

FRYSC

Principal Handbook

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. A copy of FRYSC Administrators' Guidebook is available at <https://chfs.ky.gov/agencies/dfrcvs/dfrysc/Pages/default.aspx>

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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). It details how FRYSCs 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 the way in which 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 priority needs of the school and the principal should be familiar with the components of the FRYSC Program Plan.
- The school's improvement plan and the FRYSC Program Plan should reflect FRYSC involvement in addressing priority needs. The FRYSC coordinator must be a member of the school's improvement planning committee and be involved throughout the planning process.
- 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 2017 FRYSC Impact Report indicates FRYSCs have a record of success 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 a minimum of 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.

It is mandatory that FRYSC staff serve on the school's improvement planning team for each school served by the center. Each center must also 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 will have easy access to 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, it is essential that the coordinator have year-round access to the school building, as FRYSCs are year-round programs (240 days).

Integrating FRYSCs into Schools

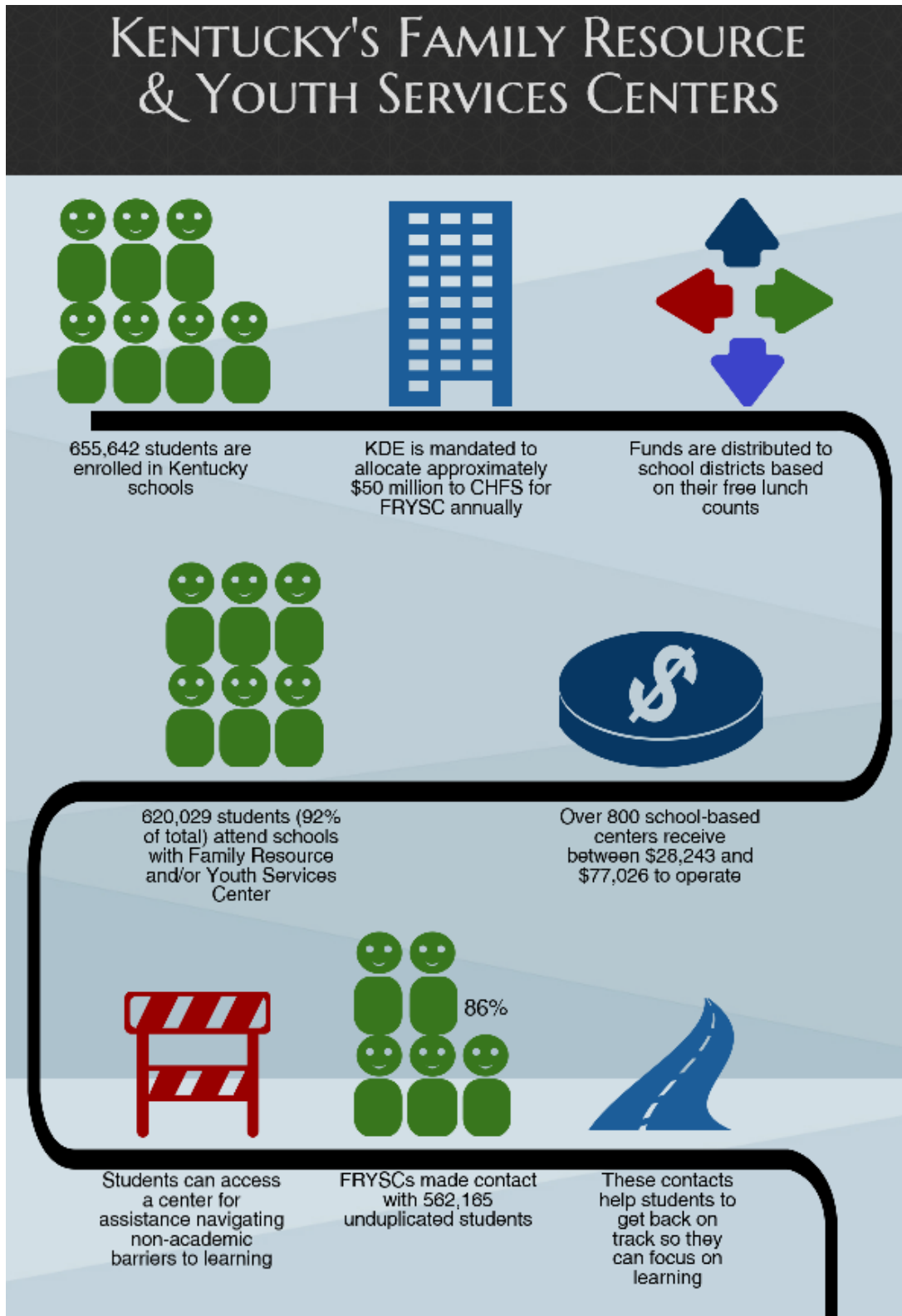
FRYSCs were created to address the non-academic needs of all children and their families as a means to enhance student academic success. Each FRYSC offers a unique blend of programs and services to serve the particular needs of their student and family populations. FRYSCs are strengthened by in-school 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)

