

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

February 25, 2000 LB 715

SENATOR BOHLKE: ...now, it's per student and it's on needs.

SPEAKER KRISTENSEN: (Visitors introduced.) Senator Schrock.

SENATOR SCHROCK: Mr. Speaker, members of the Legislature, Senator Beutler, did you need more time? Okay. In the last time I addressed you, I had this handout. I never explained to you what I did here. But this is based on the state aid formula last year. And you'll notice that districts that have less than 500 formula students, they're receiving less state aid than the larger districts of the state. And so I'm always concerned about shifting more state aid to...from rural areas to urban areas. One of the things we don't do in our state aid formula is address the income issue. And we went through that in LB 806, and I don't want to rehash that. But I do think that this would...would lend a little weight to Senator Wickersham's bill that would lower ag land values and it would equalize up the state aid a little bit. But, as you see, more than half the students in the state are in school districts of over 2,000 students, and those are the districts that are getting the most state aid per pupil. I just wanted to point that out.

SPEAKER KRISTENSEN: Senator Raikes.

SENATOR RAIKES: Thank you, thank you, Mr. Speaker and members. In regard to Senator Beutler's question about the department, I would...I would verify what Senator Bohlke said. They've...they've been working hard on this, it's just that Claudia, with her calculator, sets a mean pace and she's hard to keep up with. But they are working very hard and we have gotten several versions and continue to work. And I have to tell you that this is something that, although we've been working on it a long time, we've continued to incorporate different views and different ideas as we could. So let me go back, if I might, to the scatter diagram, what I'll call the long sheet of paper, and analyze that a little bit with you. One of the things that Senator Schrock and Beutler both have pointed out is that the size of the system gets explicitly taken into account in this model. So we're allowing size to impact the needs per student continuously all along. Now if you look carefully or it maybe isn't as clear as it should be, in the scatter diagram there are basically the empty boxes create three distinct lines. There's