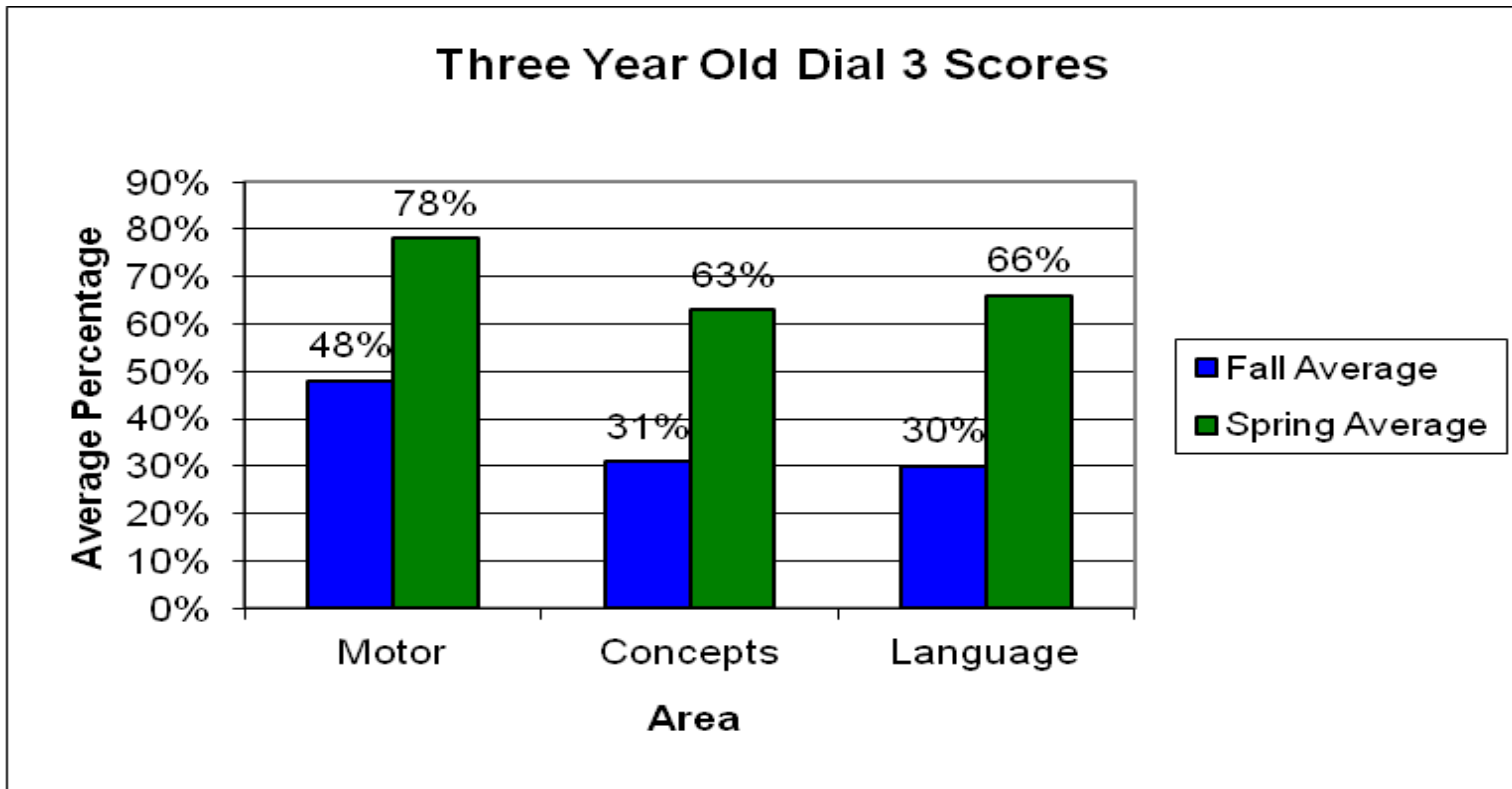
## **School Motto**

Learning as we grow, growing as we learn.