The following funding flow chart illustrates FRYSC funding and its administration:



FRYSC Coordinators

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

FRYSC Coordinator Job Duties

Coordinators and center staff should not be assigned duties unrelated to the implementation or 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 in the "FRYSC Coordinator Job Analysis document on the Forms and Downloads section of the FRYSC webpage: <https://chfs.ky.gov/agencies/dfrcvs/dfrysc/Pages/default.aspx>

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 DFRYSC training webpage: <https://chfs.ky.gov/agencies/dfrcvs/dfrysc/Pages/default.aspx>

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.

Centers are open throughout the year

FRYSC coordinators need access to the school after school hours in order to operate evening programs for students and families and to provide programs and services during the summer and on other days when school is not in session. Because students continue to have needs in the

summer, FRYSCs must operate year round to provide appropriate programs and services. Summer activities might include home visits, summer camps, transition programs, and back to school events. Coordinators often make referrals in the summer for school health related needs such as eyeglasses or referrals for physicals that help parents complete with student enrollment requirements.

Centers Serving Multiple Schools

Coordinators in centers that serve more than one school must have regularly scheduled hours in each school served by the center, as indicated in the center's approved Program Plan.

Collaboration with In-School Programs

FRYSCs must have a close partnership with the staff in the schools they serve to fulfill the goal of enhancing students' abilities to succeed in school. FRYSCs should 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. FRYSCs should promote the identification and coordination of existing resources by providing referrals to existing services first, and then expand or create 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 child care;
- 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, their major purpose is to provide the center coordinator with input, oversight, and recommendations. This is all concerning 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 the hiring of the center coordinator in accordance with the Center's by-laws. This includes the completion of the New Coordinator Hiring Form and submission of 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. In addition, the Advisory Council provides oversight of center purchase requests through approval of the center's annual budget and any amendments. There should be written documentation of Advisory Council approval 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 how the center achieves the identified goals and measurable objectives. The Advisory Council provides input and planning for new and innovative services, activities and programs for the center—based upon needs assessment data.

Membership & Meeting Frequency:

Each center is required to have an Advisory Council whose voting membership is comprised of at least 1/3 parent representation, no more than 1/3 school representatives and the remainder, community representatives. In addition, FRYSCs and YSCs are 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 year-round. 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 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. Centers may initiate minor object code budget changes up to 10% or \$100, whichever is greater, of object codes within an approved budget, cumulative within the fiscal year, without prior approval of the DFRYSC. 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. Sub-contracts 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 normally limited to \$1,000 per year.

Community Collaboration

It is important to know that the FRYSC staff have 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 provide assistance 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 FRYSC 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 in order 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.

6. 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.

7. How much can Districts charge FRYSC budgets for the annual audit?

Auditing Services (MUNIS Code 0342) is not an allowable expense.

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 amount 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.