

Director of Pupil Personnel

1. Maintains knowledge of current laws, regulations, school board policies and procedures, as well as emerging trends and current research in pupil attendance to increase school attendance and Support Education Excellence in Kentucky (SEEK) funding.
 - Knowledge of current laws, regulations, procedures, and board policies with specific over-view of Chapter 9- students
 - school attendance areas, transfers and withdrawals, admission and attendance, entrance age, attendance requirements, part time students, nonresident students, absences and excuses, dismissal from school, release of students, tuition, students of military families, equal educational opportunities, student records, student privacy rights, student fees, student handbooks, student welfare and wellness, health requirements and services, health care examinations, immunizations and compliance, contagious diseases, student health and safety, supervision of students, reports of criminal activity, emergency medical treatment, student medication, child abuse, student behavior, student conduct, bullying/hazing, use of alcohol/drugs/prohibited substances, tobacco/alternative nicotine/ vapor products, assault and threats of violence, disruption of the educational process, student grievances, threat assessments, driver's license revocation, due process, detention, suspension, alternative education, expulsion, search and seizure, and code of acceptable behavior.
 - Knowledge of current laws, regulations, procedures, and board policies with specific over-view of Chapter 8- graduation requirements, alternative credit options, credit accrual of Foster, and MKV students, early graduation program, home/hospital instruction, extended school/direct student services, federal programs, Title I, English as a second language, controversial issues, guidance and mental health service providers, at risk students, school calendar, and school term
 - Knowledge of current laws, regulations, procedures, and board policies with specific over-view of Chapter 2- comprehensive school improvement plan
2. Works with principals, teachers, pupils, parents, community agencies, social workers, attendance workers, and the court to implement a research-based system of school level interventions to improve pupil attendance, and to provide attendance incentive programs.
 - Creation, planning, training, implementation of MTSS for attendance and engagement including attendance/behavior PLC and intervention implementation
 - Supervision of all 3-day, 6 day, 15 day, and final notice requirements by school and district including assurance of all legal reporting. Represent the district when more than one court worker is needed, in cases where summoned to appear, or to support work.
3. Coordinates and supervises the work of pupil attendance personnel.
 - Review of daily attendance, check ins/outs, excusal codes, documentation, classroom monitor, PLP, parent letters, and balanced months. Includes once daily at K- 6 and by period in 7-12, Performance based crediting, and schedule gaps.

4. Provides information to schools and parents regarding school enrollment requirements including types of enrollment, school choice of enrollment, and enrollment needs.
 - o Completes home visits to ensure residency and enrollment requirements on all new enrollees (Dec 2025)
5. Enforce the laws regarding compulsory attendance and child labor.
 - o Communicate with guardians regarding attendance
 - o Report all violations to Cabinet and/or County Attorney. Responsible for process, procedures, implementation, and monitoring of all Dependency/Neglect/Abuse reports and all 15-day complaints.
 - o Investigate and report issues of child labor
 - o Participate in court on days when Court Liaison is pre-scheduled, serve as primary with juvenile status offenses
 - o Reports all school law violations (student, parent, community)
6. Communicates with parents, pupils, various state and local agencies, and the media on procedures, policies, and laws relating to pupil attendance.
7. Interacts with pupils and parents or guardians on issues relating to enrollment, attendance, truancy, drop-out interventions.
 - o Implement dropout prevention strategies and intervention programs.
 - o Identify at risk students and coordinate support services.
 - o Work with school counselors, social workers, and community agencies to assist struggling students.
8. Coordinates driver license monitoring to ensure implementation of the No Pass No Drive law.
9. Processes all requests from parents or guardians to enroll their pupil in an out-of-area school in the district, per Board of Education Policy.
10. Implements and monitors the school board tuition policy and provides an annual report to the superintendent.
11. Implements process for transportation code by school and student
12. Implements and monitors school board policy and procedures for approval of Home and Hospital instruction. Chairs Home and Hospital Instruction committee, maintains documentation used to monitor pupil attendance.
13. Prepares, administers, monitors, amends, and keeps an accounting of the budget designated for Pupil Personnel.
14. Attends to all record keeping functions, correspondence, data requests and any other requests related to duties of the Pupil Personnel office.
 - o Fulfill data requests from other departments
 - o Prepare adhoc and report functioning by request
15. Establishes procedures for attendance accounting for (1) guardianship of pupils, (2) truancy referral, (3) I 20 foreign pupils, (4) immigrant and migrant pupils, (5) homeless pupils and any other pupil presenting for enrollment in the schools.
16. Supervises attendance accounting in all schools, applying school board policies and procedures regarding guardianship of students, I-20 Foreign Exchange pupils, immigrant and migrant pupils, homeless pupils and any other pupils presenting for enrollment in the schools.