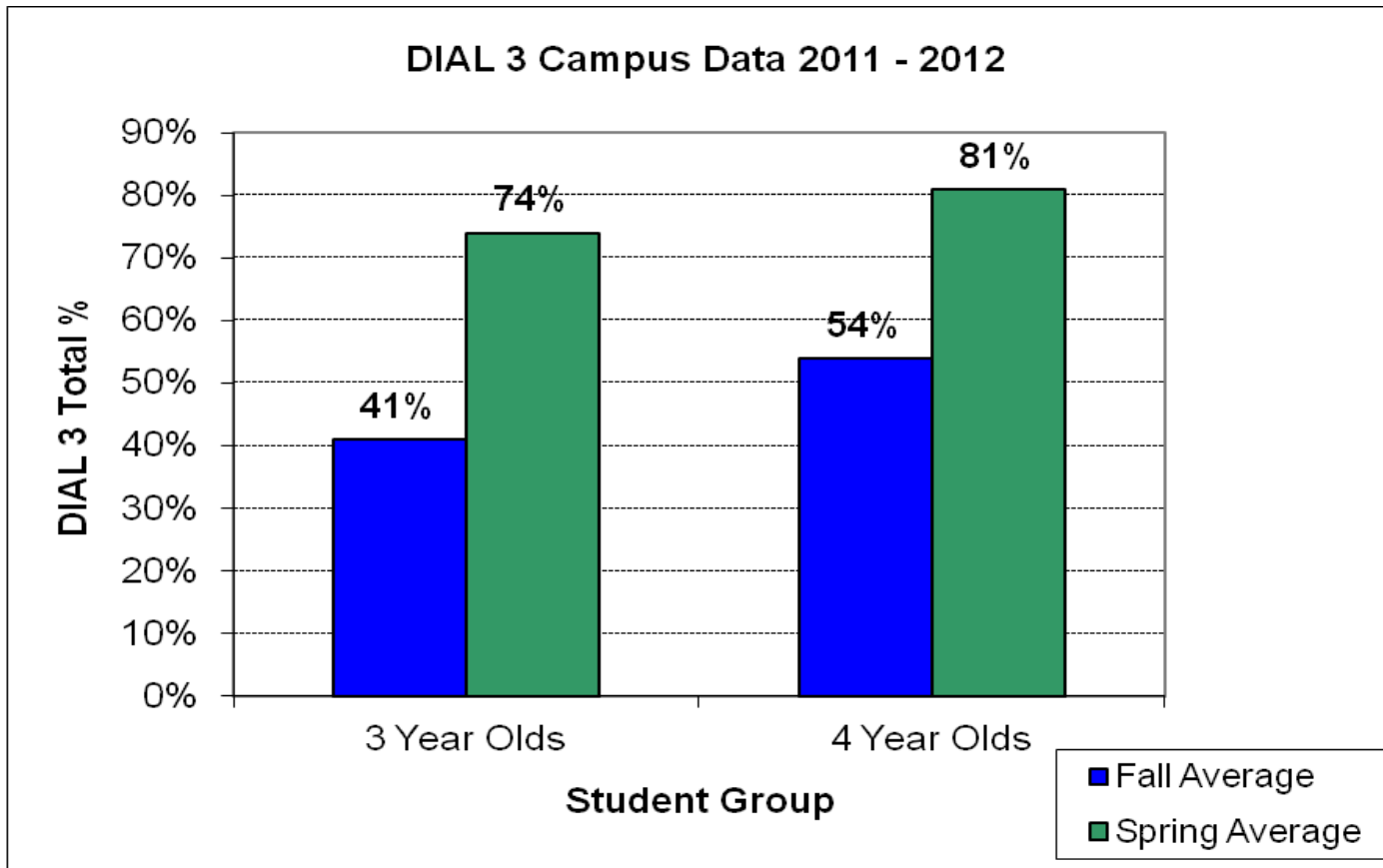
<b>Professional Staff Members</b>			
<b>Name</b>	<b>Department</b>	<b>Representation</b>	<b>Years of Service</b>
Shannon Larson	North Early Learning Center	Principal/Head Start Director	1
Sarah Landry	Education Coordinator	Academic Coordinator	8
Kristi Abshire	Head Start Teacher	CILT/Professional Teaching Staff	6
Leighia Barron	PPCD Teacher	CIL/Professional Teaching Staff	36
Nancy Dallas	Head Start Teacher	CILT/Professional Teaching Staff	14
Amanda Harris	PreK Teacher	CILT/Professional Teaching Staff	7
Ola Conner	Head Start Teacher	CILT/Professional Teaching Staff	5
Bridget Linscomb	Head Start Teacher	CILT / Professional Teaching Staff	2
<b>Parents, Business, &amp; Community Members</b>			
<b>Name</b>	<b>Group</b>		<b>Contact Number</b>
Andrew Hayes	Policy Council Member - Board Representative		409-886-8589
Cynthia Mitchell	Policy Council Member - Grandparent		409-883-8882
Tara Moore	Policy Council Member - Grandparent		
Rhonda Nation	Policy Council Member - Community Representative		409-779-0289
Lisa Roppolo	Policy Council Member- Parent		409-330-4697
Carolyn Sullenger	Policy Council Member- Parent		409-238-5772



