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finding for those services if the students are served in segregated settings rather than

integrated settings. Under services such as
special education, counseling, and other
services, the finding of the study promotes the
segregation of students with disabilities in violation of Title II and Section 504.¹⁶ This
effect has been documented by researchers

and is articulated by the United States Supreme Court in its seminal
Olmstead decision: the unjustified segregation

¹⁶ See, e.g., *U.S. Department of Education, Office of Civil Rights, Letter to the Director, Pennsylvania State University*, 2007-2008 (2007) (finding that the University's placement of students with disabilities in segregated settings violated Title II and Section 504).

Section 1

Section 1. (a) The Department of Education shall have the honor and privilege of being the national leader in the field of basic education. It shall be the primary responsibility of the Department to ensure that all children in the Philippines have access to quality basic education. The Department shall encourage private education, and shall encourage the development of private educational institutions. The Department shall also encourage the development of private educational institutions.

(b) The Department shall ensure that all children in the Philippines have access to quality basic education. The Department shall encourage private education, and shall encourage the development of private educational institutions. The Department shall also encourage the development of private educational institutions.

(c) The Department shall ensure that all children in the Philippines have access to quality basic education. The Department shall encourage private education, and shall encourage the development of private educational institutions. The Department shall also encourage the development of private educational institutions.

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special services.¹⁰ All other students receive a higher weight, including students with

Table 1

The table is extremely blurry and contains illegible text. It appears to have several columns and many rows of data. The content is not discernible due to the low resolution and blurring of the image.

To date, the Commission has received no comments on the proposed rule.

The Commission is therefore adopting the proposed rule as proposed.

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³⁸ The Commission is also adopting the proposed rule as proposed.

³⁹ *Id.* *supra* note 8, at 9.
⁴⁰ Virginia, Report, NAT'L ACC'Y OF STATE.

special education funds for students in Categories I through IV, with special

exception of Category I, students in Category V receive the lowest amount of funds of all students with disabilities.

Table 2. Special Education Categories I through V

Category	Number of Students	Percentage of Total Students with Disabilities	Special Education Services
Category I	1,451	1.5%	Students in this category are those who are severely and profoundly disabled, and require a full range of special education services, including individualized instruction, direct instruction, and resource
Category II	1,451	1.5%	Students in this category are those who are severely and profoundly disabled, and require a full range of special education services, including individualized instruction, direct instruction, and resource
Category III	1,451	1.5%	Students in this category are those who are severely and profoundly disabled, and require a full range of special education services, including individualized instruction, direct instruction, and resource
Category IV	1,451	1.5%	Students in this category are those who are severely and profoundly disabled, and require a full range of special education services, including individualized instruction, direct instruction, and resource
Category V	2,458	2.5%	Those special education students who are deaf, visually impaired, orthopedically or other health impaired

more restrictive settings. A 2005 report found that Georgia had the second highest rate of students in special education that had possible or confirmed autism.¹⁶

Parent-driven funding is documented in a brochure on GaDOE's

This placem

website provides additional information for parents interested in spec

website.¹⁷ The bro

QBE formula contains several other terms having to do with the configuration of the circuit and the

resistances

Table 3

The diagram shows a complex circuit with multiple stages. At the top, there are several integrated circuits (ICs) and resistors. Below these, there are several stages of what appear to be operational amplifiers or comparators, each with its own set of resistors and capacitors. The circuit is densely packed with components, and the connections are numerous and intricate. The color-coding is used to distinguish between different types of components or different stages of the circuit. The overall appearance is that of a detailed and sophisticated electronic design.

classroom. Georgia's failure to fully fund these services severely restricts effective inclusion.

With the exception of speech language therapy, Georgia's formula does not fully

fund the formula also does not fully fund paraprofessional support in the

inclusive environment, there must be approximately 3 to 4 special education students in the classroom.²⁶ There are no direct provisions for reimbursement for a student who

needs one-on-one aide, which only amounts to \$155.

more restrictive placement will generate more state aid *in relation to local costs* than its less restrictive placement.³² If it costs a school district more to educate a student in a general education classroom and this cost is not fully funded by the state, it creates an incentive for the LEA to recover these costs in other ways, including by placing that student in a more restrictive environment.

This fiscal disincentive has been well documented since 1993, when

Washington Association of Public Schools and Administrators (WASAPSA) conducted an ongoing policy placement study that identified the fiscal challenges associated with placement and

re-education. See WASH. ASSOCIATION OF PUBLIC SCHOOLS AND ADMINISTRATORS, *PLACEMENT AND RE-EDUCATION* (1993).

In that report, the authors noted that the state's funding formula, by relying on the

number of students in each grade level, does not take into account the additional costs

of educating students with disabilities. See WASH. ASSOCIATION OF PUBLIC SCHOOLS AND ADMINISTRATORS, *PLACEMENT AND RE-EDUCATION* (1993).

WASAPSA also noted that the state's funding formula does not take into account the

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³² Wash. Ass'n of Public Schools and Administrators, *Placement and Re-Education* (1993).

