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30 seconds here. If nothing else, Senator Raikes, he certainly got our attention with this bill. I met with some city...some school officials yesterday and they said they applaud his efforts, but give the current system a chance, just give it a chance, and if it doesn't work out in the next couple years, why then go ahead with what he has. He has a good idea here but, they said, just give it a chance; we're not ready to change every other year, every third year or whatever, but we do all applaud him. I guess we all wanted to get our two cents worth in here and to show our superintendents and our school boards that at least we're listening, we're trying to do what's right for all of Nebraska, not just for one district, and that's the point. We're not just working on one district, two districts, what's good for all of us. Thank you.

PRESIDENT MAURSTAD: Thank you, Senator Cudaback. Senator Jones.

SENATOR JONES: Mr. President, members of the body, I just wanted to stand and rise and I think there's some good points in Senator Raikes' bill, and I think one of them is that there is a base price for every school, and I think that's really important, and then they work from there on up. But I'm concerned about the going down to a dollar and how many more schools it will fit under the equalization on that and to see whether we should do something after that. I've got 19 school systems in my district, and 13 of them lose and 6 gain, and that's not a good...very good average. But I visited with Senator Raikes about this and I understand why some of that's happening, especially in the sparse and very sparse areas. And so I want to commend him on it, and I think that he's got some real good points in the bill, and I think that we can continue to work on it and hopefully get something more. But I was not ready to support it yet today, so I'm glad he bracketed it for a little bit. Thank you.

PRESIDENT MAURSTAD: Thank you, Senator Jones. Senator Price.

SENATOR PRICE: Mr. Chairman and members of the body, in my years in education, school districts, as they worked on their budgets, were trying to establish some type of a known as they went into it. In Senator Raikes' efforts, he was trying to