

February 13, 1996 LB 1050

been handed to you, deals with the topic of transportation and the costs of districts being able to figure the costs outside of the tiered cost calculation. Another area that we'll be discussing is the income tax rebate. This is probably one of the more controversial areas that we'll be discussing in the recommendations in 1050. Right behind that is another rather controversial topic, and that is the payments for option students. We have another bullet that says it reduces the effect of minimum effort provisions on districts with very low valuations. This is because of something that when the Education Committee was out on the road, two years ago, it was brought to us through...at the Santee School District. And we realized there was inequity in the current formula, and it addresses that. It also adjusts the fall membership numbers for certification of state aid and it changes the valuation year and certification date. Those are I do not think controversial. We then come, on page 3, to the money distributed from the Insurance Tax Fund, that may be a somewhat controversial topic. It clarifies that 45 percent of the funding does not apply to specific districts. I just heard this the other day on the floor of the Legislature, someone saying that my school district never got the 45 percent. That's the reason we need to say, time and time again, that was not the intent but as a statewide aggregate. And then another that was amended in committee is an incentive package that we talked about last year on the floor. It is currently...it was on General File. We'll be able to have that discussion and debate, and that is going back to the theory that if we're looking for schools to consolidate, and we heard some discussion of that and concerns from people on the floor, this is the way we address it through incentives, not by forcing it. And so there are two parts to that, actually. And then last year, as you know, we did the alternative education. We have something in this bill that moves the date back on the alternative education. That's something that will allow schools a longer time to make that implementation. And then we also change a date for impact aid. So those, if you'll stick with the bullet sheet as we begin to discuss the different items in 1050, I think that it will help you keep those separate, those items separate. But the important thing like I would...that I was saying, that if you remember, if you determine, if you believe in equalization or not, do you believe that we should try to bring the most equity into the school aid formula to our students in Nebraska should be your guiding philosophy. The example I gave, I said we've come a long ways, but the example I

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