17. Maintains an integrated census and attendance record for all pupils between the ages of 3-21. Maintains all district level cumulative records for the present as well as the past.
 - o Oversee student enrollment, transfers, and withdrawal processes.
18. Provides a written monthly attendance report in person at all regular school board meetings based on attendance month.
19. Serves as liaison between other local school districts when enrollment policies regarding pupil census and attendance of nonresident students.
20. Manages the non-resident enrollment and potential re-enrollment across all schools in the district working in conjunction with each school principal.
21. Chairs the District Code of Conduct Committee, makes amendments and revisions, ensures COC follows updated legislation, report data trends to team, and audits safe school data to school-based teams.
22. Ensure accuracy of Safe Schools data. Audit suspension/attendance linkage reporting
23. Design and implementation of behavior reporting based on KDE guidelines
24. Chairs the District Calendar Committee
25. Enter calendar model, ensure accuracy of attendance codes, bell schedules, transition time, minute accrual, instructional hours, terms, periods, days, school months, day count accuracy.
26. Coordinate with school teams for expulsion hearings
27. Serves as district FRAM Coordinator
28. Collaborate on district crisis response plans
29. Assist in investigating and addressing student safety concerns
30. Work with law enforcement on student related issues when necessary Coordinate wraparound services for students in need.
31. Work with transportation department on student related issues
32. Provide training for school administration, teachers, and staff (as requested)
33. Respond to parent reported issues and help in mediating issues

Title I, II, III, IV Coordinator *(50% of work time must be dedicated to Title I)*

1. Provide comprehensive oversight of the Title I program.
2. Engage in ongoing consultation with public and non-public schools to design and implement Title I services.
3. Advise administration on Title I program and requirements to ensure compliance and effectiveness.
4. Ensure that Title funds are allocated to participating schools based on established procedures.
5. Maintain records of expenditures and monitor the use of funds to ensure they are used for authorized purposes.
6. Prepare and participate in annual program monitoring for Title I Part A and D.
7. Maintain documentation demonstrating program compliance and effectiveness.
8. Provide Oversight, training, and monitoring of schoolwide comprehensive needs assessment related to Title
9. Assist schools in comprehensive schoolwide planning and identification of needs specific to ESSA implementation
10. Regularly evaluate the implementation of, and results achieved by, the schoolwide plan (SWP) using data from Kentucky's annual assessments and other indicators of academic achievement;
11. Determine whether the SWP has been effective in increasing the achievement of students in meeting Kentucky's academic standards, particularly for those students who had been the furthest from achieving the standards; •
12. Assist school principals in revising plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the SWP.
13. Provide oversight on effective program design
14. Provide training, resources, and materials to leadership on allowable uses of Title I, Part A, Title I Part D, Title II, Title III, and Title IV funds to meet need.
15. Notification of Right to Request Teacher Qualifications to schools
16. Notification of Teacher Certification and Licensure status to schools
17. Notification of Testing transparency to schools
18. Provide guidance on annual meeting requirements, documentation, and parent's right to know
19. Provide guidance on school parent and family engagement policy and compact.
20. Collaborate for equitable services to private schools
21. Collaborate in determining proportionate share under Fiscal Changes and Equitable Services Requirements Non-Regulatory Guidance
22. Monitor budgets to ensure carryover provisions, spend down, and plan adherence
23. Ensure timely and meaningful consultation with private schools
 - a. How will the LEA identify private school children for services.
 - b. What services will be offered.
 - c. How, where and by whom will the services be provided.
 - d. How the services will be academically assessed and how the results of that assessment will be used to improve the Title I program.

