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have these discussions, and hopefully, at the end of the day, we'll see accommodations and flexibility in those final decisions beyond the direct impact of this proposal.

SENATOR CUDABACK: One minute.

SENATOR ERDMAN: Thank you, Mr. President.

SENATOR CUDABACK: Thank you. Senator Smith.

SENATOR SMITH: Thank you. Mr. President and members, the discussion is interesting and gets more interesting all the time. I have to kind of smile, I guess, and I won't tell you exactly what my thoughts are when I hear members talk about how their area consolidated a long time ago. That was voluntarily. I would ask that you would allow other districts to do the same. If Westside used to be a Class I and they consolidated, and are now a premier district in the state because they have community support, more than anything...not too many communities have overridden the levy limit. When they do, that...the first indicator is that there is community support, and I commend them for generating that community support. When a district can't do that, they need to examine themselves. When they have such a hard time convincing the community that they need extra resources, they need to really examine the scenario. What really gets my attention is when teachers, from a K-12 setting in my own legislative district, contact me and say, Adrian, keep those Class I schools open; do what you can, because those Class I schools produce positive results. And these are parents that have sent their own kids to a Class III system, but they've seen the difference. They've seen the advantages and the benefits of a Class I system, and they want to see that continue, especially when they operate at a very cost-effective level. We talk about state funds, federal funds, local funds. You know, what can we, as a state entity, do to leverage other funds and resources? Right now we have a scenario that we could even change a little bit, and encourage some efficiencies here and there, put some limits on some spending, perhaps. But we are able right now to leverage more community support, more local dollars, and more political support for public education, within the context of Class I schools and these rural