

February 13, 1996 LB 10 0

you make the determination. There is a request for a division of the committee amendments. Would you like to open on the committee amendments as a whole and then have them divided? Or shall we take up the divisions?

SENATOR BOHLKE: I would prefer opening on the committee amendments as a whole, and then take up the division if that would be...

SPEAKER WITHEM: That is perfectly acceptable. Senator Bohlke, you are recognized to open on the committee amendments.

SENATOR BOHLKE: Thank you, Mr. Speaker and members. We've worked very hard and very long on LB 1050. And at one point when the different committee chairs addressed the body initially, talking about what we might do in the areas of property tax relief, we talked about many of the items and subjects that you will find in LB 1050. At that time I said, and it is still true, that as we begin to talk about LB 1050, it is very important that we talk about bringing equity into the formula. When 1059 was passed many people spent a great deal of time talking about if we realized property tax relief or not. But at the time really the real reason for establishing 1059 as a school aid formula was trying to bring equity into the formula. We have accomplished a great deal, but there are still great inequities within the formula. I can tell you of an example of a school district that has \$4 million valuation behind each student, and another school district very close that has \$165,000 valuation behind each student. That is not equitable. And so as we start to go through the bullet sheet that's being presented to you, all of these are recommendations to LB 1050 that increase equity in the formula. A number of them do that. And as we go through and discuss it, it is by moving more money into the Equalization Fund, that is what does, as we increase that fund, bring more equity into the formula. I think that's something that we need to keep clearly before us. There are certain items in this that are more controversial, and as we divide the question we'll be able to go to those topics separately. But as we have looked at the whole subject and the Education Committee traveled throughout the state and we had hearings in Omaha, and we had hearings in Harrison, and we had hearings in places in between. We have talked about the areas that we could identify that currently produce inequities in the formula. One of those, the first on the bullet sheet that has