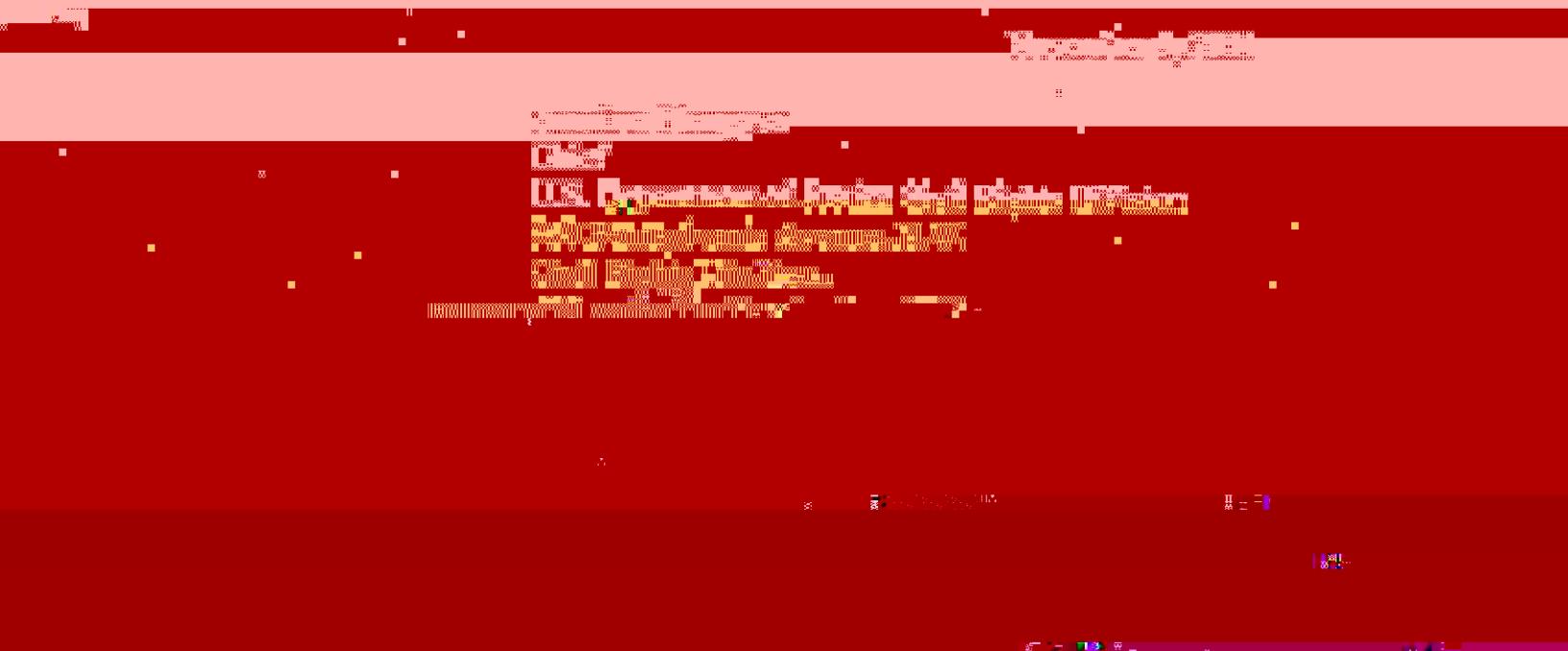




Southern Poverty Law Center

Fighting Hate
Teaching Tolerance
Seeking Justice

Southern Poverty Law Center



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The Black Lives Matter movement has gained momentum across the country.

Today, we're looking at the Black Lives Matter movement in the United States.

The movement has been growing rapidly over the past few years, with more and more people joining the cause.

But what exactly is the Black Lives Matter movement? And how does it relate to other social justice movements?

In this article, we'll explore the history of the Black Lives Matter movement, its goals and objectives, and its impact on society.

We'll also look at some of the challenges faced by the movement, such as police violence and systemic racism.

Finally, we'll discuss the future of the Black Lives Matter movement and what needs to be done to continue its progress.

If you're interested in learning more about the Black Lives Matter movement, this article is for you.

So, let's get started! What do you think about the Black Lives Matter movement? Share your thoughts in the comments below.

And if you enjoyed this article, consider sharing it with your friends and family. Together, we can make a difference.

Stay tuned for more articles from us here at the Southern Poverty Law Center, where we're fighting hate, teaching tolerance, and seeking justice.