	Four Year Olds		
	Fall	Spring	Gain
Motor	66%	89%	23%
Concepts	51%	71%	20%
Language	51%	75%	24%



	Three Year Olds		
	Fall	Spring	Gain
Motor	48%	78%	30%
Concepts	31%	63%	32%
Language	30%	66%	36%



	Fall Average	Spring Average	Gain
3 Year Olds	41%	74%	33%
4 Year Olds	54%	81%	27%

# Section 1

## Instruction

**EDUCATION AND EARLY CHILDHOOD DEVELOPMENT 1304.21**

**HUMAN RESOURCES 1304.52**

**MENTAL HEALTH 1304.40**

**TRANSITION 1304.41 (c) (1) (iii)**

- To provide for the development of cognitive, motor, social and emotional skills that will form a foundation for school readiness and later school success. Students' academic performance and achievement level will reflect excellence in learning and attainment of both high expectations and high standards.
- Students' behavior will exemplify the skills, attitudes, and/or practices characteristic of productive, community-minded adults: citizenship, self-esteem, respect for others, accountability for actions, and healthful lifestyles.

Objective	Program Components or Systems Targeted	Research Based Strategies, Initiatives, and Redesign	Evidence of Change to Guide Decision Making	Person (s) Responsible	Resources Required
<p><b>1.1 Alphabet Knowledge:</b> With the increased expectation of the Pre-Kindergarten Guidelines, students must identify at least twenty letters of the alphabet and twenty letter sounds prior to entering kindergarten.</p>	<p>Education / Early Childhood Development, Transition</p>	<ol style="list-style-type: none"> <li>1. Analyze data</li> <li>2. Use CIRCLE best practices</li> <li>3. Implement and monitor the OWL curriculum</li> <li>4. Use Zoophonics strategies</li> <li>5. Use Waterford Early Literacy Program</li> <li>6. Use manipulatives for hands-on learning</li> </ol>	<p>Anecdotal; Lesson Plans; DIAL 4 Individualization Sheet; OWL Reports; Progress Reports</p>	<p>Larson; Landry; Teaching Staff; Teaching Assistants</p>	<p>OWL Curriculum; Instructional Materials; Head Start Funds; Pre-K Funds; Zoophonics Materials; Waterford Computers; HWWT Materials</p>

<p><b>1.2 Phonemic Awareness:</b> Based on DIAL data, students struggled to identify beginning sounds of words. Children must produce a word that begins with the same sound as a given pair of words according to the Pre-K Guidelines.</p>	<p>Education / Early Childhood Development, Transition</p>	<ol style="list-style-type: none"> <li>1. Analyze data</li> <li>2. Use CIRCLE best practices</li> <li>3. Implement and monitor the OWL Curriculum</li> <li>4. Use Waterford Early Literacy Program</li> <li>5. Use manipulatives for hands-on learning</li> <li>6. Use phonemic awareness modeling strategies</li> </ol>	<p>Anecdotal; Lesson Plans; DIAL 4 Individualization Sheet; OWL Reports; Progress Reports</p>	<p>Larson; Landry; Teaching Staff; Teaching Assistants</p>	<p>OWL Curriculum; Instructional Materials; Head Start Funds; Pre-K Funds; Waterford Computers</p>
<p><b>1.3 Math:</b> The difficulty of math standards for Pre-K has been increased. At this time, our students are not reaching the new standard for counting to 30. Children must rote count 1 to 30 by the end of Pre-K.</p>	<p>Education / Early Childhood Development, Transition</p>	<ol style="list-style-type: none"> <li>1. Increased campus awareness</li> <li>2. Analyze data</li> <li>3. Use CIRCLE best practices</li> <li>4. Incorporate PKES Math training strategies</li> <li>5. Implement and monitor the OWL Curriculum</li> <li>6. Use math manipulatives</li> <li>7. Increase exposure</li> <li>8. Increase repetition</li> </ol>	<p>Anecdotal; Lesson Plans; DIAL 4 Individualization Sheet; OWL Reports; Progress Reports</p>	<p>Larson; Landry; Teaching Staff; Teaching Assistants</p>	<p>OWL Curriculum; Instructional Materials; PKES Math training materials; Head Start Funds; Math Manipulatives; Number Lines</p>



