

TRANSCRIPT PREPARED BY THE CLERK OF THE LEGISLATURE
Transcriber's Office

February 3, 1999 LB 149

were not that high, and that drove down the number for the local effort rate below the floor that we had set, which was a dollar. And so it leads me to...to...I mean I'm very confused about some of the motivation behind 149, because on one hand we're going to correct the situation by giving back 22 million, or whatever the figure is, which nobody seems to be able to arrive at, and we are at February 3rd, and we're going to put into the legislation that by February 1st all of this is supposed to be firm for the future, and we're going to be able to predict for the future and assure school districts of exactly what they're going to have. We've had a lot of discussion. Senator Bromm talked about stability, and the Governor has talked about stability, and certainly all of us would like stability. But I don't see that there's anything about this that is going to make things any more stable. I'm even beginning to wonder whether the change to February 1st is going to make things any more stable. I don't see that there is anything about 149 that has to do with stability, when we still can't even say what the impact is going to be for this school year that's already started, and then...and...and we're talking about motor vehicles, and it's my understanding that that change in motor vehicles is for the next fiscal year. And it seems to me that on one hand, for the "respin" aspect of it, we're talking about ignoring the dollar floor, but then we want to put in the dollar for...as an obligation for the state henceforth. And I don't see that we can have it both ways. I...it...there is something wrong here, and there is something wrong that we are at February 3rd, we're changing the date to February 1st so that everything is supposed to be predictable, and yet nobody can tell us what it's going to mean for this year, for next year, for.... And then we're worrying about how this is going to provide stability for individual school districts. Well, there is no way that you can take the aggregate state aid formula and be able to say how that is going to play out to individual school districts. Senator Schellpeper made a remark about how this...that he knows how it's going to affect districts in his district, school districts in his district. I would really like to know how that...

PRESIDENT MAURSTAD: One minute.

SENATOR BROWN: ...how that is the case, because I haven't heard anything that tells me what this bill is going to do absolutely,