

March 5, 1985

LB 662

CLERK: 25 ayes, 0 nays, Mr. President, on adoption of committee amendment number 2.

SPEAKER NICHOL: Okay, the number 2 portion of the committee amendments are adopted and those are all of the committee amendments. Do you have any other amendments to the bill, Mr. Clerk?

CLERK: Yes, sir, I do.

SPEAKER NICHOL: Senator Vard Johnson, would you like to explain the bill before we go to the amendments other than the committee amendments? Senator Vard Johnson.

SENATOR V. JOHNSON: Yes, I shall, Mr. Speaker. I will just take a little bit of time to explain LB 662. I suspect we will have a lot of debate on the bill itself, so I am not going to spend a tremendous amount of time in my opening remarks. I know that questions will arise and as they do arise they should be addressed to Senator Landis and Senator Hoagland and Senator Lynch who is now co-sponsor, or myself. LB 662, in my point of view, is one of the more important bills that we can do this legislative session or any legislative session in terms of developing a basic building block for property tax relief and reform. We have had in the State of Nebraska for a long, long period of time what in effect is a two-tier educational system with a majority of school districts who educate children, who educate children being the first tier, with those school districts having elementary and secondary schools, and with a minority of school districts who educate children being in the other tier which simply provide either elementary education, that is a Class I school district, or secondary education, that is the Class VI school district. Now the effect over a long period of time of the two-tier system of education of our children, which system has nothing to do whatsoever with the quality of educating our children, nothing whatsoever to do with the quality of educating our children, but everything to do with the financing of the education of our children, has resulted over the long pull in the Class I educational structure enjoying more property for the support of education per child than the neighboring Class II, III, IV and V school districts so that in the end, in the end the requisite mill levies for the property in the Class I school district is significantly less than the mill levies for the