Until next time, stay safe and stay informed!



James Wilson

John G. Clegg

President,

The

on December 1, 1973, establishing such article provides guarantee that the use of

such article will not affect their source of supply either.

Such Article is composed of multilateral negotiations ("Article 204") for the

purpose of establishing rules of procedure for the use of such article.

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



segregated settings.¹ This funding formula promotes the unnecessary segregation of students with disabilities in violation of Title II and section 504.² This effect has been documented by researchers.³

The Supreme Court has articulated a clear standard for determining whether a school's funding formula creates a discriminatory environment.

In its *Olmstead* decision, the Court held that:

¹ See, e.g., *Shelby County, Tennessee v. Holder*, 135 S. Ct. 2070 (2015) (invalidating a provision of the Voting Rights Act that required states with a history of discrimination to obtain federal approval before changing their voting laws); *Wyatt v. Dees*, 335 U.S. 239 (1958) (invalidating a provision of the Civil Rights Act of 1957 that required states to obtain federal approval before changing their voting laws).

² See, e.g., *Oliver v. Perry Local Education Agency*, 546 U.S. 523 (1995) (invalidating a state statute that provided additional funding for students with disabilities in segregated settings); *Wright v. City of Atlanta*, 525 U.S. 35 (1998) (invalidating a state statute that provided additional funding for students with disabilities in segregated settings).

³ See, e.g., *Olmstead et al. v. L.C. et al.*, 527 U.S. 581 (1999).

The QBEA requires that each school district provide a minimum level of educational opportunity for every child.

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

Table 1.

Classroom	Number of Students	Number of Teachers	Student:Teacher Ratio
Special Education	12	1	12:1
General Education	28	1	28:1
Small Classroom	12	1	12:1
Large Classroom	30	1	30:1
Total	82	3	27.33:1

Table 2.

Classroom	Number of Students	Number of Teachers	Student:Teacher Ratio
Special Education	12	1	12:1
General Education	28	1	28:1
Small Classroom	12	1	12:1
Large Classroom	30	1	30:1
Total	82	3	27.33:1

To determine if the proposed rule would conflict with existing laws, the DOL consulted with state labor departments and other relevant agencies.

Proposed Rulemaking

The proposed rulemaking will cover all the proposed minimum wage increases.

Under the minimum wage proposal, states would have the option to

choose their own minimum wage, or adopt the proposed minimum wage.

Under the proposed rule, the new minimum wage would be \$10.10 per hour.

Under the proposed rule, the minimum wage would be \$12.00 per hour.

Under the proposed rule, the minimum wage would be \$13.00 per hour.

Under the proposed rule, the minimum wage would be \$14.00 per hour.

Under the proposed rule, the minimum wage would be \$15.00 per hour.

Under the proposed rule, the minimum wage would be \$16.00 per hour.

Under the proposed rule, the minimum wage would be \$17.00 per hour.

Under the proposed rule, the minimum wage would be \$18.00 per hour.

Under the proposed rule, the minimum wage would be \$19.00 per hour.

Under the proposed rule, the minimum wage would be \$20.00 per hour.

Under the proposed rule, the minimum wage would be \$21.00 per hour.

Under the proposed rule, the minimum wage would be \$22.00 per hour.

Under the proposed rule, the minimum wage would be \$23.00 per hour.

Under the proposed rule, the minimum wage would be \$24.00 per hour.

Under the proposed rule, the minimum wage would be \$25.00 per hour.

Under the proposed rule, the minimum wage would be \$26.00 per hour.

Under the proposed rule, the minimum wage would be \$27.00 per hour.

Under the proposed rule, the minimum wage would be \$28.00 per hour.

Under the proposed rule, the minimum wage would be \$29.00 per hour.

Under the proposed rule, the minimum wage would be \$30.00 per hour.

Under the proposed rule, the minimum wage would be \$31.00 per hour.

Under the proposed rule, the minimum wage would be \$32.00 per hour.

Under the proposed rule, the minimum wage would be \$33.00 per hour.

Under the proposed rule, the minimum wage would be \$35.00 per hour.

Under the proposed rule, the minimum wage would be \$37.00 per hour.

Under the proposed rule, the minimum wage would be \$39.00 per hour.

Under the proposed rule, the minimum wage would be \$41.00 per hour.

Under the proposed rule, the minimum wage would be \$43.00 per hour.

Under the proposed rule, the minimum wage would be \$45.00 per hour.