<p><b>1.4 Science:</b> The science component of the curriculum has not been fully implemented. Teachers must implement hands-on science activities and use of science resources and materials.</p>	<p>Education / Early Childhood Development, Transition</p>	<ol style="list-style-type: none"> <li>1. Analyze data</li> <li>2. Use CIRCLE best Practices</li> <li>3. Implement iOpeners curriculum supplement from OWL</li> <li>4. Incorporate hands-on learning experiments</li> <li>5. Increase staff development in science</li> </ol>	<p>Anecdotal; Lesson Plans; DIAL 4 Individualization Sheet; OWL Reports; Progress Reports; Walk-Throughs</p>	<p>Larson; Landry; Teaching Staff; Teaching Assistants</p>	<p>OWL Curriculum; Sharon Kruger; Science Handbook; IOpeners Supplement; Instructional Materials; Head Start Funds</p>
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## Section 2

### Student Attendance, College Readiness and Graduation/Dropout Rate

**ATTENDANCE 1305.8**

**NUTRITION 1304.23**

- Student attendance will meet or exceed the 85% Head Start standard for attendance.
- Maximize student attendance and completion rates by remedying situations causing absenteeism.

Objective	Program Components or Systems Targeted	Research Based Strategies, Initiatives, and Redesign	Evidence of Change to Guide Decision Making	Person (s) Responsible	Resources Required
<p><b>2.1 Career and College Readiness:</b> Even with increased effort, students’ exposure to post-secondary opportunities is limited. North ELC will increase the number of opportunities for students to explore post-secondary opportunities.</p>	<p>Education / Early Childhood Development, Mental Health Transition, Field Trip</p>	<ol style="list-style-type: none"> <li>1. Ongoing conversations and open dialogue with students and parents</li> <li>2. Using “When I Go to College” curriculum</li> <li>3. Field Trips to college campuses</li> <li>4. Monthly college recognition activities</li> </ol>	<p>Lesson Plans; Curriculum Planning; Parent Feedback; Campus Activities</p>	<p>Larson; Landry; Mitchell; Teaching Staff; Teaching Assistants;</p>	<p>When I Go to College Curriculum; Lamar State College; Head Start Funds</p>
<p><b>2.2 Attendance:</b> Student attendance has frequently fluctuated over the past</p>	<p>Education / Early Childhood Development;</p>	<ol style="list-style-type: none"> <li>1. Parent training</li> <li>2. Ongoing Communication</li> </ol>	<p>Improved attendance rate; Phone</p>	<p>Larson; Landry; Mitchell; Wolfe; Teaching Staff;</p>	<p>Orientation; Head Start Funds;</p>

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<p>several years. Despite improvements the campus has not reached the 95% attendance goal. Students will achieve the 95% attendance goal for the 2012-2013 school year.</p>	<p>Transition; Attendance; Child Health and Nutrition</p>	<p>between office and staff 3. Weekly recognition 4. Attendance pep rally every nine weeks involving the community</p>	<p>Logs; Home Visit Logs; Notes; Attendance Reports</p>	<p>Teaching Assistants; Family Services Staff</p>	<p>Certificates; Pep Rally Materials</p>
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## Section 3

