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LB 305A, 305

things and not take up time here. So I'll try to meet and discuss some of the things that were talked about before and maybe we can...I can get a clearer picture of what's happening. With that, I'll turn the rest of my time back to the Chair.

SENATOR RAIKES: Thank you.

SENATOR CUDABACK: Thank you, Senator Vrtiska. Senator Erdman, on the Chambers motion.

SENATOR ERDMAN: Thank you, Senator Cudaback. Members, I will be sharing my insights on LB 305 on Select File, but I would like to yield the balance of my time to Senator Chambers.

SENATOR CUDABACK: Senator Chambers, you have almost five minutes.

SENATOR CHAMBERS: Thank you, Senator Erdman. Members of the Legislature, Senator Vrtiska started moving into an area a little sooner than I intended to get to it, but it is valid. Senator Raikes, when you and I were...had ended the last time, I had talked about the districts that are not going to enter into this program, their base salary or the salary for beginning teachers would still be low. That would create a bigger gap between their beginning salaries and the beginning salary of districts that choose to enter into this program, and you had said something to the effect that a district that remained in that set of circumstances would be vulnerable to an appeal or an approach to the CIR. Is that where we ended our discussion? Mr. President, I'm asking Senator Raikes a question.

SENATOR CUDABACK: Senator Raikes, would you respond?

SENATOR RAIKES: Yes.

SENATOR CHAMBERS: Now, Senator Raikes, tell me what would be done in this approach to the CIR. Who would approach the CIR and for what purpose?

SENATOR RAIKES: As I understand it, Senator, the...either party to the salary negotiation could approach the CIR, but, for