

up the exact percent that we put on there, is that correct?

SENATOR MOORE: It was a zero percent...7 percent, but the difference, I think there is a basic difference, Senator Haberman, I have to tell you about.

SENATOR HABERMAN: Senator Schmit, I am going to have to agree with you. I don't know whether Senator Moore knows what is in this bill or not.

SENATOR MOORE: (Interruption) ...in the bill.

SENATOR HABERMAN: Senator Moore, for your information, we put a percent growth on school budgets and it increased every year that particular percent, so when we got all through after five years, if we had a 6 percent on there, there was a 30 percent increase because it automatically went up 6 percent.

SPEAKER BARRETT: One minute.

SENATOR HABERMAN: Thank you, Mr. President. So I am raising this question due to an amendment I have on your bill, Senator Moore, and I wanted people to start to thinking about some of the things that are in this amendment when my amendment comes up. Thank you, Mr. President.

SPEAKER BARRETT: Senator Bernard-Stevens.

SENATOR BERNARD-STEVENS: Question.

SPEAKER BARRETT: The question has been called. Do I see five hands? I do. Shall debate now cease? Those in favor vote aye, opposed nay. Record.

CLERK: 29 ayes, 0 nays to cease debate, Mr. President.

SPEAKER BARRETT: Debate ceases. Senator Moore, would you care to close on your amendment to the committee amendment?

SENATOR MOORE: Yes, Mr. Speaker and members, once again I apologize for the complexity of this whole issue. I hope we have had a good discussion and a good introduction to the actual bill itself, but I am going to have to return once again to some basic fundamentals on what the amendment does. It does three things right now. I think Senator Warner mentioned his