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difference in how they are able to perform, and to give them some extra help in integration and the like.

SENATOR CHAMBERS: So the emphasis is on the students.

SENATOR CONNEALY: Absolutely.

SENATOR CHAMBERS: Can a student's culture have an impact on how that student performs when he or she enters a public school system, where people may be teaching and counseling and have the best of intentions but don't understand that child's culture?

SENATOR CONNEALY: Absolutely. But you can turn that around and use the culture to fit within the educational system, and I think that's what these two, hopefully, will continue to do, to make their culture fit with whatever learning materials are used and systems that are used with them.

SENATOR CHAMBERS: And people who do not understand the culture of children with a different culture can misunderstand certain things that child might do which are cultural in nature, and it would have an opposite impact on those not familiar with that culture. For example, if some children are taught not to stare an adult in the face, so the child does not look at the counselor or the teacher, and the teacher takes that to mean being inattentive, sullen, or just contrary, is that a possible...I want to give a simple example that maybe everybody can grasp.

SENATOR CONNEALY: That's a very good example. Also, you know, the family that comes...where they come from and the traditions that are in the families also. Also, the abilities that these people come with and not necessarily knowing all the great aptitudes that they bring I think also is something that you can miss if you don't know the culture.

SENATOR CHAMBERS: And these persons that your amendment would deal with, as you stated, but you got ahead of me, can be of value to the school system not only by explaining certain things about the children but pointing out additions that can be made either to the curriculum, the counseling, which would be