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clear. Race is not a factor in our school funding formula and I would be adamantly opposed to including it. But poverty and ability to speak English are factors, as I believe they should be. The students that I speak of as most in need are students from poverty families that speak little or no English. The information I handed out shows that needy students are being underfunded compared to less needy students in both Class I-Class VI systems, and in affiliated Class I districts. The shortfall in both the Schuyler and Lexington examples is for not only operational funding, that is, teachers, books and so on, but also for building construction and repair. This inequity must be addressed. These themes--efficiency and equity--have not only survived the discussion so far, but have survived it unscathed. We have heard wailing about the fiscal note. There is \$75 million of taxpayer money budgeted to these 231 Class I schools. Eleven of them have no students, yet are budgeted over \$800,000. Those with fewer than two students per grade offered, and that are within ten miles of another attendance center, are budgeted more than \$12 million. All 231 of them require separate budgets, separate administration, and annual audits. The gains in efficiency are modestly stated in the fiscal note. I am guessing that most of the opponents of this bill would describe themselves as fiscally conservative. They have the burden of explaining why they are opposed to a major reduction in government bureaucracy and a savings of more than \$12 million annually. I heard no one say they endorse the elementary funding results in Schuyler or in Lexington. I did hear comments to the effect that there are big problems with suburban schools...

SENATOR CUDABACK: One minute.

SENATOR RAIKES: ...and that LB 126, quote, just picks on the little guys. Suburban schools, perhaps with the exception of Grand Island Northwest and Adams Central, are K-12 schools, so there is no exemption for suburban schools. If there is evidence that suburban or any other K-12 schools are distributing funds similarly to Schuyler or Lexington, I hope you will present it, and I will pursue it, I promise you, with all intensity. In a Class I structure, even though there is a common tax base for operational funding, budgeting is separated