Under the proposed rule, the minimum wage would be \$47.00 per hour.

Under the proposed rule, the minimum wage would be \$49.00 per hour.

Under the proposed rule, the minimum wage would be \$51.00 per hour.

Under the proposed rule, the minimum wage would be \$53.00 per hour.

Under the proposed rule, the minimum wage would be \$55.00 per hour.

Under the proposed rule, the minimum wage would be \$57.00 per hour.

Under the proposed rule, the minimum wage would be \$59.00 per hour.

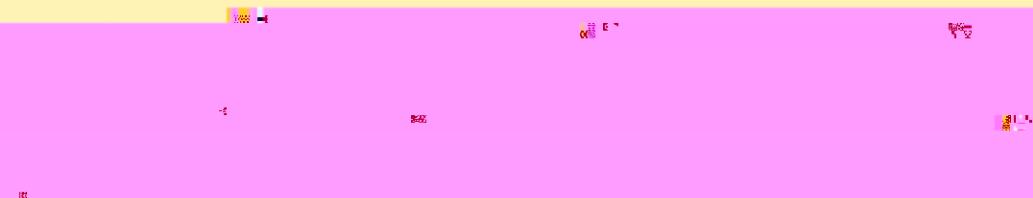
Under the proposed rule, the minimum wage would be \$61.00 per hour.

Under the proposed rule, the minimum wage would be \$63.00 per hour.

Under the proposed rule, the minimum wage would be \$65.00 per hour.

Under the proposed rule, the minimum wage would be \$67.00 per hour.

Under the proposed rule, the minimum wage would be \$69.00 per hour.



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

Table 2. Special Education Formula Funds

Category	Funds (\$)	Description
Category I	2,458.33	deaf, blind, or orthopedically impaired
Category II	2,458.33	other health impaired
Category III	2,458.33	those specifically mentioned
Category IV	2,458.33	disabled, and resourced
Category V	1,229.17	classified as having one or more of the following impairments: mental retardation, emotional disturbance, seriously physically disabled, visually impaired, hearing impaired, speech impaired, or other health impaired

more restrictive settings.¹⁵ A 2005 report found that Georgia had the second highest rate of students in special education that had been identified with a "higher cost" disability.¹⁶ This placement-driven funding is documented in a brochure on GaDOE's website.¹⁷ The brochure provides additional information for parents interested in special education placement.

The brochure states:

"Georgia has one of the highest rates of students placed in more restrictive settings. This is due to the placement of students with disabilities in the most expensive placement available. This placement is often not the best fit for the student."

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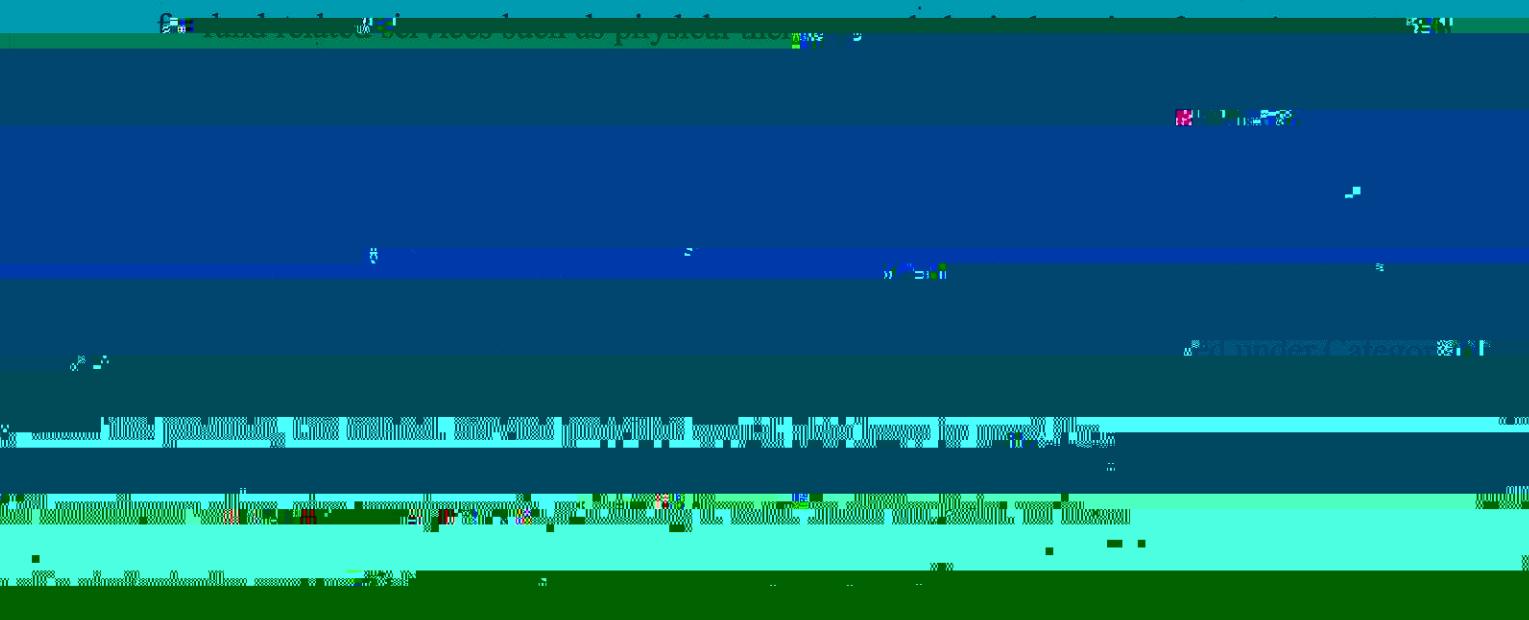
QBE formula contains several other barriers to the effective inclusion of students with disabilities.

