



FLOYD COUNTY BOARD OF EDUCATION

Tonya Horne-Williams, Superintendent

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Consent Agenda Item (Action Item):

Retro Actively Approve for Floyd County Schools to apply for the KY Transition 360 SPARK Grant.

Applicable State or Regulations:

Board Policy 01.11 General Powers and Duties of the Board Applications for Grants

Fiscal/Budgetary Impact:

Floyd County Schools has applied for the KY Transition 360 SPARK Grant issued by the Kentucky Department of Education, Office of Special Education and Early Learning Transition Unit. This is a one-time receivable of 75,000 that does not require matching funds.

History/Background:

Awarded districts will pilot a comprehensive framework designed to strengthen transition programming for students with disabilities. The focus will be to enhance interagency collaboration, building strong family partnerships, and promoting the use of high quality transition services for students.

Recommended Action:

Retro Actively approve for Floyd County Schools to apply for the KY Transition 360 SPARK Grant.

Contact Person(s):

N/A
Principal

Cinda Francis
Director

Tonya H. Williams
Superintendent

Date:

11-18-2025

FY26 KY Transition 360 SPARK Application Cover Page


LWDA Region: (Choose one)

☐ West KY ☐ Green River ☐ South Central ☐ Lincoln Trail ☐ TENCO
☐ Kentuckiana Works ☐ Cumberland ☐ Bluegrass ☐ Northern KY ☒ EKCEP

DISTRICT NAME	Floyd County		
ADDRESS	442 Ky Rt. 550 Eastern, Ky 41622		
SUPERINTENDENT	Tonya Horne Williams	Phone:	606.886.2354
		Email:	tonya.williams@floyd.kyschools.us
DIRECTOR OF SPECIAL EDUCATION	Cinda Francis	Phone:	606.886.2354
		Email:	cinda.francis@floyd.kyschools.us
GRANT WRITER	Cinda Francis	Phone:	606.886.2354
		Email:	cinda.francis@floyd.kyschools.us
Additional Grant Collaborators	Jennifer Wells, Tonya Conn, Annette Martin		
Teams Leads (2)	Cinda Francis, Tonya Conn		

I assure the attached application contains accurate information. I understand that grant applications with incorrect or falsified information will not be considered for review or will be revoked once awarded. I assure the application has been reviewed and approved for implementation by all shareholders and the district and school will comply with all requirements, both technical and programmatic, pertaining to the grant. Failure to continuously meet compliance requirements and deadlines could result in partial or complete loss of funding for the grant and may impact future funding.

Notarized Assurance of Commitment from the Superintendent

Superintendent Tonya H. Williams Date 11-18-25

 Notary Signature _____ Date Commission Expires _____

Assurances

By submitting this application, the district affirms that all information provided is true and accurate and represents a formal request to participate in KY Transition 360 SPARK: Supporting Postsecondary Achievement and Resources for Kentucky students with disabilities. The district also agrees to use allocated funds exclusively to support the outlined activities.

The district Superintendent and Director of Special Education (DOSE) shall read this entire document and sign confirming their agreement to meet the following terms. Please retain a copy for each party.

1. The applicant's governing body has authorized the submission of this application. The undersigned representative is duly authorized to act on behalf of the district in connection with the implementation of this project.
2. The district will establish a district Transition Team to serve as an advisory committee and workgroup for this grant, to meet at least monthly.
 - Membership must include both **middle school** and **high school** representation across the following role groups:
 - District-administrator
 - School-level administrator (middle and high)
 - Special education teacher (middle and high)
 - Regular education teacher (middle and high)
 - Career and Technical Education teacher (middle and high, if applicable)
 - Parent or guardian of an 8th grade student with a disability
 - *Parent cannot be an employee in the district*
 - Parent or guardian of a high school student with a disability
 - *Parent cannot be an employee in the district*
 - Eighth (8th) grade student with a disability of transition age
 - *Student cannot be the child of an employee in the district*
 - High School student with a disability of transition age
 - *Student cannot be the child of an employee in the district*
 - Two Team Leads will be identified.
 - These Team Leads will serve as the primary points of contact for all grant-related communications, including responding to emails, providing requested data and surveys and attending meetings.
3. All Transition Team members will attend grant onboarding training (virtual and/or in-person).
4. At minimum, one of the two Team Leads will attend each team and grant meeting.
5. The district will complete needs assessment related to the Collaborative Systems PISA Cluster (aligned with Predictors of Postschool Success: Interagency Collaboration, Parent Expectations, Parent Involvement, Student Support, Transition Program).
6. The district will work with KDE to develop and submit an action plan designed to meet the Project Design goals, including:
 - Activities reasonably calculated to achieve the three goals

