

But the only thing I have heard from Senator Bromm which, by the way, I thought was relatively a cheap shot saying how are we going to fund it, because no one in this body, including myself or anyone outside the lobby, Senator Bromm, and you know it, has stated that special ed costs do not need to come to a halt. You know that. Nobody is denying that we have to get a grip on it, but I don't want to take a sledgehammer to these kids and these families. I don't want to do that. Senator Bromm, you're right, I don't know what's going to happen. All I can tell you is what the McKenzie/Bernard-Stevens amendment did and what it did was said we're going to stop special education growth. We're going to stop it, Senator Bromm, but we're not going to put a sledgehammer on these kids. We're not going to dump it on the property tax. We're not going to dump it on the schools and then come back next year and go, ooh, boy, we did too far, didn't we, oh, well, we sure didn't mean to do that. What our amendment did was said we're going to tighten it up and we're going to give them 5 percent growth. Now if somebody wants to come up with a lower number that's reasonable, that's fine. We're going to give them 5 percent growth just for one other year, just in the transition year. That's all we're going to do and then during that time we're going to have this comprehensive review of, which even Senator Bromm wants to do, of looking at all the rules and regs, looking at all the statutes, looking at everything we can do and then coming back with a couple of basic ideas; one, what should we do on our policy to make the new funding mechanism work, what changes should we make, and then we were going to make those changes to get special education under control because we can't afford these cost increases. All I'm saying and my...I feel so strongly, I guess I looked that little boy in the eye and I just...my heart just broke because I knew what was going to happen. I knew the Governor was pushing this bill was...this amendment was going to go. I just can't bring myself around to doing that to these kids, who, their families, and you go back and ask the families, ask them how hard they've had to fight for any recognition in schools. Go back not too long ago what we used to do to kids in special education. And, yes, we talk about people being identified that shouldn't be identified. Well, there are those on the opposite streams as well. We can talk about that till the cows come home, but the bottom line, the decision we're going to have to make is, as we put the cap on, do you give our school district some flexibility before we do the whole process or you just, on some type of feeling, go out there and say we're going to do it, boy, aren't we being tough, and we think everything will be all right. We