

from a practical standpoint. As Senator Bohlke pointed out earlier, if they have a severely handicapped student move out of the district at the end of this year, next year they don't have to fund paying for that student, but they are going to get the money from having taken care of that student this year. So, you know, that is a unique system and that is a factor. A couple of other examples that Senator Janssen asked for examples. Rule 51 requires reevaluation periodically. Now some students are handicapped to the point that there is little or no change in their condition. Schools would like to not have to pay sums of money to call professionals together to reevaluate when they...when they know, the teacher knows, the parent knows, the school knows there has been no change. That is a waivable item that could be somewhat significant. Rule 51 also contains a process which is referred to as a student assistance program, which is rarely used, and the Department of Education would say that they would like to see schools use this. This is a program that could be implemented before they are identified as special ed students. Once you get in the special ed system, you are into the federal merry-go-round, and you have all the regulations you have to comply with. The student assistance program, which Rule 51 contemplates, and which some schools use, calls, if you have a learning disabled student or a mildly handicapped student, calls for them to have a team of existing teachers and parents get together and see if they can figure out how to help Susie or Johnnie without designating them in the process of identifying them as a handicapped student. That...that process, the Department of Education, I think, has great potential but has not been used very significantly. We had a call in our office from a small school out by Colorado a few days ago. Their question was, and I suppose it happened because we were working with this bill, they had a student move in from Colorado, who was receiving special ed services in Colorado. They put him in a regular classroom, the teacher worked with him, the student was doing fine. The parents were happy with the progress, the student is doing well. A service unit called the school, found out the student had come in, and said you have to have a contract on that student, and it will be \$9,000 for the year. The superintendent calls us and says is it true, we have to have this contract for \$9,000? We think we are getting along just fine. The parents think we are doing fine. We answered, no, you do not have to have that contract...

PRESIDENT ROBAK: One minute.