

February 20, 1996 LB 1050

talking about school districts across the state. I could probably name over 300 because we have about 52 percent or about 48 percent who are equalized school districts, those are districts that have more students and less property in order to support those students. We are not just talking about Lincoln and Omaha, and I think that's something that needs to be raised and people need to realize sometimes we make those assumptions about equalized or nonequalized school districts, and that simply is not true. In fact, probably the biggest gainer, one of them, is certainly Chadron from equalization aid, and I know when we passed 1059 and the Education Committee visited Crawford, Nebraska this past summer, certainly Crawford has been able to talk about how much they have been helped through 1059 and the equalization aid that they receive. And so I think that as we do not have the numbers before us, and as I continue to hear, and I know our office will continue to hear people wanting the printout, it's also important not only to remember your general philosophy as if you support equity into the formula, but also to remember that there are a number, every senator here, a number of them would have school districts who are equalized, 48 percent of them, and certainly a majority of the students. And so as we move this along from General to Select, before we have those numbers, I think you should all reflect on that and remember that the overall intent of LB 1050 was to produce more equity into the formula, more equity for those students who are in 48 percent of our school districts, certainly a large number of students, but those students whose school districts have more needs than they have resources. And, as Senator Withem indicated, that part is...

SENATOR CROSBY: One minute.

SENATOR BOHLKE: ...very, very simple. How we determine if a school is nonequalized or equalized is you add up the resources and you add up the needs, and then if you are needier, if you have more needs than resources, you are an equalized school district. Forty-eight percent of those in our state are equalized and they go from the very western border, all the way to the very eastern, north to south. They certainly...you can make no generalization that it is certainly just a Lincoln, Omaha. Obviously, it moves more money in those directions because when they come with their needs, you have your student count, but the impact that it has on a budget is just as important in Crawford for the number of students they have, as