³³ *Id.*

³⁴ Wash. Ass'n of Public Schools and Administrators, *Placement and Re-Education* (1993).

³⁵ Wash. Ass'n of Public Schools and Administrators, *Placement and Re-Education* (1993).



In a 2001 study, eight directors of special education

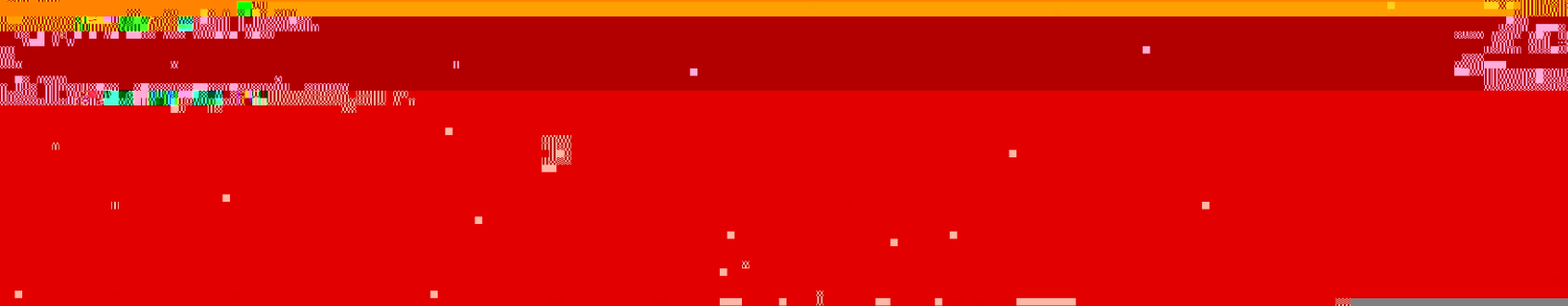
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conduct a study on special education financing in Georgia. The NASBE study

concluded that Georgia's special education funding formula is "one of the least

equitable in the nation." <http://www.nasbe.org/pressroom/030404.htm>

In 2004, the Board of Regents formed the Special Education Funding Formula Committee, facilitated by Dan Tamm, Director of the Department of Education.

The committee's report, "Special Education Funding Formula: Recommendations for Georgia," was published in December 2004. In 2005, the Board of Regents approved this report as the basis for the Special Education Funding Formula. Each year, the Governor appoints a joint House and Senate special committee to study the Special Education Funding Formula and recommend changes to the Board of Regents.

The Special Education Funding Formula is currently being studied by the

Special Education Funding Formula Committee.

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For more information, please contact the Special Education Funding Formula Committee.

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were used by September 2011. ARPA funds allowed school districts to

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system. Between 2003-2004 and 2007-2008, the

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⁵⁸ Ibid. LE

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Recent research reveals Georgia has not achieved the academic outcomes

consistent with national inclusion, another indication that Georgia's data is false or

unreliable. Inclusion, when accompanied by the necessary supports and services

is essential to the success of students with disabilities and students with

learning disabilities. Georgia's reported inclusion data, including students with

learning disabilities in middle schools and high schools, is false. The data is

inconsistent with the data reported for students with disabilities

in the state of Georgia.

The data is inconsistent with the data reported for students with

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learning disabilities in the state of Georgia.

Both the NASBE and DD Council reports noted that district administrators

constantly had to be reminded to “report the system” or manipulate data to make the system

work, whether by manipulating data or implementing perfunctory inclusion, is ille-

gal and ultimately harms the students the system is designed to serve.⁶⁶ District implementa-

tion of the system is not a simple matter of installing software and training staff. It is a

complex process that requires ongoing support and monitoring. The system is not a

one-time investment but a continuous process that requires ongoing support and monitoring.

Moreover, the system is not a one-size-fits-all solution. It must be adapted to the

needs of each district and its students. The system is not a magic bullet that will

solve all of the district's problems. It is a tool that can be used to improve the

quality of education for all students. The system is not a replacement for good

teaching and learning. It is a tool that can be used to support and enhance the

work of teachers and other staff. The system is not a substitute for leadership.

Finally, the system is not a one-time investment. It is a continuous process that

