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LB 1024

quadrants, as established in the section...I'm just trying to think how this would be getting to the problem, getting to the root of the problem, without being the state mandate for yet more paperwork, more reports, when we don't even really need those to recognize problems that are out there. So how...when we look at state aid, how closely does that follow the student? In other words, if a student attends elementary in one building, in one district, and they opt out to another district, or let's just say, even within the Omaha Public Schools district, if there is state aid that goes to Omaha Public Schools because of the demographic makeup of the district, is there any requirements that that funding reach the elementary school building where those students are located?

SENATOR RAIKES: Under current state aid statutes, no. This would, LB 1024 would change that. It would make it a requirement that school districts show that the money they receive for poverty and ELL was used to support those students.

SENATOR SMITH: Okay.

SENATOR RAIKES: Right now we don't have that in our requirements.

SENATOR SMITH: Now if the...because I assume that the labor contract, you know, that the teacher contract would be district wide, so they would all be paid the same, essentially, at least given other considerations, but not the considerations of which building they teach, could the teachers be paid more for teaching in an identified building?

SENATOR RAIKES: Senator, I'm far from an expert on how that's done. I think, roughly, the way you've described it is correct, though. I think that a teacher of a given level of experience and training...

SENATOR CUDABACK: One minute.

SENATOR RAIKES: ...would be paid the same, or have the same position on the salary schedule, regardless of the building.