



The Principal's Handbook:

A Guide to Understanding Your FRYSC

Revised February 2026 for ADA Compliance

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This handbook shall serve as a quick reference handbook for principals. All school administrators are encouraged to consult the full context of the [FRYSC Administrators' Guidebook](#).



Introduction

The FRYSC mission is to enhance students' abilities to succeed in school by developing and sustaining partnerships that promote:

- Early learning and successful transition to school
- Academic achievement and well-being
- Graduation and transition into adult

This principal handbook outlines the expectations of Family Resource and Youth Services Centers (FRYSCs) and details how they can work as part of the school team to meet the needs of students and families, increase school readiness, improve overall well-being, and achieve greater academic success.

One key to a successful FRYSC is the relationship between the coordinator and principal. It is imperative that the coordinator and principal(s) of the school(s) served by the center have open communication regarding how student needs can be addressed within the framework of the center components.

- FRYSC coordinators are encouraged to meet with the principal and other appropriate school staff during the writing process of the FRYSC Continuation Program Plan to discuss student and family needs and strategies to address them.
- The principal is encouraged to attend the FRYSC Advisory Council meetings to provide input on the development of the FRYSC Program Plan and to provide school-related updates. The FRYSC Coordinator should be familiar with the school's priority needs, and the principal should be familiar with the components of the FRYSC Program Plan.
- It is recommended that the FRYSC coordinator be included in professional learning communities and team meetings throughout the year to maintain open lines of communication within the school.

The 2020 FRYSC Impact Report indicates that FRYSCs have a record of success in helping to improve student attendance, school readiness, performance in class work, homework, and peer relations. Many schools report that parent engagement improved due to their involvement with the FRYSC.

Center Operations

At a minimum, each FRYSC must have a staff of one full-time coordinator, meaning they work at least 30 hours per week and 240 days per school year. According to the Contract, a coordinator for a newly established center or a replacement coordinator must be hired with advisory council involvement within sixty days of establishing the center or declaring a vacancy. Center coordinators and center staff must spend 100% of their time paid with funds provided under the approved FRYSC Program Plan in job duties and functions directly related to the operation of the center and center programs, services, and activities. All center staff must work under the supervision of the coordinator.

Each center must have access to Infinite Campus to document individual and group interventions.

The FRYSC must be located in or near the participating school(s) it serves. This is important so students, families, and school staff can access the center and the services and referrals provided. Any change in site location requires prior approval from the Regional Program Manager on behalf of the Cabinet through the DFRYSC. Additionally, the coordinator must have year-round access to the school building, as FRYSCs provide services and activities throughout the calendar year.

