

The PRESIDING OFFICER. Without objection, it is so ordered.

#### COMMITTEE ON VETERANS' AFFAIRS

Mr. BOND. Mr. President, I ask unanimous consent that the Committee on Veterans' Affairs be authorized to meet during the session of the Senate on Thursday, October 20, 2005, for a committee hearing titled "IT Management by the VA: Is it Ready for the 21st Century?"

The hearing will take place in room 418 of the Russell Senate Office Building at 10 a.m.

The PRESIDING OFFICER. Without objection, it is so ordered.

#### SELECT COMMITTEE ON INTELLIGENCE

Mr. BOND. Mr. President, I ask unanimous consent that the Select Committee on Intelligence be authorized to meet during the session of the Senate on October 20, 2005 at 2:30 p.m. to hold a closed briefing.

The PRESIDING OFFICER. Without objection, it is so ordered.

#### SUBCOMMITTEE ON NEAR EASTERN AND SOUTH ASIAN AFFAIRS

Mr. BOND. Mr. President, I ask unanimous consent that the Subcommittee on Near Eastern and South Asian Affairs be authorized to meeting during the session of the Senate on Thursday, October 20, 2005, at 2:30 p.m. to hold a hearing on U.S. Foreign Policy, Petroleum, and the Middle East.

The PRESIDING OFFICER. Without objection, it is so ordered.

#### SUBCOMMITTEE ON THE CONSTITUTION, CIVIL RIGHTS AND PROPERTY RIGHTS

Mr. BOND. Mr. President, I ask unanimous consent that the Subcommittee on the Constitution, Civil Rights and Property Rights be authorized to meet to conduct a hearing on "An Examination of the Constitutional Amendment on Marriage" on Thursday, October 20, 2005 at 2 p.m. in SD226.

#### Witness List:

Panel I: Scott FitzGibbon, Professor of Law, Boston College, Boston, MA; Christopher E. Harris, M.D., Assistant Professor of Pediatrics, Vanderbilt University School of Medicine, Nashville, TN; Louis Michael Seidman, John Carroll Research Professor of Law, Georgetown University Law Center, Washington, DC; Richard Wilkins, Professor of Law, Brigham Young University, Provo, UT; Christopher Wolfe, Professor of Political Science, Marquette University, Milwaukee, WI.

The PRESIDING OFFICER. Without objection, it is so ordered.

#### APPOINTMENT OF CONFEREES—S. 3058

The PRESIDING OFFICER. The Chair appoints Mr. BOND, Mr. SHELBY, Mr. SPECTER, Mr. BENNETT, Mrs. HUTCHISON, Mr. DEWINE, Mr. BROWNBACK, Mr. STEVENS, Mr. DOMENICI, Mr. BURNS, Mr. ALLARD, Mr. COCHRAN, Mrs. MURRAY, Mr. BYRD, Ms. MIKULSKI, Mr. REID of Nevada, Mr. KOHL, Mr. DURBIN, Mr. DORGAN, Mr. LEAHY,

Mr. HARKIN, Ms. LANDRIEU, and Mr. INOUE.

Mr. FRIST. For the purposes of the Transportation, Treasury appropriations, I ask consent that the following Members be considered as conferees for Division A of the bill: Mr. BOND, Mr. SHELBY, Mr. SPECTER, Mr. BENNETT, Mrs. HUTCHISON, Mr. DEWINE, Mr. BROWNBACK, Mr. STEVENS, Mr. DOMENICI, Mr. BURNS, Mr. COCHRAN, Mrs. MURRAY, Mr. BYRD, Ms. MIKULSKI, Mr. REID, Mr. KOHL, Mr. DURBIN, Mr. DORGAN, Mr. LEAHY, Mr. HARKIN, and Mr. INOUE.

I further ask consent that the following members be considered as conferees for Division B of the bill: Mr. BROWNBACK, Mr. DEWINE, Mr. ALLARD, Mr. COCHRAN, Ms. LANDRIEU, Mr. DURBIN, Mr. INOUE.

The PRESIDING OFFICER. Without objection, it is so ordered.

#### MEASURES READ THE FIRST TIME—S. 1904, H.R. 554

Mr. FRIST. I understand there are two bills at the desk and I ask for their first reading, en bloc.

The PRESIDING OFFICER. The clerk will read the bills by title.

The legislative clerk read as follows:

A bill (S. 1904) to provide elementary and secondary education assistance to students in schools impacted by Hurricane Katrina.

