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motivated and not allow students from other communities to come into those schools, or students from their schools to go elsewhere? And all I would tell you, that this is...the whole setting for this is the learning community. One of the main objectives of the learning community is to address the area...the issue of integration within the entire learning community, and OPS has made the point several times that, look, we can't achieve integration within OPS itself. We need the whole learning community. This is the opportunity for the whole learning community to deal with that issue, and allowing the school districts to be locally controlled, getting away from hiding the fact that we've got concentrations of racial groups in certain parts of the city so that we actually recognize it. We keep track of it. We make every effort to see what we can do to move those...

SENATOR CUDABACK: One minute.

SENATOR RAIKES: ...students. I'm sorry.

SENATOR CUDABACK: I said 1 minute, Senator Raikes.

SENATOR RAIKES: One minute. I'm sorry.

SENATOR CUDABACK: I'm sorry.

SENATOR RAIKES: Every tool that is available to OPS, and more besides, in order to achieve integration is available to this learning community, every tool. School district boundaries really mean nothing, or mean much less in terms of the learning community. Students are free to move across those boundaries. They're provided transportation and, of course, you have the very important element of a common financial base, which is critical to the success of this sort of an operation. So, you know, when people say that this is state sanctioned segregation or it's going to cause segregation, I'm truly dumbfounded. I don't see how. I don't see why. We're recognizing the situation the way it is, and we're trying to deal with it, and we're trying to deal with it in a deliberate, systematic way that uses the best tools we know about.