

children of their own age and so on instead of being isolated in some other environment. So I just wanted to say these things. In the guise...

SPEAKER WITHEM: One minute.

SENATOR CROSBY: ...under the guise of refining procedures, be very careful so those children don't get left out. And the other...the last thing I will say, we are again overcoming what I think of as local control. It's the same thing on the welfare bill. The teachers, the administrators, the school, the local school knows who their students are. They know what those students need, some state committee does not. And when you're looking at rules and regulations and trying to decide what we'll do about this child or that child, that's micromanagement over the local school district. I just do not like that. I cannot support it. And so I wanted you to know why I'm going to vote red all through this procedure today on LB 742. I know you've spent a lot of time on it and I know you're very sincere about it.

SPEAKER WITHEM: Time. Senator Maurstad.

SENATOR MAURSTAD: Thank you, Mr. Speaker. Is Senator Bromm on the...could I ask Senator Bromm a question or two?

SPEAKER WITHEM: Senator Bromm, would you be interested in responding?

SENATOR BROMM: I sure would, Mr. Speaker.

SENATOR MAURSTAD: Senator Bromm, in the amendment that we're looking at, in Section 2, line 14, we talk about adequate resources being made available to these...to the students. And as we...as we all know that the courts really play as much of a role in all of this as do the laws that we make and I was wondering if you could comment on how you think that the courts will interpret an intent statement that we're going to provide adequate resources to meet these needs.

SENATOR BROMM: Of course, it is intent language and we know that that has...has some effect on how the court interprets the law that we eventually pass, but my...I guess my opinion would be that what the courts might say is that we are saying that through this block grant system we're still going to stand