

SENATOR SCHIMEK: Yes, Mr. President, members of the body, thank you. I'll be brief. I would have filed this motion if I hadn't have been on the prevailing side. I think it's where the reconsideration motion truly belongs and I would echo what Senator Baack said and urge your support of this reconsideration motion.

SENATOR CONWAY: Senator Withem.

SENATOR WITHEM: Yes, Mr. Speaker, members, we're in a calm down tempers mood and I may change that just a little bit because I want to say I resent Senator Wesely's statement. Senator Wesely is a senator who, every year at this time, begs to have his bills put on the agenda and I resent him criticizing the time we've taken on this bill. This is a bill that members of the body, frankly, it's a bill that Senator Lamb is using for his priority bill. It's not one I'm putting forward. The measures that were brought forward today may trouble him to have to spend his time on them, but there are members of the body that consider them important. I resent that statement. I support the reconsideration motion. Conceptually...first of all, I understand the frustration of members of the body. This is a complicated issue. It's one I didn't understand when I saw the Lindsay amendment written out in longhand, but I think I ended up understanding it and what it is doing is dealing with not...it's not a hold harmless for everybody, it's not a hold harmless in perpetuity, it's not saying you can't get any less money next year than you received this last year, it's saying that when you do the rapid student growth, if there is a district, and there's one I know of, Omaha Public Schools, that qualifies, that qualifies, that has the growth, that had as many new students as came into the schools in Lincoln, it had as many new students, yet the way the formula operates it gets less money. Why is that? I drew...I literally drew a picture earlier for Senator Lamb. He says he still doesn't understand it, so mentally I'm going to try to draw a picture for you here on the floor now. That picture is you take the totality of state aid that would have otherwise been distributed to school districts. The Schrock motion, the Lamb motion takes a portion of that state aid out and distributes it under a different mechanism by giving school districts with rapid growth more money, gets it to them more rapidly. To get that pot of money that goes to Lexington, goes to Lincoln, goes to Papillion, goes to Millard, has to come from someplace. Where does it come from? It comes from this big pot. Omaha Public Schools