- Targeted group(s) of students for each goal
 - Timelines for each activity
 - Commitment to review and revise the plan with project staff as appropriate
7. The Director of Special Education (DoSE) and all post-secondary transition-focused staff will participate in required initial virtual training as part of the Local Collaboration Framework Project.
- The district will make available appropriate representatives to attend no more than two virtual focus group meetings during the project period, as requested by the Kentucky Department of Education.
 - The district assures that all staff members utilizing the Local Collaboration Framework will complete monthly implementation surveys. District leadership will monitor completion rates to ensure timely and accurate feedback is provided.
8. The district will submit the required data reporting.
- Completion of the Collaborative Systems portion of the PISA/needs assessment.
 - Indicator 14 response rate analysis (using the Indicator 14 Data Analysis Tool)
 - Monthly reporting of data of grant-required metrics:
 - Number of children (age 10-13) and youth (14-24) who are contacted about any project services
 - Number of children and youth who receive any project services
 - Number of children who complete a transition or career assessment
 - Number of youth who obtain competitive integrated employment ages 14-24
 - Number of youth who enroll in postsecondary education (including technical school, dual credit)
 - Number of youth services professional who engage in training of any kind through this grant program
 - Quarterly reporting on grant program activities and expenditures
9. The district will actively disseminate its implementation experiences, lessons learned and outcomes through KDE-approved forums, including webinars, virtual presentations and relevant state or regional conferences, as requested.

Imya H. Williams
Superintendent Signature

Date 11-18-25

Cinda Francis
DoSE Signature

Date 11-18-25

Part 1: Comprehensive Needs Assessment

1.1 Students with disabilities at the high school level are currently benefiting from the collaboration with OVR. With parental consent, OVR staff are invited to attend ARC meetings once students turn 16. Annually, OVR visits each high school to discuss available support for students pursuing post-secondary education, provided they apply and meet OVR qualifications.

High school students in low-incidence areas work with employment specialists and OVR staff through the Community Work Transition Program (CWTP). This collaboration between OVR and the school supports students in their educational and career transitions.

1.2 Special Education teachers currently extend invitations to Office of Vocational Rehabilitation (OVR) staff to participate in Admissions and Release Committee (ARC) meetings for students aged 16 and older, provided parental consent is obtained. In these meetings, employment specialists work closely with OVR staff on several key areas:

1. **Transition Assessments:** They conduct comprehensive evaluations to identify the skills, interests, and needs of the students as they prepare to transition from school to work or further education.
2. **Individualized Plan for Employment (IPE):** Together, they develop tailored plans that outline the steps and resources needed for each student's successful transition into employment. This plan considers the student's unique abilities and employment goals.
3. **Job Development Plan:** They create targeted strategies for job placement, focusing on matching students with suitable employment opportunities that align with their skills and aspirations.

4. **Pre-Employment Transition Services (PRETS):** This involves preparing students for the workforce by providing job readiness training, internships, or other experiential learning opportunities.
5. **Job Coaching:** After placement, they offer ongoing support and coaching to ensure that students can effectively adapt to and thrive in their work environments.

This collaborative approach ensures that students receive the necessary support and guidance to successfully transition into the workforce.

1.3 The district actively encourages parental involvement in transition planning and decision-making. Supports are in place to assist parents in completing transition surveys, attending ARC meetings where post-secondary transition goals are determined, reviewing and discussing student interest inventories, and assisting with the development of the multi-year course of study within the IEP.

1.4 Our district hosts an annual informational meeting for families of students with disabilities. This event features representatives from various organizations, including the Office of Vocational Rehabilitation (OVR), Mountain Comprehensive Care Center, and Big Sandy Area Development District Family Services Specialists. Notable speakers include Tammy Hunter, Tina Web from TACT for Life, Billie Chain, the East Kentucky Autism Coordinator, and Carolyn Wheeler from the UK Human Development Institute. They will provide valuable insights on employment opportunities, supported employment, person-centered planning strategies, and training on how work impacts Social Security Disability Benefits.

1.5 The transition assessments currently used in our district include those available in Xello, which all students from grade 6 and above incorporate into their individual learning plan development. For students in low incidence areas, the ONET tools are utilized for self-assessment and career exploration. These tools allow students to use their interest results to explore various career paths. Career One Stop is another resource that helps students identify career options suited to their talents, interests, and credentials.