Integrating FRYSCs into Schools

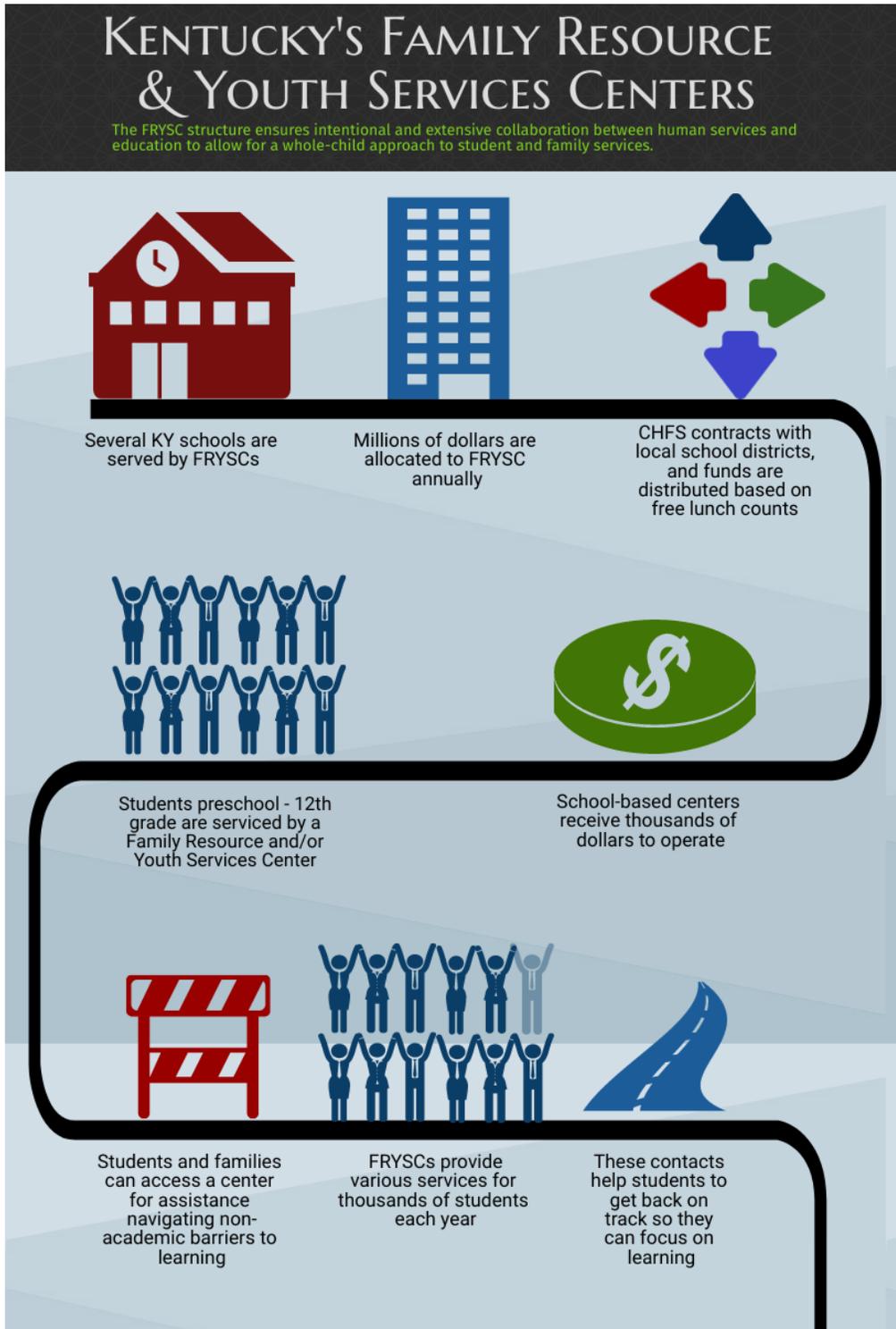
FRYSCs were created to address the non-academic needs of all children and their families and enhance student academic success. Each FRYSC offers a unique blend of programs and services to serve the specific needs of its student and family populations. FRYSCs are strengthened by in-school and community partnerships that provide vital programs, services, and referrals to students and their families.

FRYSC coordinators are part of the school team, and establishing close partnerships within the school and connecting the FRYSC mission with the needs and goals of the school is critical to a successful center.

Administration

The Cabinet for Health and Family Services contracts with the local school district through a Contract to provide for Family Resource and Youth Service Centers throughout Kentucky. The Contract, along with the FRYSC Administrators' Guidebook, outlines the plan for managing a FRYSC Center. The FRYSC initiative represents a collaborative effort of many different agencies and individuals. FRYSCs were established as part of the Kentucky Education Reform Act of 1990. However, state statute places responsibility for the administration of FRYSC with the Cabinet for Health and Family Services, which contracts with local school districts to operate FRYSCs locally. (See FRYSC Contract)

FRYSC Funding Flow Chart



FRYSC Coordinators

FRYSC Coordinators and staff are employees of the local school districts. As such, they operate within the district's guidelines like other district employees.

