

SENATOR WITHEM: Well, it will go to the...it will go to the K-12 board who will...

SENATOR COORDSEN: (Remarks inaudible.)

SENATOR WITHEM: ...be running the whole thing.

SENATOR COORDSEN: Okay. Thank you. We're making some major changes, I think, with LB 259. And, again, of course I think it would be without saying that I do support the Lamb amendment, because I don't see the urgency at this point in time in moving into that section that was included in the bill by the committee amendments, which is a total revaluation. Now I know that there are areas out there where the tax equity would work in an opposite direction to what is described here on the floor of the body from time to time. I had a conversation with a lady that called from one of my Class I's, yesterday, and had moved into that Class I reluctantly, because she had grade school age children, from a large district. She called to say how absolutely thrilled she was with the quality of elementary education that her children were receiving in that particular district compared to the district from which they had come. That's a function certainly of the individual districts that exist and certainly would find areas where the opposite may well be true. I think Senator Landis touched upon something that is of great value in this discussion, in that it appears that the only issue that's concerned about, the only reason to reorganize is tax equity. Many ways of defining that. Certainly there are those that would define tax equity as the size of the burden when measured against the ability to pay. In many cases in outstate Nebraska while the mill levies may well be the same within a K-12 district certainly, those who are unfortunate enough to...

PRESIDENT: One minute.

SENATOR COORDSEN: ...live outside of the metropolitan area, outside of the incorporated village will be paying...or are paying today a larger portion of their income than those that might live within a municipality. So that's an issue that we really can't define very well. But I think that in Nebraska our system, as it exists, is providing a quality education when viewed from the standards that our students are judged from. I would think that, if the high school affiliation works, we will