

TRANSCRIPT PREPARED BY THE CLERK OF THE LEGISLATURE
Transcriber's Office
FLOOR DEBATE

April 24, 2003 LB 540

to be given today, knowing the crisis that we have and the fiscal pressure at all levels. If that agreement was made a year ago and let's say, just for example, that it required a 6 percent increase to teachers, okay? The formula that you've come up with in this bill, should I be assuming that this scenario that we have now or that you're proposing to us in this bill would not have an adverse impact on that contract because the total pot of money available to the school district is the same even though it might be less out of state aid and more out of property tax? I mean, would you be saying that for any one school district that sort of prior contract and the honoring of that contract should not be a problem because the pot of money should be the same?

SENATOR RAIKES: Senator, I don't think I could guarantee that it wouldn't be a problem for a particular school district. Different school districts may have made different arrangements depending upon the way they saw the future at the time. The...I would take you back to the state's interest in equalization in trying to provide that every student in the state has at least that certain level of resources available for them to receive a K-12 education. Suppose you had a situation where a high spending district made an agreement with their teachers to increase their salaries 15 percent per year and you had a low-spending, low wealth district...

SENATOR BEUTLER: And they may be high spending simply because they believe teachers should be treated in what they would consider to be a fair manner in accordance with their...

SENATOR RAIKES: Exactly.

SENATOR BEUTLER: ...the quality of what they expect.

SENATOR RAIKES: But suppose at the same token...or at the same point you had a low wealth district that was also low spending that agreed only to a 2 percent increase. So if we make provision in state...in state funding,...

SPEAKER BROMM: One minute.