Table 3.

Segments for 2010 - 2011 & 2011 - 2012 School Year		Per Segment (class) amount	Student #1		Student #2	
		Per Segment (class) amount	Earnings	Per Segment (class) amount	Earnings	
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9
10	10	10	10	10	10	10
11	11	11	11	11	11	11
12	12	12	12	12	12	12
13	13	13	13	13	13	13
14	14	14	14	14	14	14
15	15	15	15	15	15	15
16	16	16	16	16	16	16
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26	26	26	26	26	26	26
27	27	27	27	27	27	27
28	28	28	28	28	28	28
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30	30	30	30	30	30	30
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38	38	38	38	38	38	38
39	39	39	39	39	39	39
40	40	40	40	40	40	40
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43	43	43	43	43	43	43
44	44	44	44	44	44	44
45	45	45	45	45	45	45
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47	47	47	47	47	47	47
48	48	48	48	48	48	48
49	49	49	49	49	49	49
50	50	50	50	50	50	50
51	51	51	51	51	51	51
52	52	52	52	52	52	52
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93	93	93	93	93	93	93
94	94	94	94	94	94	94
95	95	95	95	95	95	95
96	96	96	96	96	96	96
97	97	97	97	97	97	97
98	98	98	98	98	98	98
99	99	99	99	99	99	99
100	100	100	100	100	100	100

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



Georgia's funding formula also does not fully fund paraprofessional support in the

classroom. In order to provide a supportive environment, there must be approximately 3 to 4 special education students to

one classroom paraprofessional. Georgia's provisions fall short of this requirement for a student who

Georgia's system also discourages tracking and an approach to education that separates students with disabilities from their peers. The state has adopted a "separate but equal" model, which means that students with disabilities are taught in separate classrooms, often with other students who have disabilities. This approach, known as "deinstitutionalization," has been controversial, as it has been argued that it can lead to social isolation and exclusion from mainstream classrooms. Under Georgia's system, in order to fund a special education teacher, the state provides funding for a classroom aide instead.

Opponents of this model argue that it is discriminatory and does not provide the same educational opportunities as general education classrooms.

The General Assembly has taken steps to address this issue, including:

Conclusion

In conclusion, Georgia's education system is failing students with disabilities. The state's lack of resources and support for these students has led to a system that is discriminatory and does not provide them with the same opportunities as general education students. It is important for the state to take steps to address this issue and ensure that all students, regardless of their abilities, have access to a high-quality education.

Local school districts

have also been criticized for not providing enough resources for students with disabilities.

For example, the Atlanta Public Schools have faced criticism for not providing enough resources for students with disabilities.

Other school districts, such as Fulton County Schools, have faced similar criticisms.

These criticisms have led to calls for more resources and support for students with disabilities in Georgia's schools.

It is clear that Georgia's education system needs to be reformed to better serve students with disabilities.

With the right resources and support, Georgia can ensure that all students have access to a high-quality education.

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 state to recover these costs in other ways, including by placing that student in a more restrictive environment.

