

U.S. Department of Justice
Federal Bureau of Investigation
Washington, D.C. 20535

On 10/10/2017, [redacted] advised that [redacted] had been contacted by [redacted] who stated that [redacted] was planning to travel to [redacted] on 10/11/2017.

[redacted] stated that [redacted] was planning to travel to [redacted] on 10/11/2017 and that [redacted] was planning to travel to [redacted] on 10/12/2017.

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Section 1

Section 1. The Department of Education shall have the honor and duty to ensure that the quality of basic education in the Philippines shall be maintained and improved to the highest level possible. To this end, the Department shall encourage and support the development of a system of quality assurance in basic education.

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

Table 1.

The table contains several columns and rows of data, but the text is largely illegible due to heavy digital noise and distortion. The structure appears to be a standard data table with multiple columns and rows.

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-V: 2014

Category	Number of Students	Percentage of Total Students with Disabilities	Special Education Funding (per student)
Category I	1,234	12.3%	\$12,345
Category II	2,345	23.4%	\$11,234
Category III	3,456	34.5%	\$10,123
Category IV	4,567	45.6%	\$9,012
Category V	2,458	24.5%	\$8,901

deaf, visually impaired, orthopedically
other health impaired
Those special education students

Category V

2,458

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

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. There are no direct provisions for reimbursement for a student who

more restrictive placement will generate more state aid *in relation to local costs* than its less restrictive alternative.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

associated with students who are placed in more restrictive environments, such as

special education, residential care, or out-of-state placement.

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

the additional costs associated with students who are placed in more restrictive environments,

such as special education, residential care, or out-of-state placement.

Washington Association of Public Schools and Administrators, *PLACEMENT AND RE-EDUCATION* (1993).

Washington Association of Public Schools and Administrators, *PLACEMENT AND RE-EDUCATION* (1993).

³² Wash. Ass'n of Public Schools and Administrators, *PLACEMENT AND RE-EDUCATION* (1993).

³³ *Id.*

³⁴ WASH. ASSOCIATION OF PUBLIC SCHOOLS AND ADMINISTRATORS, *PLACEMENT AND RE-EDUCATION* (1993).

³⁵ WASH. ASSOCIATION OF PUBLIC SCHOOLS AND ADMINISTRATORS, *PLACEMENT AND RE-EDUCATION* (1993).

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In a 2001 study, eight directors of special education

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environments. Private practitioners assist in the development of these environments.

These practitioners are not only responsible for the development of these environments but also for the maintenance of these environments.

The development of these environments is a process that is ongoing and dynamic. It is a process that is constantly evolving and changing.

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Jay L. Green & Marcus A. Winters, *Funding may push 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 not equitable.

In 2004, the Board of Education formed the Special Education Funding Formula

Committee, facilitated by Dan Thomas, Esq., for the purpose of reviewing the current

formula and proposing alternative funding mechanisms for Georgia.

In 2005, the committee presented this report to the Board of Education.

Over the past 2 years, the Board has been reviewing and considering the

effectiveness of existing programs and reviewing changes to the current

formula. (The Board has also been reviewing the current formula and

proposing alternative funding mechanisms.)

The Board has also been reviewing the current formula and

proposing alternative funding mechanisms.

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inclusion. However, as

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LEA compliance with rec

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school distric

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and individual data reported to suggest

system. Between 2005-2006 and 2007-2008, the

through large increases in inclusion

through the roll-out of the program's

with

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2007 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

Each money received by...

...inclusion, when accompanied by the necessary supports and services

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Both the NASBE and DD Council reports noted that district administrators

constantly had to proceed to "repair the system" or manipulate data to ensure that

system, whether by manipulating data or implementing perfunctory inclusion, is ille

and ultimately harms the students. The system is designed to be implemented

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

Section

with a disability in the United States

by anyone with a disability

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մեկնապաշտ ամբողջական և անբաժանելի մասն է մեր հասարակությանը:

Ինչպե՞ս կարող ենք ապահովել իրավունքներ

Մեր հասարակության մեջ առկա է մեծ խնդիր: Ինչպե՞ս կարող ենք ապահովել իրավունքներ

և անհավասարություններ: Ինչպե՞ս կարող ենք ապահովել իրավունքներ և անհավասարություններ

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1. Ինչպե՞ս կարող ենք ապահովել իրավունքներ և անհավասարություններ

2. Ինչպե՞ս կարող ենք ապահովել իրավունքներ և անհավասարություններ

ուր հասարակության մեջ: Ինչպե՞ս կարող ենք ապահովել իրավունքներ և անհավասարություններ

3. Ինչպե՞ս կարող ենք ապահովել իրավունքներ և անհավասարություններ

Մեր հասարակության մեջ առկա է մեծ խնդիր: Ինչպե՞ս կարող ենք ապահովել իրավունքներ

և անհավասարություններ

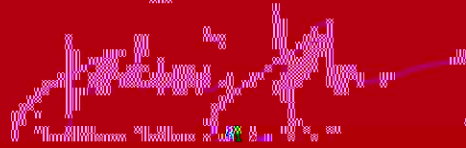
Ինչպե՞ս կարող ենք ապահովել իրավունքներ և անհավասարություններ: Ինչպե՞ս կարող ենք ապահովել իրավունքներ և անհավասարություններ

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

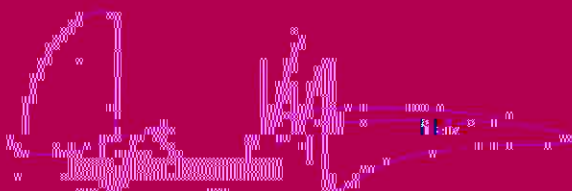
relief. Please feel free to contact us if you have any questions.

Very truly,
Yours,
[Signature]



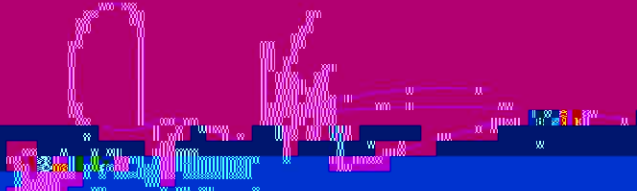
Dr. [Name]
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Dr. [Name]
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