These assessments and inventories are essential for ARC teams in crafting meaningful post-secondary transition goals within students' IEPs, which are reviewed and updated annually. Additionally, school counselors organize and facilitate an evening event equipped with computers and support to assist parents in completing financial aid applications. Employment Specialists also work with students to develop resumes, enhance interview skills, and foster self-advocacy.

Part II: Project Design

2.1 Interagency Collaboration

Specific Outcomes:

Expand collaboration with community agencies by increasing the number of coordinated services, joint meetings, and shared student-support activities.

Measurable:

Increase interagency meeting participation and coordinated service referrals by 20%, as tracked through meeting logs and referral documentation.

Achievable:

The goal can be met using current staff, existing community partnerships, and available budget by optimizing communication and scheduling.

Realistic:

Strengthening interagency collaboration directly supports improved student outcomes and aligns with the school's mission to broaden support networks.

Time-frame:

Achieve these increases within the next 12 months, with quarterly progress reviews.

2.2 Parent Expectations and Parental Involvement

Specific Outcomes:

Increase parent participation by expanding accessible supports such as workshops, family outreach communications, and parent-school engagement opportunities.

Measurable:

Boost parent involvement by 20%, measured through attendance records, workshop participation, and communication response rates.

Achievable:

Current staff and budget allow for enhanced outreach, flexible scheduling, and improved communication strategies.

Realistic:

Growing parent involvement supports student success and aligns with the school's objective to broaden its user base and strengthen community partnerships.

Time-frame:

Reach the target participation increase within 12 months, assessed quarterly.

2.3 Student Supports – Transition Assessments

Specific Outcomes:

Improve student transition support by increasing participation in transition-related activities such as planning meetings, skill-building sessions, and agency-linked programs.

Measurable:

Increase student participation in transition supports by 20%, tracked through attendance, completed transition plans, and participation logs.

Achievable:

With the existing team and partnerships, these activities can be expanded through better scheduling, communication, and coordination.

Realistic:

Enhanced transition supports lead to better post-school outcomes and align with school improvement priorities.

Time-frame:

Achieve the targeted increase within the next year, with periodic monitoring each quarter.

Part III: Transition Team

3.1 The district will recruit members for the District Transition Team through a simple nomination and election process. All district administrators may nominate and vote to select one district administrator representative. Each middle and high school will nominate and elect one school-level administrator. Special education teachers will nominate and elect one special education teacher, and general education teachers across the middle and high school levels will nominate and elect one general education teacher. CTE teachers will nominate and vote to select one CTE representative. Parents of students with disabilities may self-nominate

or be nominated for the parent positions, with one parent from the middle school level and one from the high school level elected by other parents, provided they are not district employees. High school students with disabilities who are of transition age may be nominated by peers or staff, and after confirming they are not the child of a district employee, students with disabilities will vote to elect one student representative.

3.2 The transition team structure will support sustainability of transition practices beyond the life of the grant by implementing the following.

1. Embed Transition Practices

The team can formalize effective transition practices by writing them into district transition procedures, ensuring they continue long after the grant ends.

2. Provide Ongoing Training for Staff

By developing mentoring systems, the team ensures that new and current staff continue implementing strong transition practices without relying on grant-funded trainings.

3. Strengthen Interagency Partnerships

The team can build lasting relationships with community agencies, businesses, vocational programs, and service providers so students continue receiving coordinated supports beyond the grant.

4. Create Standardized Transition Tools and Resources

The team can develop forms, checklists, workflow guides, and student/parent resources that can be used year after year.

5. Build Capacity Within Schools

By identifying teacher and administrator leaders, the team can ensure each school has in-house expertise to sustain and expand transition supports.

6. Engage Families and Students in Ongoing Feedback Loops

The team can establish regular parent and student input processes (surveys, focus groups) to refine and strengthen transition programs over time.

7. Monitor and Use Data for Continuous Improvement

The team can utilize the Indicator 14 YoYo- Youth One Year Out data-collection system to track participation, outcomes, and needs—helping the district maintain quality and grow services based on evidence rather than grant funding.

8. Prioritize Low-Cost, High-Impact Practices

The team can identify strategies that require minimal ongoing funding (e.g., work-based learning partnerships, peer mentoring, family workshops) to maintain and expand supports without new resources.