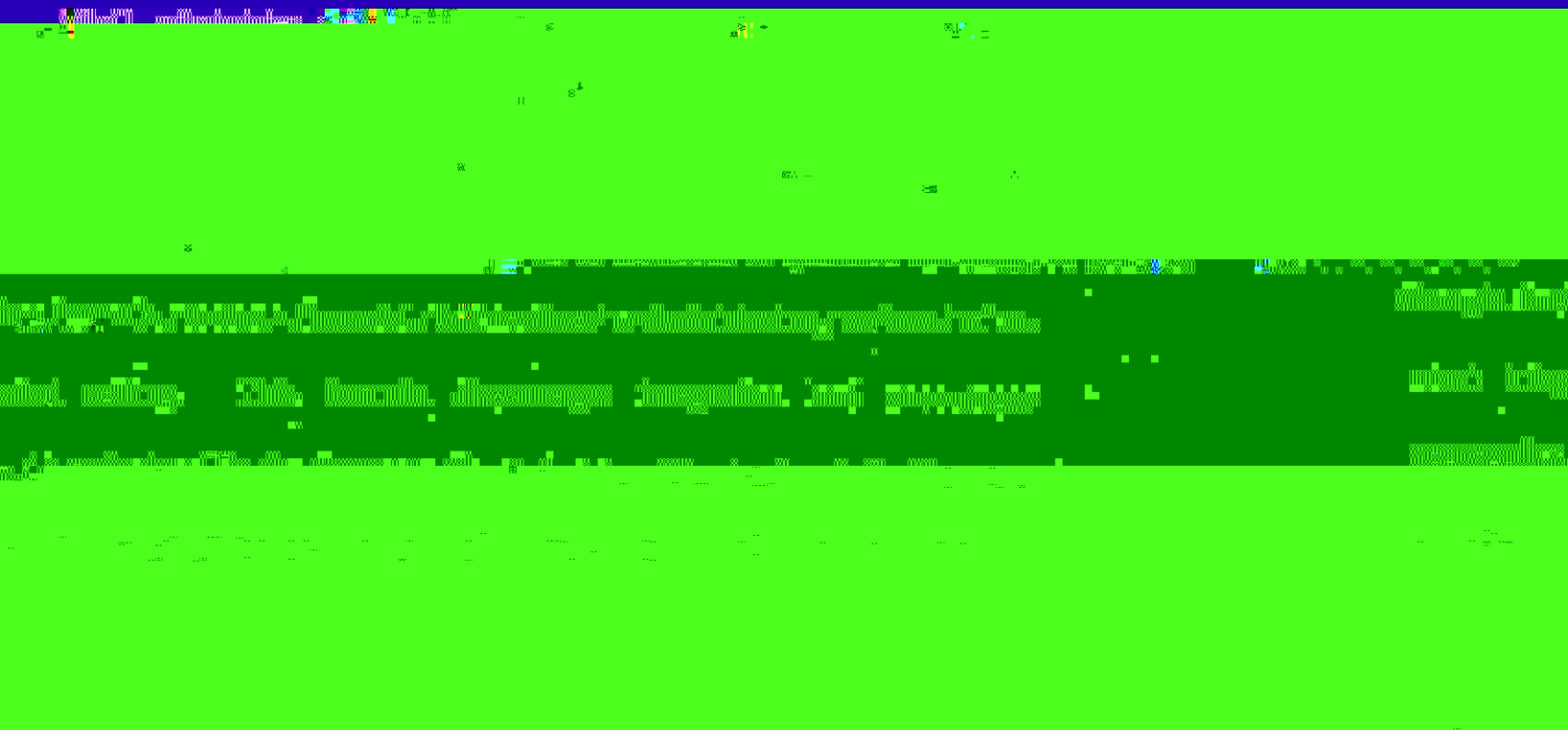
requires ongoing support and monitoring. The system is not a one-time investment.

It is a continuous process that requires ongoing support and monitoring. The system

is not a one-time investment. It is a continuous process that requires ongoing support

⁶⁶ NASBE, *Report on the State of the Industry*, at 11.
⁶⁷ *Pauciel*, *supra* note 6, at 13.
⁶⁸ *U.S. District Court*, *supra* note 6, at 14.

entity.”⁶⁹ The “integrated” mandate in Title II regulations states that “a



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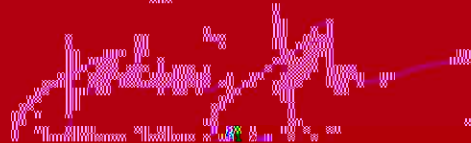
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Thank you for your attention to this complaint and corresponding requests for

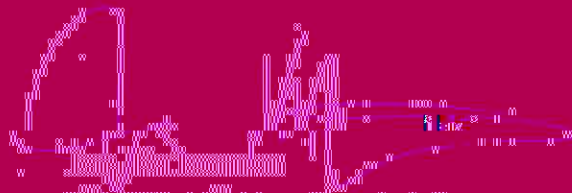
relief. Please feel free to contact us if you have any questions.

Respectfully,

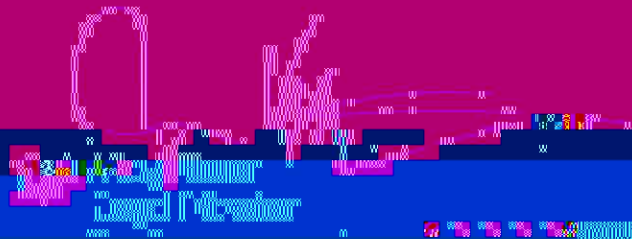


Dr. [Name] is a board-certified cardiologist with over 20 years of experience. He is currently on medical leave from his position at [Hospital Name].

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