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SENATOR BEUTLER: Okay.

SENATOR RAIKES: ...Senator. Okay. Well, let me comment on a couple things you mentioned. How...number one, how does this...this money get redistributed, and I think you mentioned a couple of important factors. Actually, the biggest one, in terms of dollar amount, is via the spending history index. So if you look at school systems that have elected on their own not to spend up to needs, that is the biggest source of money for redistribution. I think that's an important point to keep in mind. The second point you made was about either really small or really large schools. The scale factor is probably somewhat of a simplified representation, as is a single per system cost, maybe when you've got different buildings and so on, but it's simply meant to take into account the notion...

SPEAKER KRISTENSEN: One minute.

SENATOR RAIKES: ...that with economies of size you're not going to have costs keep going down forever as you get larger and larger. At some point, they level off and begin to come back up. If they come up sharply, I think the point you make is certainly a valid one and you need to examine why. I would mention also that this is a specific proposal that reflects, in some part, my judgment, and if that's in error, why, then that needs to be pointed out. On the other end of the scale, the very small systems, I have some difficulty with the notion that you force, through finance, reorganization simply from the standpoint that you're trying to get at a group of adults, a school board, and your route is through the students. And in order to force that school board to make a change you may...

SPEAKER KRISTENSEN: Time.

SENATOR RAIKES: Excuse me. Thank you.

SPEAKER KRISTENSEN: Senator Bohlke.

SENATOR BOHLKE: Yes, Mr. Speaker and members, there was one discussion I had told Senator Raikes that I wanted to have with him on looking at the spending history that I think we have to recognize, and as we get further along with the analysis I think