FRYSC Coordinator Job Duties

A coordinator's main role is to implement the center's two-year plan (CPP). Coordinators and center staff should not be assigned duties unrelated to the operation of the center, such as being regularly assigned to monitor the lunchroom or school buses, serve as attendance clerks, substitute teachers, truancy officers, school data entry, or be required to check for head lice or distribute medication. FRYSC coordinators are considered administrators in that they write and oversee an annual program plan, manage the center budget, supervise staff paid with FRYSC funds, and facilitate advisory council meetings. Center coordinators and staff are eligible to apply for extra duties. However, they may not spend any of their required FRYSC time performing these duties, nor can the FRYSC program funds be charged for that time. Additional information about FRYSC coordinator traits is available on the [FRYSC Job Profile](#) document located on the FRYSC website under [District Contacts and School Administrators Requested Documents](#).

FRYSC Staff Support

Depending on the need and available budget funds, some centers have support staff in various roles. A center may have an assistant coordinator or an outreach worker, parent educator, secretary, clerk, etc. Center staff paid with FRYSC funds are supervised by the center coordinator, who must also have a shared role in hiring that staff person. In addition – like the center coordinator – center support staff must work 100% of their FRYSC-paid time performing FRYSC duties.

FRYSCs and Required Training

All FRYSC coordinators are required to receive twenty-four (24) hours of approved professional learning annually. This includes attendance at one DFRYSC-sponsored annual conference, such as Victory over Violence and Fall Institute. In addition, all coordinators are required to attend their regional meetings and required regional training offered by their Regional Program Managers. More information regarding the FRYSC training requirements is available on the [FRYSC Training Information](#) page on the [Division of FRYSC](#) website.

FRYSCs and Program Quality Standards

The Family Resource and Youth Services Centers program has adopted the Standards of Quality for Family Strengthening & Support. These Standards benefit children and families by enhancing the quality of the programs that support them. The implementation of the Standards will provide a guidepost for quality practice. The Standards create common language and expectations in the FRYSCs and can be used as a blueprint for implementing best practices. Center coordinators can use the Standards for self-evaluation and demonstrate their work quality with families. These Standards relate to the overall goal of the FRYSC Program – to enhance student success in school by addressing non-cognitive barriers to learning.

The Standards are organized into 4 sections:

1. FAMILY CENTEREDNESS

Working with a family-centered approach that values families and recognizes them as integral to the Program.

2. FAMILY STRENGTHENING

Utilizing a family strengthening approach to support families to be strong, healthy, and safe, thereby promoting their success and optimal development.

3. COMMUNITY STRENGTHENING

Developing a strong and healthy community by working collaboratively with various stakeholders and supporting families' civic engagement, leadership development, and ability to effect systems change.

4. EVALUATION

Looking at areas of Program strength, as well as areas for further development, in order to guide continuous quality improvement and achieve positive results for families.

All FRYSC Coordinators are required to be certified in the Standards of Quality for Family Strengthening & Support.

FRYSCs and Principals

FRYSC Coordinators are encouraged to maintain regular contact with school principals to ensure that identified needs are met within the framework of the approved FRYSC Continuation Program Plan (CPP). FRYSC coordinators submit CPPs biennially (and budgets annually) for approval and are expected to follow those plans just as schools follow their school improvement plans.

EILA hours are provided to all principals and other school administrators when they take the FRYSC module. [Click here to access the FRYSC Principal Training Module.](#)

FRYSC Center Hours

Since FRYSC coordinators are 240-day employees, they need access to the school after school hours to operate evening programs for students and families and provide activities and services during the summer and other days when school is not in session. Summer activities might include home visits, transition programs, back-to-school events, and collaborative summer programming to help prevent the “summer slide.” Coordinators often assist families in the summer with enrollment requirements, referrals for school health-related needs, basic needs, and more.