A bill (H.R. 554) to prevent legislative and regulatory functions from being usurped by civil liability actions brought or continued against food manufacturers, marketers, distributors, advertisers, sellers, and trade associations for claims of injury relating to a person's weight gain, obesity, or any health condition associated with weight gain or obesity.

Mr. FRIST. I now ask for a second reading in order to place the bills on the calendar, and under the provisions of rule XIV, I object to my own request en bloc.

The PRESIDING OFFICER. The bills will be read a second time on the next legislative day.

#### RELIEF FOR DISPLACED STUDENTS

Mr. ENZI. Mr. President, I join my colleagues in the introduction of a bill to continue our efforts to provide relief for the school children whose lives have been uprooted by Hurricane Katrina and for the all of the schools that were affected by the storm—those along the gulf coast and those who have generously taken in displaced students across the country.

I would first like to thank my colleagues, Senator ALEXANDER, Senator KENNEDY, and Senator DODD, who have joined me today to explain our intent in crafting this legislation.

I am pleased that we were able to work together to develop and introduce this bipartisan compromise. The bill provides relief for displaced students in a time of crisis, without opening political or ideological battles.

Mr. KENNEDY. Will the distinguished Senator yield?

Mr. ENZI. Of course.

Mr. KENNEDY. Mr. President, I commend our Chairman, Senator ENZI, for his leadership throughout this process. The hearings and meetings he convened to enable us to hear directly from the persons most affected by the devastation of Hurricane Katrina have been invaluable to the development of this bipartisan legislation.

I also commend Senator ALEXANDER and Senator DODD for their leadership in working with us to draft this one-time, temporary impact aid for displaced students attending public and nonpublic schools. We all agree that all displaced students deserve help in continuing their education, and we all agree on the extraordinary circumstances and unprecedented scope of this disaster.

The aid provided by this bill flows through the public school system to ensure greater accountability for the money. It enables these schools to make payments to accounts set up for displaced students in nonpublic schools, as well, which can then use those funds to provide services to the displaced students enrolled in their schools.

Mr. ALEXANDER. Will the Senator yield?

Mr. KENNEDY. Certainly.

Mr. ALEXANDER. Mr. President, I would also like to thank my colleagues for working together to craft this temporary emergency program to provide one-time assistance to all displaced school children in public and nonpublic schools. I am also pleased that we were able to develop this legislation in a way that provides financial assistance for all displaced school children without getting into ideological battles.

Mr. DODD. Will the Senator yield?

Mr. ALEXANDER. Of course.

Mr. DODD. Mr. President, I cannot underscore enough what my colleagues have already stated—that this is a one-time, emergency aid program. All of the authors of the bill have agreed that next school year, in terms of assistance to nonpublic schools, we will go back to the way things are done today. We are reaching out to all of the students affected by Katrina here, no matter what type of school they attend, because it makes sense under these extraordinary conditions, because it gets kids back on their feet as quickly as possible. In no way is this bill meant to undermine or amend current law or set any type of precedent for future legislation.

Mr. ENZI. Will the Senator yield?

Mr. DODD. Of course.

Mr. ENZI. Mr. President, I would just like to echo the sentiments of the senior Senator from Connecticut. We have all agreed and have explicitly stated in the bill, that the level and type of assistance we are providing to both public and nonpublic schools is being authorized solely because of the unprecedented nature of the crisis, the massive dislocation of students, and the short duration of the assistance.

Mr. ALEXANDER. Will the Senator yield?

Mr. ENZI. Certainly.

Mr. ALEXANDER. Mr. President, as you know, Hurricane Katrina had a devastating and unprecedented impact on students and schools not only in the disaster areas, but across the country. There are over 45,000 displaced students enrolled in Texas schools and over 3,900 enrolled in schools in my home State of Tennessee. This is an unprecedented situation, and it requires an appropriate response for students in public and nonpublic schools. But that response must be a temporary, one-time only program to address the particular needs of this situation, and that is what this bill accomplishes. It is not intended to set a precedent for anything except another disaster in which over 370,000 school children are displaced. Katrina did not discriminate among schoolchildren, and neither should we.

Mr. KENNEDY. Would the Senator yield for a question?

Mr. ALEXANDER. Of course.

Mr. KENNEDY. Mr. President, I agree with the sentiments of my colleagues and want to point out that we have clearly stated in the bill our intentions with regard to the temporary nature of this program. Would the Senator from Tennessee please explain the provisions we have included to ensure that the program is not extended?

Mr. ALEXANDER. Certainly. The bill creates one-time only emergency aid for the 2005–2006 school year. The bill explicitly states that the funds provided can only be used for expenses incurred during the current school year, and the entire bill sunsets on August 1, 2006.

