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attempt to make things fair.

SENATOR CUDABACK: One minute.

SENATOR SMITH: Perhaps I'm overly optimistic, but why can't we work to use Class I schools as an example of smaller class size, of more flexibility within the learning environment? I was reading some materials given to me from Class I students. And an American Association of School Administrators report, I believe, shows that studies point out how the learning environment within a K-8 system, especially for those sixth-, seventh-, and eighth-graders, is more effective and more academically appropriate than a middle school environment. In fact, New York City is looking to go back to the K-8 environments, away from the 6, 7, and 8 middle school environments. Why should we shoot these good examples across the state because of a couple or maybe a few bad examples? I think we can do better than that.

SPEAKER BROMM PRESIDING

SPEAKER BROMM: Time.

SENATOR SMITH: Thank you, Mr. Speaker.

SPEAKER BROMM: Senator Connealy.

SENATOR CONNEALY: Thank you, Mr. Speaker and members. I rise in support of the bracket motion. I...while I think there's some...there are problems we have in school structure in the state of Nebraska, to narrowly look at just this small part of what we have is...in structural problems I think is shortsighted. We...talking about somewhere around \$4 million savings at best with this proposal. And there is discussion, and I think it's valid, that it actually would increase cost. Senator Raikes did mention that it would increase the teacher salaries in that...that are serving there. A lot of these schools will have to stay open, if not the majority. This is a one-size-fits-all, while...and it only looks at one part of school structure. I think that it takes the pressure off of doing other things. If it...I'd be more open to this proposal