Collaboration with In-School Programs

FRYSCs must partner closely with the staff in the schools they serve to enhance students' abilities to succeed. They should also collaborate with other school-based programs, such as Preschool, Title I, Migrant, Title IV, Extended School Services, Adult and Community Education, 21st-century Learning Centers, positive behavior initiatives, etc.

FRYSCs should coordinate activities and referrals with school staff, such as guidance counselors, school nurses, school social workers, and other support staff. They should promote the identification and coordination of existing resources by providing referrals to existing services first and then expanding or creating services to address unmet needs identified in their Center needs assessment data.

Getting to Proficiency with FRYSCs

FRYSCs were created to address non-cognitive barriers affecting student's education. The FRYSC core components are designed to have a targeted impact on issues affecting students' well-being and to provide the skills necessary to be ready to learn when they enter the classroom.

FRYSC Core Components (KRS 156.496)

Family Resource Centers serve children under school age and in elementary school and coordinate:

- preschool childcare.
- after-school child day care.
- families in training.
- family literacy services; and,
- health services and referrals.

Youth Services Centers serve students in middle and high school and coordinate:

- referrals to health and social services.
- career exploration and development.
- summer and part-time job development (high school only).
- substance abuse education and counseling; and
- family crisis and mental health counseling.

Additionally, some Centers have optional components, based on their needs assessment results that address educational support. Many FRYSC activities include programs that help students become college and career ready and support kindergarten readiness.

Advisory Councils

The Advisory Council is involved in the center in many different aspects.

Not only do they have a role in the funding application process, but their major purpose is also to provide the center coordinator with input, oversight, and recommendations regarding the planning, development, implementation, and coordination of center services, programs, and activities.

As stated in the School-Based Decision-Making Council Assurances, the Advisory Council has a shared role in hiring the center coordinator in accordance with the Center's by-laws*. This includes completing the New Coordinator Hiring Form and submitting the form required by the DFRYSC. The Advisory Council recommends the applicant to the Superintendent either directly or through the School-Based Decision-Making Council.

*NOTE: Please consult the by-laws before starting the hiring process to learn how your center's advisory council needs to be involved.

The Advisory Council provides oversight of center purchase requests by approving the center's annual budget and any amendments. Written documentation of Advisory Council approval should be provided for purchases of any single item \$500 or more and goods or subcontracts of \$1,000 or more.

The Advisory Council provides input into how the center addresses the action component programs and activities and achieves the identified goals and measurable objectives. Based on needs assessment data, the Council provides input and planning for new and innovative services, activities, and programs for the center.

Membership and Meeting Frequency

Each center is required to have its own Advisory Council. Council members are composed of parents, community members, and school representatives who should reflect the diverse makeup of the school community. FRYSCs and YSCs are also required to have a minimum of two (2) student representatives.

Principals are encouraged to attend and serve on the Advisory Council in a nonvoting capacity. DFRYSC recommends parents or community representatives take the role of Chairperson to encourage family/ community leadership and/or engagement.

The FRYSC Advisory Council must meet, at a minimum, every other month, excluding June and July. All Advisory Council meetings and special called meetings must be advertised and conducted in accordance with KRS 061.805-850.

FRYSC Budget

The FRYSC Center's budget is determined by the December 1 free lunch count with a minimum of 180 students and a maximum of 450 students. Each center must submit a program plan to the Division of FRYSC consisting of an annual FRYSC operating budget and budget narrative and action components addressing legislated Core Components. A budget amendment must be approved by completing the FRYSC Request Form and submitting it to the Regional Program Manager.

The Advisory Council and Superintendent or District Contact must approve the budget amendment before submitting it to the Regional Program Manager for approval. Subcontracts and expenditures of \$1,000 or more or \$500 if a single-item purchase must have written approval from the DFRYSC Regional Program Manager utilizing the FRYSC Request Form.

Welfare Spending is generally limited to \$1,000 per year.

