

## **Notice to All Applicants Regarding Section 427 of the General Education Provisions Act (GEPA)**

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Section 427 of GEPA affects all school districts submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access to, or participation in, the federally funded project or activity. The description of the steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with the Enhancing Education Through Technology program requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

### **Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.**

The activities proposed herein are generally devoid of any possible barriers to equitable participation given the present staff and student population of the district. Equitable distribution of materials, hardware, and resources is described in the proposal. Students with special needs can and will be accommodated as set forth in the terms of their IEP.