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SENATOR BEUTLER: Senator Kristensen, members of the Legislature, Senator Raikes, I want to revert back to the conversation of a couple of times ago. I guess it wasn't a conversation, because I didn't give you a chance to talk. But I would like to have an exchange with you on this question of how the schools within the standard category will be treated. As we mentioned previously, essentially, the changes in equalization that will come through this bill will result in an "influxion" of \$5 million into the standard group, and how will that be distributed. Let's talk about one part of it. There are two parts of it. One, you're distributing a little bit more to the very smallest schools in that category, as a general principle. And secondly as a general principle, you're distributing a little more to the very largest schools in that category, as a general principle. Let's start with the largest, the largest schools. And let me say right out front that I'm skeptical both of distributing money to smaller schools and distributing money to larger schools, notwithstanding the interest of my own particular school district. Generally, the philosophy has been previously that if a school district could, by choice, make its organization more efficient, either by splitting up a district in the case of large schools, or by consolidating districts in the case of small schools, if they had high costs for either one of those reasons, that's their problem and they ought to respond by creating an efficient size of school district. Now, under your formula, you seem to, in both directions, be discouraging the reconstitution of the political formalities in order to form different school districts. You seem to be saying, I'm not sure I want to...I want to encourage that as much as it was encouraged under the basic LB 806. So, starting with a large school size and remembering that we've already taken into account various factors that can affect efficiency, such as poverty, such as teaching English as a foreign language, and I think one or two others, what is the justification for giving Lincoln and Omaha more money on the basis of their size? And am I correct in understanding that the scale coefficient is essentially, by multiplying that with the weighted student factor, is what creates that effect? Is that accurate, to start with?

SENATOR RAIKES: Yes. Yes, that is accurate,...