

excess cost reimbursement. Twenty-five other states have caps on special education spending. Eight states have limits on the number of children that can be identified. This has been a serious problem nationally for a number of years, and different states have looked at approaches whereby they can do what they know they must do. I think we're all completely aware of the fact that these are children in a protected class. These are children who have civil rights. There are things that we can do to change the way we deliver services. We can look hard and long at who we identify, why we identify, and whether or not our identification is about the fact the child has a disabling condition or whether the fact of identification and verification is based on our inability to do a good job in education. Now none of us like to admit that, but often that's what happens. When you see the numbers increase in fourth and fifth and sixth grade, you know that in some cases it has been our inability to meet a child's learning needs. We created the handicap. The child wasn't born with it. It's a sad...it's a sad play on us sometimes to have to admit that but it is true. Now the discussion, again, is about whether or not we think we can take a long hard look at the way in which we have done business for 20 years. I used the analogy earlier that this is a system that we have come to love. It is solid as a rock. It is a huge bureaucracy. It has been virtually unmodified with the exception of additional statutes, additional rules and regulations, additional requirements for 20 years, and if we think this is hard, let's put it off for four or five years. Let's wait until we are spending 160 million or 180 million and see how hard it will be because I am convinced at that point we will then really be faced with some difficult decisions, much, much more difficult than what we are dealing with now. Do I want to remove kids from programs or services? No. Do I want to make sure the money gets to kids for services? Yes. Now what we don't know about the system is what can be modified because we've never asked the question. Not even the special ed directors could tell you definitively why the increases have taken place. We know it is salaries. We know it's transportation. We know it's the number of children. We know it's two new categories. We know all kinds of things, but no one can say, gosh, over the last 20 years we have gone from 3 million to 122 million. We are still serving about 11 percent of our population. We know we have more high-need kids. We know we have kids in classrooms now that used to be institutionalized, and that's...