

year that you served, or maybe they would increase the columns, you know, the levels you were at, but you were never able to get anything more, as in business, if you produced in business, if you worked hard in business, you became one of the best in the profession, you also got the rewards for that, but not in education. That has not happened, and it does not happen at this point. That has always been a frustration, and it has been a frustration in this body, and in the teaching profession, per se. When LB 89 and LB 91 came before the body, those concepts and those ideas were thrown around, on both sides actually trying to make points, but what we ended up saying is, the bottom line is, that we do not...we do not pay the adequate salaries that attracts the kind of teacher that we need. And we agreed twice in 89 and LB 91, that we, as a body, want to go ahead and increase that so that we can keep the best teachers in teaching and attract the best. Senator Conway was correct when he said that in 91...after 89 passed, the monies that were distributed were not distributed in a way that he felt comfortable with. In fact, Senator Withem and I both, as well as others that supported 89, and LB 91, but particularly after the 89 monies were spent, we were very concerned on how that was done. In most cases, it was done straight salary schedule, which meant that much of the money went to the top brackets and very little went to the base to attract the kind of teacher that we wanted. And that was one of the principles of LB 89, to attract a better teacher, or to rephrase that, that the better students would want to get into the education field. What we did in LB 91 was set up a performance-based criteria to begin that momentous change into the process, begin that change where those teachers that are doing the extra, going the extra mile, doing the better things will be able to receive the benefits of that labor, financially be able to do so. And the Legislature agreed with that, which is why we have the \$15 million threshold. That is a major policy change in education, that we are actually, when we hit that \$15 million threshold, any dollars above that, that'll be percentagewise, there will be a chunk of money that will be going into a performance base, which could be merit. It could be anything else, but would have to be negotiated.

SPEAKER BAACK: One minute.

SENATOR BERNARD-STEVENS: It has to be submitted and the plan has to be approved. It begins school districts in thinking in terms of rewarding the best, and that is positive. This