This fiscal disincentive has been widely recognized since 1992,³³ when

the Council of State Governments and the National Council of Education Finance Administrators established a steering committee to develop recommendations to combat the fiscal disincentive.

Their final report,³⁴ issued in 1994, recommended that states "immediately" end the fiscal disincentive. It also noted that there was a funding mechanism by which the fiscal disincentive could be eliminated. The report recommended that states "move from a funding system based on the type of class placement to one based on the needs of the child." This would mean shifting from a funding system based on the placement of the child to one based on the needs of the child.

While the fiscal disincentive has been identified for over two decades, the shift away from placement to need has not occurred.

The fiscal disincentive is just one of many factors that influence the placement of students with disabilities. Together, all of these factors must be considered to determine what is appropriate for each individual student. A recent study demonstrated that

³² See, e.g., *State Aid for Students with Disabilities*, 1992, at 10-11.

³³ See, e.g., *State Aid for Students with Disabilities*, 1992, at 10-11.

³⁴ See, e.g., *State Aid for Students with Disabilities*, 1992, at 10-11.

³⁵ *Id.* at 10-11.

³⁶ *Id.* at 10-11.

³⁷ See, e.g., *State Aid for Students with Disabilities*, 1992, at 10-11.

³⁸ See, e.g., *State Aid for Students with Disabilities*, 1992, at 10-11.

³⁹ See, e.g., *State Aid for Students with Disabilities*, 1992, at 10-11.



In a 2001 study, eight directors of special education⁸³ in

state-operated schools across the country were asked what they believed to be the best way to

improve special education. The responses ranged from "more funding" to "better training" to "more

teacher support." By contrast, 50% of the reported education programs surveyed

had no clear plan for improving special education, and 25% had no plan at all. The remaining 25%

had no clear plan for improving special education, and 25% had no plan at all.

All the survey participants responded that they believed more funding was needed to improve special

education, and 75% believed that better teacher support was also needed. However, only 25% believed

that more training was needed, and only 12% believed that more funding was the best way to improve

special education. These findings suggest that many state-operated schools have not yet developed

a clear plan for improving special education. This lack of clarity may be due to a lack of understanding

environments. Private practitioners assist in the design and implementation of the program.

"We're going to offer a grant program to help local governments develop their own programs. That's one major initiative we have," says Mr. Winters. "We're also going to offer grants to help local governments develop their own programs. This will be a small (percentage) of our budget."

Local governments will be able to apply for grants to help them develop their own programs. The grants will be used to help local governments develop their own programs. This will be a small (percentage) of our budget."

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

concluded that Georgia's special education funding was among the lowest in the country.

In 2004, the DDC Council formed the Special Education Funding Formula Committee, facilitated by Dr. Tom Parikh, to facilitate the development of a new formula. After a year of research, the committee recommended a new formula through a public hearing before the Georgia House of Representatives. In 2005, after several legislative hearings, this report to the Chamber, the Georgia House of Representatives, and the Georgia Senate, the DDC Council recommended the new formula. The House and Senate passed the new formula and the Governor signed it into law. This new formula, which became effective July 1, 2006, provides for a more equitable funding formula for special education students across the state.

The Georgia Department of Education has developed a Special Education Funding Formula Planning Guide that details the funding formula development process. The guide includes a detailed description of the planning process, the funding formula components, and the funding formula's impact on local school districts.

The new funding formula is designed to provide a more equitable funding formula for special education students across the state. The new formula is based on the number of students with disabilities in each school district, and it provides for a more equitable funding formula for special education students across the state.

The new funding formula is designed to provide a more equitable funding formula for special education students across the state.

Since its inception, participation in the GSNS program has consistently increased.

In 2009-2010, 2,529 students participated in the GSNS program.

19 =

84

11

100

19 =

participation placement and cost

including tuition, fees, room and board, books, transportation, and other expenses.

84

11

100

19 =

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including tuition, fees, room and board, books, transportation, and other expenses.

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11

100

2008-2009 Georgia Special Needs Scholarship Program,

achievement. Georgia Dept. of Edu.
End of the Year Report 10-11 (2009).

inclusion. However, as shown

III. PREGNANT STUDENTS ASSESS

LEA compliance with re-

“furry” data reported by local

federal auditors that it does not “monitor or ve-

school districts.”

and “with other

“many small districts” throughout the country in

systems. Between 2002-2004 and 2009-2010, the only

“improvement” in the LEAs’ “furry” data was a slight

“small” jump from 43% to 50% “through changes in production or

“through the new software.” Mr. Chapman calls the production “excellent.”

