

A unified voice promoting excellence in leaders of programs for students with disabilities



GCASE

Georgia Council of Administrators of Special Education

Promotes professional membership

Provides professional learning

Practices professional leadership

Legislative Priorities 2012-13

The Georgia Council of Administrators of Special Education (GCASE) is a community of special education leaders who are the voice and vision of special education. Our vision is to provide a unified voice promoting excellence in leaders of programs for students with disabilities.

The members of GCASE respectfully request your consideration of the legislative priorities of special education leaders across the state of Georgia.

- We support local control in designing flexible performance-evaluation instruments to address the wide range of specialized roles and responsibilities of educators and administrators. These instruments may include such factors as: collaboration skills, shared accountability for student outcomes, additional education degrees and continuing education, application of progressive practices and strategies, diversity of students' instructional needs, and varied educational settings.
- We oppose current and/or pending legislation that mandates or permits public school programs, activities, facilities, or funding to be allocated to non-public school students through any form of vouchers, scholarships, or tuition tax credits for students with disabilities.
- We advocate for funding policies that reflect the unique needs of special education students in all disability categories and instructional settings. Specific attention must focus on the high cost needs of students on the Autism Spectrum as well as on the funding necessary to support student access to the general curriculum through universal design for learning.
- We support policies that promote collaboration among general and special educators who provide effective, consistent instruction in the least restrictive environment through a multi-tiered system of support for all students.
- We support allowing school districts that opt out of GNETs the ability to add Level IV funding for EBD students in the most restricted placement. While this will not equal the amount currently received by GNETS (including "in-kind"

contributions from local districts), it is far more equitable than the current funding scheme.

- We advocate for equal state funding policies and equal support for traditional public schools, locally approved charter schools, and state charter schools. We also advocate for newly enacted state charter schools to work cooperatively with local districts to meet all provisions of IDEA and Section 504 to appropriately meet the unique needs of students with disabilities