### Safe, Secure, and Orderly Environment

**MANAGEMENT SYSTEMS AND PROCEDURES 1304.51**

**MENTAL HEALTH 1304.24**

**FACILITIES 1304.53 (Safe Environment)**

- Provide a safe and orderly school climate, conducive to learning.
- Develop and/or refine for all students and facilities, strategies to maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

• Objective	Program Components or Systems Targeted	Research Based Strategies, Initiatives, and Redesign	Evidence of Change to Guide Decision Making	Person (s) Responsible	Resources Required
<p><b>3.1</b> Maintain a record of 0 incidents of violence and 0 incidents of drugs, alcohol, and tobacco during the 2012-2013 school year.</p>	<p>Management Mental Health Facilities</p>	<ol style="list-style-type: none"> <li>1. Implement the district’s Crisis Management Plan for a. Violence Prevention, b. Conflict Resolution, and c. Suicide Prevention</li> <li>2. Implement new classroom management strategies based on <u>Raising Your Spirited Child</u> to assist students with behavior issues</li> <li>3. Inform parents of</li> </ol>	<p>Sign-in Sheets; Agendas; Log of Counseling Sessions; Completion of Communication Folders</p>	<p>Larson; Allensworth; Landry; Mitchell; G. Willis</p>	<p>Copies of District Crisis Management Plan; Raising Your Spirited Child Training; Communication Folders; Mental Health Curriculum and Materials; Head Start Funds</p>

		<p>students' conduct weekly</p> <ol style="list-style-type: none"> <li>4. Administer the Dial 4 Social Emotional Checklist to all Pre-K and Head Start children</li> <li>5. Provide group and individual instruction through the use of the district's counseling curriculum</li> <li>6. Post emergency and fire drill signals</li> <li>7. Call fire drill monthly</li> <li>8. Require visitors to sign in and wear visitor's badges, and to check in through Raptor – present drivers' license or TX ID</li> <li>9. Provide counseling in crisis situations</li> <li>10. Provide instruction in prevention of school violence</li> <li>11. Call bad weather and disaster drills as scheduled by superintendent or designee</li> <li>12. Implement the Emergency</li> </ol>			
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		Operations Plan			
<p><b>3.2</b> Maintain a positive classroom climate conducive to learning.</p>	<p>Management Mental Health Education and Early Childhood Development</p>	<ol style="list-style-type: none"> <li>1. Continue implementation of the Campus Behavior Management Plan</li> <li>2. Implement new classroom management strategies based on <u>Raising Your Spirited Child</u> to assist students with behavior issues</li> <li>3. Use CLASS monitoring tool to assess classroom climate and student interactions.</li> </ol>	<p>Sign-In Sheets; Agendas; Log of Counseling Sessions; Referral Documentation; CLASS Observation Feedback Forms</p>	<p>Larson; Allensworth; Landry; Teaching Staff; Teaching Assistants</p>	<p>Copies of Campus Behavior Management Plan; Sharon Kruger for training; Copies of office referrals; CLASS Instrument</p>

## Section 4

### Parent and Community Engagement

**PARENT AND COMMUNITY INVOLVEMENT 1304.41;**

**GOVERNANCE 1304.50**

- Increase parent and community involvement.
- Parents and district staff will work jointly to enhance the quality and effectiveness of our school.
- Involve volunteers directly in fulfilling the district’s mission and vision, particularly through their work with children and teachers in the instructional program.

Objective	Program Components or Systems Targeted	Research Based Strategies, Initiatives, and Redesign	Evidence of Change to Guide Decision Making	Person (s) Responsible	Resources Required
<p><b>4.1</b> Increase the number of parent and community participants in each of the following:</p> <ul style="list-style-type: none"> <li>a. Volunteering</li> <li>b. Open House</li> <li>c. Special programs</li> <li>d. Parent Meetings</li> </ul>	<p>Parent/ Community Engagement; Governance</p>	<ol style="list-style-type: none"> <li>1. Provide campus orientation that includes: campus goals and procedures, the importance of parental participation and involvement, and district procedures.</li> <li>2. Provide volunteer training that includes: volunteer information, responsibilities, and opportunities, and review of volunteer handbook.</li> <li>3. Provide volunteer recognition program for the purpose of offering incentives and to instill volunteer commitment and desire.</li> <li>4. Establish a Head Start Policy Council and training that will serve to provide</li> </ol>	<p>Sign-in Sheets and Agendas; Home Visit and Conference Schedules</p>	<p>Larson; Mitchell; Landry; Family Services Staff; Teaching Staff; Teaching Assistants; District PIE Coordinator</p>	<p>Sign-in Sheets and Agendas; Head Start Funds; Training Materials; Policy Council Procedures</p>