“I am very pleased with our progress,” he says.

“We have made significant improvements in our data entry and

“our reporting,” he adds. “We are now able to report more accurate data to the state.”

“We are also working on improving our reporting to the state,” he says.

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“We are also working on improving our reporting to the state,” he says.

Recent research reveals Georgia has not achieved the academic outcomes

consistent with many of its claims. Inclusion, another indication that Georgia's data is false or unreliable. Inclusion, when accompanied by the necessary supports and services

and appropriate curriculum, can lead to positive outcomes for students with significant cognitive disabilities.

Although there is no one way to teach students with significant cognitive disabilities, there are effective approaches that have been developed and refined over time.

One way to support students with significant cognitive disabilities is through the use of visual supports, such as pictures, symbols, and objects, to help them understand what is expected of them.

Another way to support students with significant cognitive disabilities is through the use of assistive technology, such as communication devices, to help them communicate more effectively.

It is important to remember that every student with significant cognitive disabilities is unique and may require different types of support and intervention.

It is also important to remember that inclusion is not just about physical placement of students with significant cognitive disabilities in general education classrooms; it is about ensuring that they receive the same level of support and opportunities for learning as all other students.

Inclusion is a process that requires careful planning, collaboration, and support from all stakeholders involved in the education of students with significant cognitive disabilities.

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Both the NASBE and DD Council reports noted that district administrators

constantly had to “reconcile” or manipulate data to

comply with

system, whether by manipulating data or implementing perfunctory inclusion, is illegitimate and discriminatory to the students the system is designed to serve.⁶⁰ But implementa-

tion of the new rules will have to be done quickly, and without much time for planning, because the new rules will take effect on July 1, 2013.

Implementation of the new rules will be difficult, because the new rules will be implemented in a system that is not yet fully developed, and that is not yet fully understood.

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

“shall not discriminate against a qualified individual with a disability in the delivery of services provided by such entity. The General Disparagement Law (“GDL”) was enacted by the Texas House of Representatives on October 1, 2013, and “prohibited the ‘intentional disparagement’ of persons with disabilities as follows:

“A person commits an offense if the person intentionally disparages a person with a disability in the United States or on the premises of a public entity for the sole reason that the person has a disability, and the offense is committed in the course of conduct that is related to the person’s employment, business, trade, profession, or occupation.”

Indeed, it is clear and reasonable to conclude that the GDL’s language, such as “intentional disparagement,” is intended to prohibit the same type of discrimination prohibited by Title II.

However, the GDL does not define the term “disability,” and the term “disability” is not defined in Title II.

Integration in the economic, political, and social, and educational spheres (the “four pillars of integration”)

which helps
improve lives

and “disparage”

“intentional
disparagement”

“course of conduct
related to the person’s
employment, business,
trade, profession, or
occupation.”

“intentionally
disparage the
person with a
disability.”

“intentionally
disparage the
person with a
disability.”

“four pillars of
integration”

discrimination.”⁷² By contrast, the CIO has been “able to demonstrate through small trials largely the equivalence of CIO and other monitoring methods across a range of applications.”⁷³

Focus groups and its application

The research findings highlight up to date evidence. This paper further discusses

Focus group methodology and its application in quality improvement. The CIO approach is also discussed.

Focus groups are a qualitative method of collecting data. They consist of a group of people who are asked questions by a moderator.

Focus groups have been used in many fields of research for many years.

Focus groups usually consist of 6-10 people and are moderated by a facilitator;

Take the necessary time to ensure maximum benefit from the CIO approach. It requires time, effort and the support of management. It is important to have a clear understanding of what is expected and what is required of the participants.

Focus groups will typically follow a structured format. The CIO approach follows a similar structure.

Information on focus groups. After a series of “warm-up” questions focused on the CIO approach,

the following questions are asked:

“What do you think are the main reasons for the success of the CIO approach? What are the main challenges, successes, difficulties, difficulties and opportunities facing the CIO approach? How can the CIO approach be improved to be more effective and efficient? What are the main strengths and weaknesses of the CIO approach?”



“What are the main strengths and weaknesses of the CIO approach? What are the main challenges, successes, difficulties, difficulties and opportunities facing the CIO approach? How can the CIO approach be improved to be more effective and efficient? What are the main strengths and weaknesses of the CIO approach?” (CIO, p. 53, Appendix A, 2007 CIO report, p. 53, emphasis added).

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

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