Community Collaboration

It is important to know that the FRYSC staff has many obligations outside the school building. Not only will center staff be away from the school building on home visits, but they are also required to seek out community resources and collaborate with local agencies to avoid duplication of services. This may include attendance at interagency councils, DCBS Family Team meetings, United Way, and other local service agency meetings.

FRYSCs often represent their school(s) in community organizations. These community collaborations often result in volunteers in the school and organizations who assist with programming – such as speakers for Career Days or job shadowing opportunities with local agencies/businesses. Many community partnerships result in services and donations coming to the school. Community partners often donate money, books, and/or services because of the community collaborations with the FRYSC.

Frequently Asked Questions

1. The Funding Allocations and Management Section of the FRYSC Administrators' Guidebook (Section IV, page 8) states, "Generally, districts provide space for a center, utilities, equipment, maintenance, custodial care..... at no cost to the center." Does this include an office telephone?

Telephone service is part of the Center office utilities.

2. When do FRYSC funds have to be encumbered and spent?

The Division of FRYSC requires that FRYSC funds must be encumbered by June 30 and bills need to be paid out by July 25. All budget amendments must be submitted to the Regional Program Manager sixty days prior to the end of the fiscal year.

Districts may require that FRYSCs make purchases at a date earlier than June 30. While most purchases can be planned and purchased prior to April 30, there are occasions when it is necessary for a center to make purchases in May and June. It is expected that the district would work with the FRYSC in a reasonable manner that would allow the FRYSCs to make needed purchases.

3. Can FRYSCs accept gift cards (such as Wal-Mart gift cards) as donations and use them for purchases?

Yes, if the district policy allows it. The Center and District must maintain appropriate accounting and documentation for audit purposes.

4. What is the difference in Coordinator titles such as Coordinator I, II, III?

The titles were created to differentiate between the degrees that coordinators may or may not have. It allows the district to pay one coordinator within the same district more based on a coordinator's level of education and type of degree.

5. How would you make a salary change in the FRYSC Budget?

The Division of FRYSC does not set salary, but any changes to the original approved budget (salary or other expenses) must be requested through the approval process outlined in the Contract. This section states, “Any budget realignment of 10% or \$100. Whichever is greater, or more requires **prior** approval of the DFRYSC.”

6. Who oversees the FRYSC budget and decides how funds are spent?

The FRYSC coordinator is responsible for developing the FRYSC budget each year with input from the Advisory Council to appropriately utilize FRYSC funds and address needs within the framework of the mandated and optional FRYSC components. The budget is submitted each fiscal year by the coordinator to the Advisory Council, the local District and the Division of FRYSC for approval. After the budget is approved, any changes made to the budget must adhere to the guidelines outlined above in Question Number 5.

Policies and purchasing procedures vary from district to district and FRYSC Coordinators must adhere to local policies and procedures for all purchases.

7. Can the MUNIS codes in a budget be changed without the knowledge of the FRYSC coordinator?

No. Once the budget has been submitted & approved by FRYSC, it is the current Center Operating Budget. Any revisions must be voted upon/approved by the FRYSC Advisory Council, approved by the District (Superintendent/designee), and submitted to the FRYSC Regional Program Manager for approval. The new “Revised Budget” cannot be used until the FRYSC approval is received. It is important for each center coordinator to balance their center budget records to the District’s MUNIS records monthly.

8. Can FRYSCs have access to board policies and state mandated regulations that involve FRYSC?

Yes, these are public documents. The FRYSC Contract outlines state requirements regarding fiscal issues. Each local District should provide training and written guidelines on purchasing policies and procedures to FRYSC Coordinators.

9. Does the coordinator have the ability to choose where to buy perishables since they are not on the bid list?

All FRYSC purchase decisions should be in accordance with local district policy.

10. Who makes the decision about coordinator travel reimbursement? Does it have to be a trip of over a certain number of miles?

Local school boards set travel reimbursement policies for all school district employees (which includes FRYSC coordinators).

