

And I believe it is a good first step, it's not the final step, it's not the only step. There are other directions that we may end up taking. As you look closely in the bill it says if the block grant concept is not going to work, let's come up with the other alternatives that will work. And we're saying that we believe this is the concept that will take us the way we need to go, but we're not closed to the idea that there may be other ways and better ways to do so. And with that, I would urge the adoption of the amendment and also the advancement of 742.

SENATOR CROSBY: Thank you, Senator Bernard-Stevens. Senator Schimek, on the McKenzie amendment.

SENATOR SCHIMEK: Yes, thank you, Madam President, members of the body. First of all, I don't know a lot about the particulars of how special education is delivered in our state. I do know and understand the rising costs and I do commend Senator McKenzie and Senator Bernard-Stevens and others who have been working to try to find a different way of delivering these services. But at the same time I do have some questions in my mind, and Senator McKenzie, you did have a dialogue going this morning and I would like to ask just a few questions to follow up on some of the things that you said this morning so that I can understand perhaps better how this will work. In your...

SENATOR CROSBY: Senator McKenzie.

SENATOR SCHIMEK: Thank you. In your comments this morning you talked about the fact that a particular student might be in a situation where three times a week, on Monday, Wednesday and Friday, that student would spend an hour with a teacher working on a particular area that was needed for that particular student. And my question to you was...is, you didn't take that any further. What...how will that be different under the system that's envisioned by this bill?

SENATOR MCKENZIE: Senator Schimek, that particular approach is referred to as frequency and duration. It's one of the ways in which a school district categorizes and catalogues the amount of time given to each student as to which level of services they qualify under. If in fact we move to a block grant approach, districts will make decisions in that IEP process for individual students, based on their individual needs. But we would not require a district to keep track of frequency and duration for every student in Level 1 services, for example, in order to