

professional activity that one would expect of an administrator that we're talking about, what kind of a workload should that person be engaged in to fit into that proportionality. And I think that's where we ought to go. And maybe with Senator Moore's time delay that's what we need to look at, and we ought to be doing that. So, with that, Madam President, I will withdraw my amendment to the amendment.

PRESIDENT MOUL: Thank you, Senator Conway. The amendment is withdrawn. Is there anything further on the desk?

CLERK: I have nothing further on the committee amendments, Madam President.

PRESIDENT MOUL: Okay. I will now recognize senators wishing to speak to the committee amendments. Senator Abboud. Okay. Is there anyone else who wishes to speak to the committee amendments? Senator Morrissey.

SENATOR MORRISSEY: Thank you, Madam President and members. I guess after all...I asked Senator Withem earlier today, and I guess I'll just ask him again quickly, could you explain the committee amendments to me.

SENATOR WITHEM: No.

SENATOR MORRISSEY: Thank you.

PRESIDENT MOUL: Would you like to close, Senator Withem?

SENATOR WITHEM: Yes, I would like to close. Senator Morrissey stole my thunder, because I was going to stand up and say something like after all of these amendments nobody really knows for sure what all is in here. It's been a lengthy, protracted discussion, I guess, on the committee amendments. I would say, in seriousness, what is here is the approach for the one year delay of the affiliation concept, the elimination of phase two, moving the phase three up one year, a number of changes in LB 1059, a number of other adjustments in education policy. The most significant thing, I think, that's left here that we need to be aware of is the Lynch amendment dealing with the administrator concept. And at least from my perspective, I know it's Senator Lynch's amendment, so he can...might feel differently. But from my perspective that is one we need to do a little work on to make sure that we do what we exactly had