11. Who is the coordinator's immediate supervisor?

For FRYSCs that serve one school, the principal of that school is typically the immediate supervisor. Some districts, however, have chosen to have the FRYSC district contact to supervise all coordinators within the district. FRYSCs that serve more than one school are considered district programs and the FRYSC-designated district contact serves as the supervisor.

12. What is the Division of FRYSC's position on who should provide a coordinator's work cell phone?

The Division has no position on cell phones.

13. Who makes the decision about the items that FRYSCs purchase (as long as board policies and procedures are followed) with state funds?

Coordinators, with input from the FRYSC Advisory Council, develop the budget and indicate items to be purchased. Section 2.5 of the FRYSC Contract outlines items that are not allowed to be purchased with FRYSC funds (such as incentives for student attendance within the regular school day). This section also outlines criteria to be set by the Advisory Council for expenditures such as travel for non-center staff, expenditures for food, incentives, etc.

14. How do FRYSCs dispose of items purchased with FRYSC funds? If auctioned who gets the proceeds from the sale?

According to our contract, if a center closes, inventory goes back to district **unless** other centers exist in the district-then inventory goes to those other centers first. FRYSCs must follow the district surplus policy.

15. Who makes the decision as to where the FRYSC space shall be located?

The SBDM has authority to decide where FRYSC space is located when a FRYSC serves one school. The district makes this decision when the center serves more than one school. - The Contract states, "Each center shall be located in or near the participating school(s). Any change in site location requires prior approval by the Division of FRYSC, and, if appropriate, a revision to the approved plan on the form specified by the Cabinet." FRYSC's need adequate space to carry out programming and have confidential and storage space for their materials.

16. Can FRYSC components be changed based on principal or district preference?

No, the Core Components are in statute. However, activities can be added or subtracted to the Components with Advisory Council approval, and, if the needs assessments reflect the need.

17. Why does my FRYSC have core components that focus on children not yet in school?

The 'Full-time Preschool Child Care for ages 2 and 3' component and the 'Families in Training' component (for centers serving elementary schools) were considered critical additions to the FRYSC program by its early creators. As we know, in a child's first 3 years, a nurturing, stimulating environment, regular health care and family access to resources sets the stage for a child's well-being. These two core components provide ways to reach families early to increase child health and well-being and to open a relationship between the family and the school – making a connection for increased school readiness and a strong foundation for the child's future school success.

18. We have a College and Career Coach at our school, so why should the YSC be involved in this area?

FRYSCs that serve middle and high schools have core components that are not only required but help meet our program mission statement of 'promoting graduation and transition to adult life'. Adolescents face more challenges to becoming successfully independent today than ever before. A partnership between the FRYSC and school staff can only enhance efforts to help students succeed. FRYSCs can collaborate with a CC/R coach to expand and enrich activities by bringing ideas, and community and center resources to the table. Since FRYSC coordinators develop lasting relationships with students and families, they can also help identify those students with the greatest need of additional support in the college and career exploration process.

What FRYSC Coordinators Wish Others Knew

**From coordinator surveys and focus groups*

- We are program administrators. We want to be part of and contribute to our school's Administrative Team.
 - We are family advocates.
 - When we are out of the building, we are still working.
 - We work many extra hours – outside of school time.
 - Much of our work is 'behind the scenes' and isn't always visible.
 - We need flexibility in duties and hours.
 - Solving complex family issues (e.g., helping a family get housing, utilities, food, etc.) is very time-consuming—it can take several days of work.
 - We work with *all* students and families – no matter the family income.
 - We can be involved more in meeting school needs – we can assist on different committees.
 - We constantly multi-task; we work on activities, events and family issues at the same time.
 - We can partner with teachers and administrators for events. We WANT to collaborate with school staff.
 - Community partnerships are critical to our work. We need to develop and nurture those community contacts.
 - We know the kids and families – ask us!
 - FRYSCs from different schools often work together.
 - We do much more than provide clothing, school supplies and food for events.
-