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of our Class I's do. We can't count option students when we're counting the resident students. There's a reason sometimes that the option numbers are high. Maybe that school doesn't offer 7th and 8th grade, and those students have to option into the local high school because there is no seventh and 8th grade, but yet those option numbers run against them when it comes to resident students. So there are a lot of things involved in this, and a lot more than just numbers, and many of those numbers come from our local taxpayers, where they get the option to decide whether they want that school to raise their property taxes or not. And if you listen to most of them, and most of the surveys that were out there said our schools are important and we will pay the taxes to keep them open. Thank you.

SENATOR CUDABACK: Thank you, Senator McDonald. Senator Raikes, followed by Senator Loudon, Janssen, Byars, Engel, and 11 others. Senator Raikes.

SENATOR RAIKES: Thank you, Mr. President and members. I must apologize for apparently yelling. I didn't know I was doing that, but probably was. And I also did not get to the amendment. Let me draw your attention to a bullet sheet titled "Assimilation of Class I School Districts." You can either do as Senator Beutler has done and read carefully every word of the 74-page bill or, if you would like, take a look at the bullet sheet, which I think covers the main elements. Very quickly, the...all Class I's are to be assimilated 2006-2007 school year. There are sort of a division that's discernible of Class I districts that are affiliated other than with a Class VI district, and the ones that are affiliated with a Class VI high school. That distinction is noted out. There's a set of points about the distribution of territory once these districts are assimilated, where the property that is now in the Class I districts goes, how it's combined in the K-12 districts. That's the first main group of bullet points. The second one has to do with protection of attendance centers. On the distribution bullet points, keep in mind that our underlying theme there was to have the property move with the students. So if students leaving a Class I district typically go, or go in a big percentage, to a particular K-12, then the property in that Class I goes to that Class (sic) 12, so as to support the