		<p>parent decision-making opportunities and provide program advocacy information and opportunities.</p> <p>5. Encourage parents to participate in staff-parent conferences and home visits to discuss their child’s development and education.</p>			
<p><b>4.2</b> Increase levels of parent education and employment.</p>	<p>Parent/ Community Engagement; Governance</p>	<ol style="list-style-type: none"> <li>1. Make parents aware of available community resources workshops and training</li> <li>2. Establish agency, parent, and program partnerships</li> <li>3. Provide educational and employment participation and enrollment information</li> <li>4. Provide crisis intervention and prevention information</li> <li>5. Encourage participation in Breakfast Buddies, Ladies Breeze, and Male Buzz activities</li> <li>6. Provide monthly “I Care” parent training meanings</li> </ol>	<p>Sign-in Sheets and Agendas, Complete “I Care” activities</p>	<p>Larson; Mitchell; Family Services Staff; Teaching Staff; Teaching Assistants; District PIE Coordinator; County Extension Agency; GOALS</p>	<p>Sign-in Sheets and Agendas, Complete “I Care” activities</p>
<p><b>4.3</b> Increase community involvement and collaboration to ensure that families receive the best services available.</p>	<p>Parent/ Community Engagement; Governance</p>	<ol style="list-style-type: none"> <li>1. Community Partnership Agreements</li> <li>2. CAN – Community Assistance Network</li> <li>3. District PIE and Parent Program</li> <li>4. Network with agencies in the community in order to establish a variety of avenues for the families.</li> <li>5. Service coordination will comply with confidentiality policy and exists only to improve services</li> <li>6. Utilize the PROMIS Software and other automated databases to track follow-up services</li> </ol>	<p>Complete Community Partnership Agreements; Schedule of collaboration; Agendas; Contact Logs; PROMIS Reports</p>	<p>Mitchell; D. Richard; Family Services Staff</p>	<p>Complete Community Partnership Agreements; Schedule of collaboration; Agendas; Contact Logs; PROMIS Reports</p>



## Section 5

### Special Services

**EDUCATION AND EARLY CHILDHOOD DEVELOPMENT 1304.21**

**MENTAL HEALTH 1304.40**

- Provide appropriate instruction to all general education learners
- Provide appropriate instruction to all English Language Learners
- Provide appropriate instruction to all students with special needs
- Provide appropriate instruction to gifted learners

<b>Objective</b>	<b>Program Components or Systems Targeted</b>	<b>Research Based Strategies, Initiatives, and Redesign</b>	<b>Evidence of Change to Guide Decision Making</b>	<b>Person (s) Responsible</b>	<b>Resources Required</b>
<p><b>5.1</b> North Early Learning Center will provide appropriate instruction to all students with special needs.</p>	<p>Mental Health Disabilities, Education/Early Childhood Development</p>	<ol style="list-style-type: none"> <li>1. Increase the capacity of preschool students in regular education settings to ensure the provision of services in the least restrictive environment (LRE).</li> <li>2. Continue the inclusion/capacity building of children with disabilities, consistent with their IEP by training staff and parents in the concept of inclusion/capacity building (LRE) and implementing a team teaching model for the provision of student with disabilities in the LRE.</li> </ol>	<p>Review of ARD recommendations; Review instructional settings</p>	<p>Larson; Landry; Allensworth; ARD Committees; WOCCISD Special Services</p>	<p>Information of Capacity Bldg; ARD forms</p>