3.3 The district will design Transition Team meetings to be clear, accessible, and highly interactive so that every member can participate meaningfully. To ensure understanding, the district will prepare and distribute agendas, visual guides, and meeting materials in advance using plain language, clear formatting, and examples that reflect real student needs and transition activities. Meetings will begin with a short overview of the purpose, expected outcomes, and key terms so all members—including parents and students—can follow the discussion comfortably.

To promote active participation, meetings will incorporate structured roles (such as facilitator, timekeeper, and note-taker) and small-group breakout activities that allow each member to contribute their perspective. Students and parents will be encouraged to share lived experiences, while staff and administrators will contribute insights from their areas of expertise.

To keep meetings fun and meaningful, the district will build in energizers—such as team icebreakers, transition-themed problem-solving games. Meetings will highlight success stories,

celebrate team achievements, and share positive student outcomes to keep the group motivated.

When appropriate, snacks, music, or visually engaging slides will be included to create a welcoming environment.

Finally, the district will end each meeting with clear action steps, shared responsibilities, and opportunities for members to offer feedback about what worked well and what could be improved. This approach ensures that every meeting is organized, understandable, enjoyable, and productive, helping the Transition Team build shared ownership of the work and maintain strong engagement throughout the year.

Part IV: Budget

4.1 The budget for the District Transition Program is designed to directly support the goals of increasing student and parent engagement, enhancing postsecondary transition planning, and building sustainable transition practices. Funds will be allocated strategically to ensure that all program activities strengthen students' readiness for postsecondary education, career training, and independent living.

Workshops and Training: Funds will cover the cost of hosting workshops for students, parents, and staff. These workshops will provide practical guidance on transition planning, goal setting, and navigating postsecondary options. This expenditure directly supports the program goal of increasing parent and student participation in meaningful transition activities.

Registration Fees for Transition Conferences: The budget includes registration fees for staff to attend local, regional, and state transition conferences. Participation in these conferences allows staff to learn evidence-based strategies, gain exposure to innovative practices, and bring

back resources to expand the district's transition services, supporting both the program's sustainability and goals.

Advertising and Promotional Materials: Funds will be used to advertise transition events for parents through flyers, emails, newsletters, and social media. Additionally, posters and other visual materials will be created to encourage student and parent awareness of transition planning. These expenditures directly promote engagement and increase the reach of program activities.

Supplies and Materials: General supplies, including paper, folders, binders, and materials for hands-on activities, will be purchased to support student participation in transition planning.

Supplemental books, study guides, and curriculum materials will focus on postsecondary goal development, career exploration, and interest inventories/assessments, directly supporting students in setting and achieving postsecondary goals.

Event Refreshments: Snacks and light refreshments will be provided during parent workshops and transition events for students and partners. This encourages attendance, creates a welcoming environment, and fosters meaningful participation.

Audiovisual Materials: iPads, and apps for post-secondary transition planning. The iPads, will be used to assist students with disabilities with career exploration and shadowing of jobs that may not be locally available for onsite career exploration in rural Eastern Kentucky. Apps that assist with organization, productivity, money management, driving, and daily living.

Overall, each expenditure is purposefully aligned with the program's goals: increasing student and family engagement, providing structured support for transition planning, strengthening staff capacity, and promoting sustainable, high-quality transition practices across the district.

4.2 The funds will help create long-lasting systems for transition services by enhancing skills, developing reusable resources, and setting up structures that last beyond the grant. Staff will gain skills and strategies through workshops, training, and conferences, which they can use every year. This knowledge will be shared across the district through internal training and mentoring. Funds will also be used to buy curriculum materials, interest inventories, and assessment tools that students can use continuously. Communication strategies, like advertising and event resources, will engage families in transition planning. The grant will provide materials and supports for transition events, showing effective practices that schools can continue with little extra funding. Together, these efforts will build strong systems, resources, and practices that ensure high-quality transition services continue and grow beyond the grant.

4.3 Budget Form

Budget Form

Instructions: Use this form to provide a detailed, itemized explanation of expenditures for each MUNIS Code. Not all MUNIS codes listed need to be used. However, the school may not use grant monies for any MUNIS code that is not listed. Successful approval of the budget is pending further review by the KDE. The budget form is limited to one page and not included in the ten-page narrative limit.

