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SENATOR CUDABACK: Thank you, Senator Stuhr. Senator Beutler, followed by Senators Wehrbein and Burling. Senator Beutler on the Schrock amendment to AM1445.

SENATOR BEUTLER: Senator Cudaback, I would like to speak to the Brashear amendment generally. I think Senator Schrock is doing part of the artillery barrage that most of us do when we have a long-term issue that we want to continue to put before people and build support for it. I think he too recognizes, as Senator Stuhr has indicated, that the timing is not right on this. But the point probably needs to be made and remade. What I wanted to talk about a little bit was the idea of fairness in the state aid formula. Part of Senator Brashear's presentation went to the point that the way we do state aid right now is not very fair. And I think probably most of us have fumbled with the state aid formula, and not...that most of us think that one aspect of it or another probably needs adjustment, that it's not fair to somebody in our district because of this or that aspect of the formula. But, of course, the problem is reaching some overall agreement as to what is fair. But it is through the state aid formula that since its institution we have juggled and adjusted and I think reached a fairer solution, as time has passed, albeit we all recognize it's still not perfect. But when we talk about what's fair, and the state aid formula, and whether it's fair or not, that's on one level. What happened before there was a state aid formula, when we went back, when we relied mostly on local property taxes, and not on state aid? Why did we go to state aid in the first place? We went because there were federal cases, federal constitutional cases that said that a haphazard division of school districts that resulted in boundaries that gerrymandered certain degrees of wealth within one district and a much smaller body of wealth in another district, that that kind of a system was inherently unfair and a violation of the federal constitution. The kids had to have some amount of nearly equal resources in order to be treated equally under the federal constitution. And, of course, our state constitution requires that we educate the children of the state and, by implication, that we educate them with some degree of fairness with regard to the resources that we have. Well, one thing we could have done at that point was to go into every