

February 15, 1996 LB 1050

SENATOR CROSBY: One minute.

SENATOR WICKERSHAM: ...in a nutshell. The only impact I can see that that provision might have on equalization aid is that those costs go into the General Fund operating expenditures and raise potentially costs in that school that might be eligible for later reimbursement as state aid. But that's the only impact that I'm aware that that particular provision would have on equalization.

SENATOR CROSBY: Thank you, Senator Wickersham. Senator Bromm.

SENATOR BROMM: Thank you, Senator Crosby. If I could ask Senator Bohlke a couple of questions.

SENATOR CROSBY: Senator Bohlke.

SENATOR BOHLKE: Yes, Senator Bromm.

SENATOR BROMM: Okay, Senator Bohlke, we are dealing with all of the reorganization provisions in the bill, the incentives, the teacher provisions Senator Wickersham was just talking about, and the studies, all of those components. Is it basically three components?

SENATOR BOHLKE: Right, and on that bullet sheet that was handed out for everyone who's trying to follow this that'd be on page 3, and it says, provides for reorganization incentives. And in the next it says, provides for teacher options, is the summary.

SENATOR BROMM: Okay.

SENATOR BOHLKE: And the studies are on the next page, sorry.

SENATOR BROMM: Senator Bohlke, for my own education, I guess, in looking at the incentives for reorganization in terms of the dollar amounts, the incentive payments, and the schedules of numbers of students and the grades and so on, can you give me just a little history on how the committee came up with this table? What's the background or foundation for these numbers, I guess?

SENATOR BOHLKE: It was the '94-95 average tiered costs. And