- e. The size and scope of the equitable services to be provided. Also, the proportion of funds that is allocated for these services and how that proportion of funds has been determined.
 - f. Whether a reasonable, necessary amount of funds will be reserved for administering equitable services under each program.
 - g. How and when the LEA will make decisions about the service delivery mechanism that the LEA will use to provide equitable services.
 - h. Whether the LEA will provide service directly, or through a separate government agency, consortium, entity or third-party contractor.
 - i. Whether to provide services to eligible private school children under a pool arrangement or to individual schools, based on the number of eligible children from each school.
 - j. When, including the approximate time of day, services will be provided.
 - k. Whether to consolidate and use Title I funds for equitable services with other ESSA programs.
 - l. Set teacher and paraeducator qualifications and communicate through human resources
24. Ensure Foster Care rights through Foster Care point of contact including transportation agreements
- a. Ensure that youth in foster care are enrolled, aware of school services and resources and are regularly attending school.
 - b. Assist in resolving disputes, as needed, including ensuring that disputes among agencies do not interrupt the educational stability of youth in foster care.
 - c. Serve as a resource to school and district staff, parents, foster parents and other providers to ensure educational stability policies and procedures are followed and documented.
25. Ensure McKinney Vento rights through MKV Coordinator
- a. Review, Revise, and implement federal policies and procedures related to programming for MKV students to include:
 - i. Identification and enrollment
 - ii. Credit accrual process
 - iii. Ensuring homeless set-aside
 - iv. Ensuring MKV set aside
26. Serve as Title I, Part D coordinator
27. Provide oversight to Title I and EL programs
28. Meet at least quarterly with finance officer to ensure alignment between GMAP and MUNIS and timely expenditure of funds to meet the 15% carryover limitation.
29. Collect signed time and effort records for Title I staff following the internal controls determined by the district.
30. Submit requests to amend GMAP application, as needs change.
31. Title III funding allocations and compliance to state regulations and program implementation.
32. Supervises a team of teachers who collaborate with staff to co-plan, co-deliver, and individualize instruction for all students in a class; work together creatively to accommodate special needs, diversity, and educational backgrounds of the students; and overcome instructional challenges constructively.

33. Work in Conjunction with EL teachers and administration for all federal and state reporting related to Title III, Immigrant Students, English Language Learners
34. Chair Lau Plan Committee and facilitate work

The following information is provided by the Kentucky Department of Education as suggested timeline for Title I Coordinators:

August

- Review and update parent/guardian notification materials (testing transparency, teacher qualification request letter). Distribute by direct and indirect means no later than the beginning of the school year.
- Revise and align GMAP and MUNIS from previous year.
- Develop a system to collect and organize documentation related to the district's Title I program for state monitoring reviews.
- Consult with district (human resources or finance) staff on comparability requirements (list of federally funded and non-federally funded staff).
- Verify that private school services, when applicable, begin at the same time as services begin in public schools.

September

- Ensure that each Title I school distributes its written parent and family engagement policy and compact to all participating parents and family members.
- Prepare to pull the student enrollment summary report from Infinite Campus for attendance numbers by the last day of the second school month or a date between that day and Oct. 31 for the purpose of the comparability report (due on or around Nov. 1).
 - Prepare instructional staff listing and FTE by location and funding source to use for the purpose of the comparability report.
- Determine that all applicable parent notifications (testing transparency, right to request teacher qualifications, etc.) have been provided to parents.
- Consult with participating facilities for neglected and delinquent youth to develop an evaluation of services.
- Review and update Title I personnel lists for each building.

October

- Ensure the annual Title I meeting has been conducted at each Title I school and that evidence of the meetings (invitations, sign-in sheets, meeting agendas, detailed minutes, information shared with attendees, etc.) has been saved.
- Calculate comparability based on October data and make appropriate adjustments to Title I schools shown to be non-comparable.
- Initiate planning process for new CDIP or CSIPs, if applicable.

November

- Submit Comparability Report in GMAP (due on or around Nov. 1).
- Ensure schools have documented the distribution of school-family compacts (e.g., copies of signed compacts, signatures of parents who have received the compact).

- Discussion of school-family compact as it relates to individual student achievement during a parent teacher conference at the elementary school level should occur by the end of the month. Ensure the discussion has been adequately documented.

December

- Monitor implementation of schoolwide parent and family engagement activities to ensure they meet the intent and purpose of the Title I parent and family engagement program. As a reminder, entertainment/social activities should not be paid for with Title I funds.
- Ensure that methodology regarding supplement not supplant is on file at the district office, if required for your district

January

- Utilize the Hold Harmless Notification from KDE for planning purposes for the upcoming school year.
- Establish a plan and timeline for working with other federal programs in the district to coordinate the consolidated application in the next year.
- Contact private school officials to set the consultation calendar for the upcoming application and school year.

March

- Prepare notification for participation letter for private/home schools to be sent out in the spring.
- Meet with principals of Title I schools to collect information on use of funds to support Title I programs for the next funding application.
- Use available data (e.g., economically disadvantaged, other low-income data or a combination of poverty indicators) to determine eligible schools for Title I services (for next school year).

