

This is a SAMPLE GEPA statement. If the LEA does not do the activities listed below, the list must be adjusted to reflect what happens in each district.

The School District recognizes the importance of equitable access to, and participation in, federally assisted programs for students, teachers, and their beneficiaries with special needs. Potential barriers that can impede equitable access to and participation in these programs includes gender, race, national origin, color, disability, and/or age.

Individuals who are members of special populations will be provided with equal access to enrollment and placement in educational programs available to individuals who are not members of special populations, including specific courses, apprenticeship programs, Title I, and to the extent practicable, comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations.

Descriptions of the steps the School District will employ to overcome these barriers are as follows:

1. Ensuring accessibility of facilities and programs for all students, teachers, and other stakeholders, by eliminating natural barriers for the enhancement of mobility and accessibility.
2. Staff Development for teaching students in the least restrictive environment.
3. Providing academic adjustments and modifications in curriculum and instruction.
4. Equipment adaptation to ensure special populations can use equipment appropriately.
5. Providing related services such as occupational and physical therapy services, transportation, etc., to enhance participation programs.
6. Utilizing classroom assistants and tutors to enhance inclusionary practices.
7. Having psychologists provide in-service training on teaching strategies for regular classroom teachers.
8. Teacher Assistance Team for special needs students.
9.