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school system is essential in a democracy. A public school system, however, must be fair and equitable in the way it carries out its duties and responsibilities. I have told you all in the past that I have numerous articles about the problems in the city of Omaha created by OPS. And I know some people thought I was just blowing smoke. But I spent considerable time compiling those articles, culling them, and winding up with only about 40 or 50 on legal size paper that I'm going to distribute. There may not be quite that many, but there shouldn't be any more than that. And I've put them in chronological order to tell the story of the problems created by OPS. Now, why do I talk about this bright, clear line? Because we should first look at how teachers are performing before we automatically say they should get more money. If people are doing their job, compensation should be forthcoming. If the job is not being done and additional compensation is given, that is a ratification of the poor job being done. I want to hasten to point out that not all teachers are failing to do the job that ought to be done. Not all teachers lack enthusiasm, dedication, and competency. However, when you look at the results, especially in Omaha, where there's been resegregation, and in the segregated black schools the test scores are worsening, when I can show you the promises that were made while Omaha was trying to get people to vote for that bond issue, promises of adequate teachers, staffing, and supplies, I will show you articles where the teachers who are veterans and competent were not forthcoming; that there are more inexperienced teachers in those newly resegregated black schools than the rest of the system; how those resegregated schools suffered more in the way of instability than any of the other schools, that means the white schools, in the district; how children on a massive scale were forced to change schools in mid year. The school system here, and noplac e else in the country ever acted with such haste to rectify discrimination and segregation, but to resegregate the schools, it was done in a matter of months, massively, disruptively, without adequate planning and preparation, and our black children, Latino children, poor white children are suffering. I use the present tense. They are suffering now, present progressive. It's an ongoing thing. So if we are going to look at funding education, we should look at what the schools are doing as an institution. If we're going to talk about