<p><b>5.2</b> North Early Learning Center will provide appropriate transition preparation for all students.</p>	<p>Mental Health Disabilities Education/Early Childhood Development Transition</p>	<p>Provide Early School Transition from HS/PK/PPCD to K by:</p> <ul style="list-style-type: none"> <li>a. Providing orientation to parents of students entering PK and K to increase parental awareness of expectations.</li> <li>b. Provide vertical teaming opportunities between PK and K teachers for the purpose of aligning the curriculum, sharing instructional strategies/activities to ensure student success in kindergarten.</li> <li>c. Provide campus tours to PK students and their parents in an effort to familiarize students with facility and program activities.</li> <li>d. Provide meeting of administrators HS/PK/PPCD and K teachers and parents of HS/PK/PPCD students to increase parental awareness of kindergarten guidelines, procedures and curricula requirements</li> <li>e. Provide kindergarten school supplies to HS/PK/PPCD students prior to entering kindergarten.</li> </ul>	<p>Sign-In Sheet, Training Packet, Campus Team Active</p>	<p>Larson; Allensworth; Landry; Mitchell; Teaching Staff; Teaching Assistants</p>	<p>Training Packets; Sign in Sheets; Agendas</p>
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<p><b>5.3</b> North Early Learning Center will provide appropriate instruction to all students who are English Language Learners.</p>	<p>Education/Early Childhood Development Mental Health Transition</p>	<p><b><u>English as a Second Language (ESL)</u></b></p> <ol style="list-style-type: none"> <li>1. Provide staff development that addresses the affective, linguistic, and cognitive needs of the limited English proficient (LEP) students in the ESL and regular classrooms.</li> <li>2. Provide ESL services to support LEP student’s success in the regular classroom in accordance with state and local requirements.</li> <li>3. Provide LEP students with an environment that supports and respects the gender, culture, language, ethnicity and family by ensuring that materials, literature, bulletin boards, curriculum themes and activities, programs and field trips reflect diversity.</li> </ol>	<p>Sign-in Sheets; Student Progress Reports</p>	<p>Larson; Landry; ESL Teachers</p>	<p>Reg. V ESC, Training Materials</p>
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## Section 6

### Technology

**EDUCATION AND EARLY CHILDHOOD DEVELOPMENT 1304.21**

- Provide appropriate technology instruction to enable students to develop technology skills that promote their own learning.

<b>Objective</b>	<b>Program Components or Systems Targeted</b>	<b>Research Based Strategies, Initiatives, and Redesign</b>	<b>Evidence of Change to Guide Decision Making</b>	<b>Person (s) Responsible</b>	<b>Resources Required</b>
<p>North Early Learning Center will provide appropriate technology opportunities for students to develop their technology skills.</p>	<p>Technology</p>	<ol style="list-style-type: none"> <li>1. Integrate technology into the HS/PK/ PPCD curriculum for all regular and special programs.</li> <li>2. Provide technical assistance, maintenance and repair.</li> <li>3. Provide professional development in the areas of computer literacy for staff.</li> <li>4. Provide SMART board training and implement strategies for effective use of SMART boards in the classroom</li> </ol>	<p>Observation of technology in classroom; Sign-in Sheets; P Drive Technology Files; Complete work orders</p>	<p>Larson; Landry; Teaching Staff; Teaching Assistants; District Technology Staff</p>	<p>OWL Curriculum; Hardware; Age Appropriate Software; SMART Board Training and Resources; District Technology Staff</p>

## Section 7

### Health Services

**CHILD HEALTH AND DEVELOPMENTAL SERVICES 1304.20**

**CHILD HEALTH AND SAFETY 1304.22**

**NUTRITION 1304.23**

Complete Medical, dental, developmental and social/emotional screenings within timelines.

Complete all treatments recommended by the end of the 2008-2009 school year to ensure that all students are physically healthy.

Assist all families of children with no health insurance in obtaining it.

Assist all families of children with no medical and /or dental home in obtaining them.

