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but we have to remember we talk a lot and we have discussed it here today the children that feel trapped in a school district and we are attempting to make a method so that they can get out of the school district that they might feel trapped in to go to another one for better educational interests and that, of course, is what we are trying to define. But I submit to you that we should take a little bit of consideration about the children that are left in the school district. Many times you will see a district that might be struggling as far as total tax base is concerned, as far as total numbers are concerned, and then when somebody begins to get upset about the way their district is operating and if we make it too easy for them to get out of that district and go someplace else instead of working within their district to make their educational facilities better, then you just make it that much worse for the ones that are left because the tax base leaves, the numbers go down and the opportunities are even less there. I think it is important that they try to work as much as possible within the district that they are in. Now, the issue of how we define best educative interests, Senator Koch indicated himself that there are differences in accreditation and that is what we are trying to put in the statutes, that the State Board of Education should examine those differences in the accreditation of the schools involved and take that into consideration in their approval or denial of the petition based on educative interest. It is that simple. I will admit that it does make it tighter. I will also admit that that is my intention for many of the reasons I just outlined to you. Mr. President, I would like to give the rest of my time in closing to Senator Lamb or Senator Remmers if they would choose to use it.

PRESIDENT: We have about two minutes left. Senator Lamb, do you wish to....Senator Remmers, you wish to....

SENATOR REMMERS: I will just take a minute of it, Mr. Speaker.

PRESIDENT: Okay.

SENATOR REMMERS: I just want to say that if some of you have looked at a map of what has happened to many of these areas because of freeholder transfers, you could see that we have to do something to guarantee the integrity of those boundaries. There are places in the state where the school buses from three different school districts will run over the same routes because of the freeholder transfers that we have had, and this type of transfer, if it goes on, we'll have much more of it. Again, it takes 360 hours of credit