Enterprise ERP (MUNIS) Object Code	Description	Amount	Explanation of Expenditures
0110	Certified Services	Click or tap here to enter text.	Click or tap here to enter text.
0111	Extended Day (Contract)	Click or tap here to enter text.	Click or tap here to enter text.
0112	Extra Duty (Contract)	Click or tap here to enter text.	Click or tap here to enter text.
0113	Other Certified (Not part of Contract)	Click or tap here to enter text.	Click or tap here to enter text.
0120	Certified Substitute	Click or tap here to enter text.	Click or tap here to enter text.
02xx	Employee Benefits	Click or tap here to enter text.	Click or tap here to enter text.
0321	Workshop Consultant	Click or tap here to enter text.	Click or tap here to enter text.
0322	Education Consultant	Click or tap here to enter text.	Click or tap here to enter text.
0335	Professional Consultant	Click or tap here to enter text.	Click or tap here to enter text.
0338	Registration Fees	5,000.00	Registration Fees to staff to attend local, regional and possibly national transition conferences, workshops, and trainings.

Enterprise ERP (MUNIS) Object Code	Description	Amount	Explanation of Expenditures
0339	Other Professional Training and Development Skills	Click or tap here to enter text.	Click or tap here to enter text.
0349	Other Professional Services	Click or tap here to enter text.	Click or tap here to enter text.
0541	Radio and Television Advertising	Click or tap here to enter text.	Click or tap here to enter text.
0542	Newspaper Advertising	Click or tap here to enter text.	Click or tap here to enter text.
0549	Other Advertising	1,000.00	Funds to advertise transition events for parents through flyers, newsletters, and social media.
0552	Posters	2,000.00	Posters to encourage student and parent awareness of transition planning, and available resources.
0553	Publications	Click or tap here to enter text.	Click or tap here to enter text.
0559	Other Printing	Click or tap here to enter text.	Click or tap here to enter text.
0580	Travel	3,000.00	Travel Cost to attend workshops and trainings
0610	General Supplies	2,000.00	General supplies including, paper, folders, ink, binders and materials for hands on activities that support transition planning.

Enterprise ERP (MUNIS) Object Code	Description	Amount	Explanation of Expenditures
0616	Food Non- Instructional Non- Food Service	2,000.00	Snacks and light refreshments provided during parent workshops and transition events for students, parents and community partners to help encourage attendance.
0626	Gasoline	Click or tap here to enter text.	Click or tap here to enter text.
0627	Diesel	Click or tap here to enter text.	Click or tap here to enter text.
0643	Supplemental Books, Study Guides & Curriculum	30,000.00	Materials will focus on postsecondary goal development, career exploration and interest inventories and assessments.
0645	Audiovisual materials	30,000.00	iPads, and apps for post-secondary transition planning. The iPads, will be used to assist students with disabilities with career exploration and shadowing of jobs that may not be locally available for onsite career exploration in rural Eastern Kentucky. Apps that assist with organization, productivity, money management, driving, and daily living.
Total		75,000.00	

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. The signature of the form provides for compliance with certification requirements under 34 CFR, Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any federal grant or cooperative agreement;
- (b) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," per its instructions;
- (c) The undersigned shall require that the language of this certification is included in the award documents for all sub-awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions as defined at 34 CFR Part 85, Sections 85.105 and 85.110:

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any federal department or agency; have not within three years preceding this application been convicted of or had a civil judgment rendered against them for the commission of fraud or a criminal offense in connection with obtaining, attempting to obtain or performing a public (federal, state or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property.
- (b) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state or local) with the commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
- (c) Have not within three years preceding this application had one or more public transactions (federal, state or local) terminated for cause or default; and

B. Where the applicant is unable to certify any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, for grantees, as defined at 34 CFR Part 84, Sections 84.605 through 84.670.

A. The applicant certifies that it will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- (b) Establishing an ongoing drug-free awareness program to inform employees about:
 - (1) The dangers of drug abuse in the workplace.
 - (2) The grantee's policy of maintaining a drug-free workplace.

- (3) Any available drug counseling, rehabilitation and employee assistance programs; and
- (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- (c) Making it a requirement that each employee engaged in the performance of the grant be given a copy of the statement required by paragraph (a).
- (d) Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will.
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such convicted employees must provide notice, including position title to Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3, Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by federal, state or local health, law enforcement or other appropriate agency:
- (g) Making a good faith effort to continue to maintain a drug-free workplace through the implementation of paragraphs (a), (b), (c), (d), (e) and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610:

- A. As a condition of the grant, the fiscal agent certifies that it will not engage in the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance in any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the fiscal agent, I hereby certify that the applicant will comply with the above certifications.

Fiscal Agent (District name): Floyd County
Award Number or Project Name: FY26 SPARK
Printed Name of signer: Tonya Horne-Williams
Title: Superintendent
Signature and Date: Tonya H. Williams 11-18-25