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programs effectively serve high-needs students, students that are living in poverty, students that are learning the English language and so on. Only those four things would happen; nothing beyond that. Anything beyond that is still on the table. That includes any final decisions about school district boundaries beyond the freezing at that point, anything about state aid or any of the other issues. We are not imposing upon ourselves at this point coming up with a final solution to every single detail, but we are making an important start. These four things get the ball rolling that should happen and it's a very manageable task for the Legislature at this time. Thank you.

SENATOR CUDABACK: Thank you, Senator Raikes. Senator Redfield, followed by Senator Kruse.

SENATOR REDFIELD: Thank you, Senator Cudaback, members of the body. I rise in opposition to the reconsider motion and I want to say to everyone that keeps repeating one city, one school, that the proposal that OPS came up with last spring didn't create one city, one school, because it only dealt with what was inside the city limits of Omaha, except for Westside. And all the surrounding communities and suburban areas had other school districts, and nothing in that plan caused us to pull together as a community. In fact, that proposal has divided the community more than anything I've seen in my lifetime. This isn't about one city, three districts, as I've had some of the press tell me we're talking about. No, this is one city, one learning community. This is about all of the suburban districts and all of the city districts working together to share all of the problems that are there. I introduced LB 1167 in the context of LB 1024, because I know or I knew at that time that LB 1024 was going to be introduced and that the Education Committee would be looking at a number of different components and looking for ideas to merge together into a package to come here to the floor. Two of the elements that were in the bill that I introduced that I thought needed to be discussed are finally being discussed. One of them was the data that shows us that smaller school districts were more efficient costwise, and they also spent less or, excuse me, smaller districts spent more on instruction, and that's the key to getting excellent results. And that was the second component of LB 1167. There was a