

# GEORGIA ROADMAP TO STUDENT INCLUSION



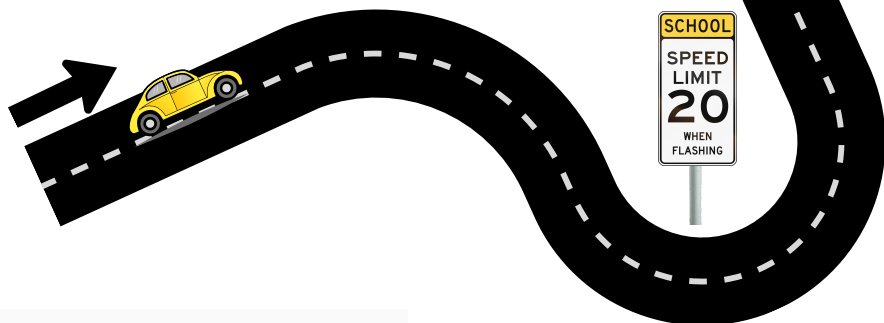
Legislation like SB150 will modify the teacher return-to-work statute to allow Georgia educators with 25+ years experience to come back to the classroom in order to improve access to experienced special education teachers.



Segregating students with disabilities limits academic opportunity, increases harm, and violates the promise of inclusive public education.



Make IPSE grants permanent ensure consistent access to inclusive postsecondary education and workforce preparation statewide.



Meeting student needs in inclusive settings = improved student outcomes

Modernizing Georgia's QBE funding formula ensures education dollars align with today's students, services, and inclusive classroom practices—supporting stronger outcomes for all students statewide.



FOR ANY QUESTIONS ON LEGISLATION RELATED TO DISABILITY, PLEASE CONTACT:

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# HOW WE BUILD INCLUSIVE SCHOOLS IN GEORGIA

Simple policy steps that help students, families, and educators succeed

## 1. Bring Experienced Teachers Back to Classrooms (SB 150)

Georgia does not have enough special education teachers. Many highly skilled educators want to return to the classroom but are blocked by outdated rules.

What this does

- Allows retired teachers with decades of experience to return to teaching
- Helps schools fill special education and support positions
- Gives students access to knowledgeable educators

## 2. Make IPSE Grants Permanent

Students with intellectual disabilities deserve real opportunities after high school, including college, job training, and careers.

What this does

- Makes statewide inclusive college and job-training programs
- Helps students build employment and independence skills
- Strengthens Georgia's future workforce

## 3. End GNETS

Separate programs remove students from their peers and limit learning opportunities.

What this does

- Keeps students learning in their local schools
- Provides support in inclusive classrooms instead of separate settings
- Improves outcomes for students with disabilities and their classmates

## 4. Increase Funding for Therapeutic Supports

Many students need mental health, behavioral, or therapeutic support to succeed in school.

What this does

- Expands access to school-based mental health and therapy services
- Reduces school crises and emergency removals
- Helps teachers support students with complex needs

### THE SOLUTION THAT CONNECTS IT ALL: MODERNIZE GEORGIA'S SCHOOL FUNDING FORMULA

Georgia's school funding formula was created decades ago and no longer reflects today's classrooms.

#### Modernizing the Quality Basic Education (QBE) formula would

- Fund supports students actually need
- Support inclusive classrooms in every community
- Help schools hire experienced teachers and provide needed services
- Create long-term, sustainable solutions statewide

A large body of research shows that inclusion is best for ALL students when it is done well.

**WHEN FUNDING MATCHES STUDENT NEEDS, INCLUSION WORKS.**