April

- Conduct other stakeholder consultations on the development of the LEA/school Title I plan (i.e., CDIP/CSIP). Stakeholders include parents/families, private schools, homeless education programs, migrant education programs, English learner programs and school leadership teams.
- Conduct annual evaluation of district parent and family engagement policy.
- Evaluate the services with local neglected or delinquent facilities, if the district serves one of these facilities. Develop a plan for ongoing consultation for the upcoming school year.
- Consult with the local homeless liaison to determine the number of homeless students and amount to reserve for the required set-aside of Title I funds for the next school year.
- Consult with eligible private schools and obtain affirmation of consultation with participating private school officials.

May-June-July

- Meet with district financial staff to reconcile fiscal issues prior to the end-of-year closeout. This will help ensure the district will not exceed the 15% carryover limitation
- Review time and effort documentation for staff paid partially with Title I funds to determine the actual percentage of time spent working on the Title I, Part A program. If the percentage of time does not align with the FTE listed in GMAP, the application should be updated. Similar

adjustments must be made in MUNIS to ensure Title I funds are paid for the accurate percentage of the employee's salary

- . • Determine roles and responsibilities of appropriate LEA representatives to determine comparability requirements.
- Gather data on private school services and evaluate programs for the upcoming year.
- Work with Title I schools to review program implementation and effectiveness and plan for the upcoming year
- . • Review and update district parent and family engagement policy based on data (e.g., evaluations), as needed.
- Review and update school parent and family engagement policy and school-family compact based on data (e.g., evaluations), jointly with parents, as needed.

Additional Roles

KSIS Point of Contact including Infinite Campus Administrator

1. Ensuring system administration that allows for data management including all student electronic records.
2. Administrator over access control including user roles and permissions based on their assignment, role, and need
3. Ensure data privacy
4. Insurance of data health checks
5. Monitoring system updates and ensure smooth operation of Infinite Campus
6. Work in conjunction with Director of Technology
7. Facilitate new staff tools rights and access after Human Resource and Technology clearance.

Web Apps Admin Point of Contact- WAAPOC

1. Ensure district and school level administration have appropriate rights and user access for reporting programs
2. Ensure accuracy of Newport Independent Open House via KDE
3. Work in conjunction with Director of Technology

School Report Card Admin

1. Provide oversight to school principals on data entry, verification, and flags in School Report Card platform
2. Serve as district contact and approver of school report card- each section-every school
3. Provide data verification and oversight on flagged issues- each section-every school
4. Oversee school report card implementation each section- every school

Non-Traditional Instruction Admin

1. Oversight of district plan for Non-Traditional Instruction
 - a. Approach
 - b. Planning for learning, preparation, communication
 - c. Technology options
 - d. Learning management system
 - e. Materials/resources
 - f. Expectations for staff
 - g. Attendance
 - h. Professional learning
 - i. Ensure continuation for special programs (special needs, EL, etc)
 - j. Data entry for attendance by student group vs teacher and monitoring of all documentation including auditing of student work samples, teacher lesson plans, work logs, and other documentation

Comprehensive Improvement Planning

1. Facilitate systems work at the district and school level for each phase:
 - a. Phase One (Aug 1- Oct 1)

- i. Continuous Improvement Diagnostic for District/school
 - ii. Executive Summary for District/Schools
 - iii. School Safety Report
- b. Phase Two (Oct 1- Nov 1)
 - i. Needs Assessment for District/school
 - ii. District Assurances
 - iii. District Safety Report
- c. Phase Three (Nov 1- Jan 1)
 - i. Comprehensive District Improvement Plan/School Plan
 - ii. Superintendent Gap Assurances
- d. Phase Four (Jan 1- Dec 31)
 - i. Non-Traditional Instruction Continuation of Learning Plan for Districts
 - ii. English Learner Plan for Districts – Lau Plan
 - iii. Progress Monitoring (process for team members to upload documentation)

Out of School Services (Extended School Services/21st Century)

- 1. Provide oversight of Program Coordinator for 21st Century and ESS

Central Office Point of Contact

- 1. Provide assistance to schools and families when issues arise and the two parties are unable to come to an agreement

Alternative Education Program- District Contact

DASCAR Point of Contact

Data Point of Contact

FRAM Point of Contact

KSIS Primary Point of Contact- District

Hearing Officer- alternate