

SENATOR CHAMBERS: Mr. President, members of the Legislature, I like what I see shaping up. I thought Senator Bohlke was going to conclude her presentation with, and furthermore, Senator Bernard-Stevens, you can kiss my grits, but she doesn't go quite that far. But I (laughter), I wouldn't say it in exactly the same way Senator Bernard-Stevens said it on this bill, but I have done similar things when I feel as strongly about an issue as he seems to feel on this one. And, Senator Bernard-Stevens, you are not alone in your attitude on this bill. I have had problems determining how I am going to vote on LB 742. First of all, in talking to Senator McKenzie, I think we see eye to eye on the aspects of not having a situation where children who should not be in special education labeled that for the purpose of drawing more money to that school district. But I am in accord with Senator Bernard-Stevens in being opposed to unduly cutting money out of this program so that it can be spent on something else. I think that is a legitimate issue and I think that's how we draw into focus the policy that we are going to shape. And if I see that being done, I will not support LB 742 under any circumstances. And since the lines are being drawn, I don't want to be shy about where my position will be, and because I have had conversations with others and Senator McKenzie, I don't want anybody to be laboring under the false impression that I have given support to LB 742 under any and all circumstances. I do not feel that the bill has such merit that it can be separated out from everything else we do in the Legislature and say I am just going to blind my eyes to the fact that it may have been tied to other things, with which I disagree. So, Senator Bernard-Stevens, if you've drawn a line in the sand or on the floor of the Legislature, there are at least two on your side of the line in terms of not being in favor of cutting money out of this program, special education, to have it available for some other purpose. Now when it comes to the policy questions as to how a determination should be made of which children should be in special education, looking at how school districts make those determinations, finding a way to remedy inappropriate labeling and placement of children, I will be as much on the high road as anybody. But I think we are going to start talking about money even when the term "money" is not used. And I think words will not always mean what they would mean if you looked for their definition in the dictionary. There will be things articulated and there will be things unsaid. Some things will be said on the line, other things will be implied between the lines, and we know that. But I want to