

TRANSCRIPT PREPARED BY THE CLERK OF THE LEGISLATURE
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minute and explain to me...I was concerned that maybe bussing and "nonbusing" made a difference, but bussing is out of it, the formula? Is that right?

SENATOR RAIKES: Right, Senator, these numbers are net of transportation and special ed costs, so any...any...in the state aid formula as we now do it, transportation and special ed are individualized per system. In other words you...each system gets reflected in its needs its own particular history, so this is...this is netted out of that.

SENATOR JONES: So it's netted out.

SENATOR RAIKES: Right.

SENATOR JONES: Of course, I got 'em both ways. Class VI's do not have busses, and Class III's do.

SENATOR RAIKES: Right, and that's part of the reason it's netted out, is that school systems operate differently as to providing transportation.

SENATOR JONES: Okay, now Cody-Kilgore is Class III. It's losing \$636. Valentine is a Class VI and it's losing \$643. Can you kind of explain?

SENATOR RAIKES: I can, and a couple of things. One, look at, for Valentine, this is a 946-student school...

SENATOR JONES: Right.

SENATOR RAIKES: ...that is classified as very sparse. So this is a 946-student school that, in the current formula, receives \$1,420 more per student than a 946-student standard school, even after you've taken out transportation or other expenses that you might regard as particular to a very sparse environment. Now, if you look at, under the current formula, Valentine receives \$6,221 per student. Under the...under the model, it would receive \$5,577. Now that is indeed \$643 less, but it also ranks very favorably with other thousand-student schools. So what...what your...in fact, it's \$600 per student higher than other thousand-student schools. If you go on to the next line,