Objective	Program Components or Systems Targeted	Research Based Strategies, Initiatives, and Redesign	Evidence of Change to Guide Decision Making	Person (s) Responsible	Resources Required
<p><b>7.1</b> Maintain a 100% screening exam (medical, dental, developmental, social/emotional) and immunization rate.</p>	<p>Child Health and Development Child Health/Safety Nutrition</p>	<p>Ensure parents are provided necessary forms for EPSDT/Medical Screenings for Head Start PD students enrolling between April 1 and the first day of school to be completed by providers.</p>	<p>Medicaid screenings completed by Medicaid Provider</p>	<p>Trump</p>	<p>Registered Dietitian</p>
<p><b>7.2</b> Accomplish 100% medical and dental treatment of children identified by doctor or dentist as needing it.</p>	<p>Child Health and Development Child Health/Safety Nutrition</p>	<p>Ensure non-Medicaid or non-insured Head Start and PK students receive medical and dental screens by arranging on-campus Medical and Dental Screenings</p>	<p>Medical screenings completed by medical/dental providers</p>	<p>Trump</p>	<p>Medical Providers</p>

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<p><b>7.3</b> All children will have access to health insurance.</p>		<p>Assist all families of children with no health insurance obtain a source of health insurance by providing them with Medicaid and CHIPs applications and providing assistance and follow-up on the completion and submission of applications.</p>	<p>List of families assisted with Medicaid and CHIPs applications. Increase in number of HS children with a source of health insurance</p>	<p>Trump, Mitchell; Family Services Staff</p>	<p>Vision &amp; Hearing Screening Equipment, DIAL-III, Blood Pressure Machine, Medical Providers</p>
<p><b>7.4</b> All children will have a medical and dental home.</p>		<ol style="list-style-type: none"> <li>1. Ensure referral and follow-up medical and dental care is available where deemed necessary by screenings.</li> <li>2. Assist all Head Start families of children without a medical or dental home obtain one.</li> </ol>	<p>Follow-ups completed in timely manner; List of families assisted in obtaining a medical and/or dental home. Increase in the number of HS children with a medical and dental homes</p>	<p>Trump; Mitchell; Family Services Staff</p>	<p>Duties and Responsibilities of the Health Ser. Adv. Com.; PROMIS Software</p>
<p><b>7.5</b> Dietary needs of all children will be met.</p>	<p>Child Health and Development Child Health/Safety Nutrition</p>	<ol style="list-style-type: none"> <li>1. Ensure any child with special dietary need is reported to the district's Food Services Director, campus cafeteria employees.</li> <li>2. Contract with registered dietitian to support Head Start nutrition program</li> </ol>	<p>Copies of special Nutrition Plans, supplementary menus; list of duties; contact logs and notes of services</p>	<p>Larson; Trump; Dwight; Food Services; Teaching Staff; Teaching Assistants</p>	<p>Registered Dietitian</p>
<p><b>7.6</b> All children will be current with immunizations.</p>		<p>Ensure all students receive age-appropriate immunizations according to district policy.</p>	<p>Contact logs, immunization records</p>	<p>Trump</p>	<p>Medical Providers</p>
<p><b>7.7</b> All children will receive appropriate health screenings.</p>		<p>Ensure completion of the following screenings for all enrolled students:</p> <ol style="list-style-type: none"> <li>a. EPSDT</li> <li>b. Growth Assessment</li> <li>c. Vision Screenings</li> <li>d. Hearing Screenings</li> </ol>	<p>Health Records, Education Records</p>	<p>Trump; Landry; Allensworth; Teaching Staff</p>	<p>Vision &amp; Hearing Screening Equipment, DIAL 4, Blood Pressure Machine, Medical Providers</p>

		<p>e. Blood Pressure                  f. DOCT (Speech)                  g. Behavior Observation                  i. DIAL 4</p>			
<p><b>7.8</b> The Health Service Advisory Committee will continue to operate.</p>		<p>Provide for the creation of Health Service Advisory Committee, which will plan and evaluate health services for students and to assist and advise the Health Services Manager on Health related issues.</p>	<p>List of committee members, Schedule of Meetings and Agendas</p>	<p>Larson; Trump</p>	<p>Duties and Responsibilities of the Health Ser. Adv. Com.</p>
<p><b>7.9</b> Maintain current health records for all students.</p>	<p>Health Services</p>	<ol style="list-style-type: none"> <li>1. Keep all Health Records current through the district's PROMIS tracking system.</li> <li>2. Utilize the Head Start Family Information System (PROMIS) software and other automated databases to track screenings and follow-up services.</li> </ol>	<p>Current Health Records</p>	<p>Larson; Trump; D. Richard</p>	<p>PROMIS Software</p>