

February 14, 1996 LB 1050

PRESIDENT ROBAK: One minute.

SENATOR WICKERSHAM: ...already on General File that addresses Omaha's unique status as a single tier school district, as the only school district in its tier. I don't know, Senator, whether your bill is going to go anywhere or not and is going to correct the equity...inequities that's created by that portion of the formula. I'm making these comments so that I hope you can begin to put in perspective this argument about equalization and what aspects of the formula are disequalizing and which ones really make a difference toward that objective. And whether or not the income tax rebate problem is really a big enough one in that equalization discussion to break faith now, in the fashion that the committee amendments would ask you to do with the voters in 1990.

PRESIDENT ROBAK: Time. Thank you, Senator Wickersham. Senator Brown.

SENATOR BROWN: Madam President and members of the body, I am rising to indicate a great deal of ambivalence. I will not be voting on Senator Wickersham's amendment, and I was the person who passed out the chart that Senator Bernard-Stevens referred to. And I absolutely agree with everything he said. And I think that the top part of the chart does show that the line, in terms of the amount in the income tax side of it, has been rising precipitously. And that trend line is going to continue rising, we anticipate. But then if you look at how far down we are going, under the proposal in 1050, to the flat line, that's a fairly sizable amount. But the point that I wanted to bring up, the ambivalence I have is the bottom part of the chart which shows the 20 percent that has been returning to taxpayers and to districts in the form of the income tax rebate, and what's going to happen with the cap that it does to...down to 12.81 percent of the income tax will come back in terms of a rebate, and then it will be 12.32, 11.85, and 11.39. And that line, I think, will continue to go down fairly precipitously. So I'm really...I'm benefitting a lot from this discussion. And I do think that we need to continue to have the discussion of what the implications of this are, because the bottom part of the chart, well actually both parts of the chart are something that's shared in by every school district. And so, you know, we just need to continue wrestling with how we best and most fairly