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SENATOR RAIKES: I'm not sure I know how to address the question, maybe because I don't fully understand the question. But let me say now that, for example, you understand, if you drop down to, say, 300 as a number, then school districts that, say, had 310 students and wanted to consolidate, go together, they would not be eligible for those incentives. That magic three number...390 number, as you refer to it, is sort of a two-edged sword. If it's 390, then any systems that are less than 390 that merge and end up more than 390 are eligible for the benefits. But say you dropped it down to 260. That's been a number thrown out. Then systems that are less than 260 would be eligible. But for ones that are over 260, they would not be eligible, the way the program is structured. So the intent is to achieve a meaningful reorganization. And again, you're shooting at a moving target, so to speak, because many of the systems...school systems that would be involved are, in fact, experiencing declining enrollments. So if you accomplish a merger that is going to barely get you to a level of size that you can operate efficiently, then quite quickly you may fall out of that range. And I think you...again, with the 260, if you had two 130-student schools that merged to form 260, they would not be eligible for the incentives. And clearly, the message offered by this particular proposal would be, get a third system. So if you have three systems, they merge, and you achieve 390, then you would not only receive an incentive; you receive a substantial incentive, because the per student payment for those small schools is significant.

SENATOR SMITH: Okay. So let me,...

SENATOR CUDABACK PRESIDING

SENATOR CUDABACK: One minute.

SENATOR SMITH: ...I guess, try to simplify this. What questions are asked before the schools would receive the money? Just the number?

SENATOR RAIKES: We're using AD...full membership, which is formula students, that's ADM. That's not...you mentioned weighted students or adjusted students. We're not using that.