

TRANSCRIPT PREPARED BY THE CLERK OF THE LEGISLATURE
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FLOOR DEBATE

March 15, 2006 LB 690

districts and the students are habituated to the idea of an individual plan, and the development of an individual plan, but then let the schools react at later stages to students on a more informal basis, as opposed to a required, annual sit-down with them.

SENATOR RAIKES: So what you're suggesting is that sort of the formal requirement would be for that beginning point in the eighth grade, and then the follow-up or subsequent effort would be up to the individual school district?

SENATOR BEUTLER: Yes.

SENATOR RAIKES: Okay, that would be certainly something I would consider.

SENATOR BEUTLER: Okay. Thank you, Senator.

SENATOR CUDABACK: Are you...Senator Beutler, are you...

SENATOR BEUTLER: I'm finished.

SENATOR CUDABACK: Thank you. Senator Wehrbein.

SENATOR WEHRBEIN: Mr. President, members of the Legislature, I'd like to ask Senator Raikes a question or two, if he would yield.

SENATOR CUDABACK: Senator Raikes, would you yield to a question or two?

SENATOR RAIKES: Yes.

SENATOR WEHRBEIN: Senator Raikes, how much of...is a school district to be doing this now, in terms...I assume this is done verbally now, or should be done verbally, in most cases?

SENATOR RAIKES: Yes. I don't have a lot of evidence, I guess I could say, that I could point to, as to exactly how this is done in school districts versus some sort of a written proposal, meaning rather than a verbal. No, I don't, and frankly, I can't