

get...qualify for that money.

SENATOR SCHIMEK: Qualify for funds?

SENATOR MCKENZIE: Right. So if in fact we have...if I can take 30 seconds where...

SENATOR SCHIMEK: Sure, I want you to.

SENATOR MCKENZIE: If we have, for instance, a student who truly needs an hour a day of specialized skills training because they are dyslexic or because there's a specific learning disability, that would be built into the IEP. But on the other hand, if it's a child who could benefit more from the special expertise of a classroom teacher, who in collaboration with the special education teacher, developed the IEP for that to happen throughout the day and that classroom teacher was able to manage that in their classroom format, that might be the way in which they write that IEP. Currently, we're restricted from doing that. It's how many times a week you meet and how many hours you're provided services. It doesn't change...it doesn't limit you from doing what you are currently doing, but it allows more flexibility for other instances.

SENATOR SCHIMEK: What happens if the parents of a particular child don't feel that their school system is meeting the needs of that child? What options then do those those parents have? Same as they do now?

SENATOR MCKENZIE: Correct, nothing in the change of block grant from reimbursement changes any of the civil rights that those parents and children have as a child with a disability.

SENATOR SCHIMEK: Okay. As we go down the road we're probably going to have fewer funds on maybe a per capita basis, as we go down the road. I mean part of the idea...

SENATOR CROSBY: One minute.

SENATOR SCHIMEK: ...idea here is to try to become more efficient. If the funds become tight there probably will have to be some cuts in some services, I would suspect. And my fear is that those students who may be the borderline students, that maybe aren't truly special ed but have been getting some special services from the school system because of two of the things