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assume that we're going to head into the out biennium with making no additional revisions or no changes, then you can in fact see some serious shortfalls, if you will, or serious budget gaps. Our legislative process, I would remind you, allows us to consider that year by year as the need arises, and I fully expect that that's what we'll do. So, again, I don't mean to discourage your thought process. It's valuable to the Legislature and I think to the committee. I do think, however, that this sort of an idea needs to go through the regular process. I would encourage you to do that as we approach next session. I will not support your amendment. Thank you.

SPEAKER BROMM: Thank you, Senator Raikes. Senator Maxwell.

SENATOR MAXWELL: Thank you, Mr. President. This is the regular process. Let me direct you back to Rule 6, 3(g). I've made reference to that before in connection with an effort of Senator Quandahl's: "In the event a bill has become substantially a new and different bill by reason of amendments having been adopted, the Speaker may refer said bill to the Reference Committee who must refer the said bill to a proper committee for a public hearing," which to me makes perfect sense. If an idea surfaces later in the process, it is possible for the Legislature to embrace it and then run it through our system for a public hearing, if that's what we want to do. Let me also make clear, you're not being asked to buy into whatever my plan is right now. The only thing we'd be doing now is saying that in the second year of the biennium the funding for state aid will be zero, and that gives us one year to have as many hearings as we want to have because, of course, we'll need input from the public, especially the education community, to do this, and then finally put the legislation in shape for next year and have it ready for the fall of 2004. So I...if you have problems with the merits, by all means, let's bring them out and discuss them, but don't balk at this because of procedural reasons. This is completely within our procedures to go forward this way. I want to make quick reference to a couple of the other handouts that I gave you. One is the chart that I ran in the newspaper and, as I said, I also gave you another handout. It's hand drawn actually. It's a further departure from the Brashear-Thompson color-coded, exquisitely presented standard. It's got more of a