Mr. KENNEDY. I thank the Senator from Tennessee. Would the Senator yield for a follow-up question?

Mr. ALEXANDER. Yes.

Mr. KENNEDY. Isn't it true that in addition to these provisions in the bill, we have all agreed to stand together against attempts to extend this program beyond this school year or beyond this context?

Mr. ALEXANDER. Yes, that is true.

Mr. ENZI. Will the Senator yield?

Mr. ALEXANDER. Yes.

Mr. ENZI. Mr. President, as my colleagues and I have made clear, we have come together in a spirit of bipartisan compromise to accomplish a common goal. This bill will provide the relief necessary to support the instruction and services that students displaced by this terrible storm need in order to continue their education, regardless of whether it was a public school or a nonpublic school that opened its doors to a given student. Mr. President, we hope that our colleagues in the Senate will work quickly with us to pass this bill and put these to work providing an education to our children as soon as possible.

Mr. President, today I join my colleagues Senators ALEXANDER, KENNEDY and DODD in the introduction of the Hurricane Katrina Elementary and Secondary Education Recovery Act.

This bill is a comprehensive legislative approach to address the needs of the hundreds of thousands of students who have been displaced by Hurricane Katrina. We have developed a bill that includes strategies to meet the immediate needs of those students, families and communities that have been affected by the heavy toll that Hurricane Katrina exacted from the gulf region, and the States that have responded with help.

My top concern was to make sure that all the displaced students get back into school so that they can continue their education. Returning to school gives children a sense of routine that is important in assuring them that things will return to normal. School provides them with access to a support system of friends and teachers, which is invaluable as they and their families continue to come to grips with the aftereffects of the storm.

With this bill we have attempted to address the needs that have been identified by the impacted communities directly affected by the storm as well as by those communities across the country that received the displaced students. The bill provides support for all displaced students, ensures accountability, and is fiscally responsible.

In addition to the support for displaced students in both public and nonpublic schools, the bill includes provisions for supplemental services, restart services for schools in the most heavily impacted states, teacher and paraprofessional reciprocity, and assistance for homeless youth and displaced adolescent students. This bill is a bipartisan product that reflects what we heard from over 100 representatives of the education community and what we saw firsthand in the areas devastated by the storm.

This is a daunting task as we have limited resources, but are faced with an almost unlimited need. We must focus our efforts on ensuring that the educational needs of the children affected by this unprecedented emergency are addressed. I believe that this legislation achieves that goal.

Mr. KENNEDY. Mr. President, we need to address the urgent school needs of the hundreds of thousands of children affected by the deadly storm that hit the gulf coast, and the bill that Senator ALEXANDER, Senator DODD, Chairman ENZI and I have introduced will begin to do so.

As we continue to see images of Hurricane Katrina and Hurricane Rita and the troubled process of rebuilding along the gulf coast, we are reminded that we are all part of the American family, and we have a responsibility to help members of that family when they are in need.

Part of that responsibility is to do all we can to see that children and youth do not lose a year of their education. Hundreds of thousands of school children attended classes in buildings that have been damaged or destroyed. In Mississippi, 271 schools have been dam-

aged; and in Louisiana over 130,000 students have been affected. Hurricane Katrina alone displaced 372,000 children, and damaged or destroyed 700 schools. Our legislation will provide urgently needed resources to help these schools get back on track and help these displaced students to resume their education, wherever they've temporarily landed.

People across the country have opened their homes. Communities have opened their schools. We owe a great debt of gratitude to all the principals and superintendents who stepped up to the plate so quickly.

But they need realistic help from Congress as they struggle to accommodate these students. We need to do all we can to assist already hard-pressed schools as they attempt to meet the massive new challenge of including hundreds or thousands of new students in their local schools.

This bill will provide the relief necessary to support the instruction, after-school programs, and other school services the students need, when everything in their lives has been turned upside-down. It provides needed funding to help schools on the gulf coast to reopen soon, so that these children can return to their own schools as quickly as possible.

The bill provides \$900 million for special school reopening grants for affected districts. These grants will supplement FEMA funding to assure effective use of Federal funds. They can be used to re-purchase textbooks and instructional materials, establish temporary facilities while repairs are being made, help reestablish the data that was destroyed, and pay the salaries of teachers and other personnel who are working to reopen these schools.

The bill also provides \$2.4 billion to help ease the temporary transition of students into new school districts and relieve the financial burden on these schools through one-time emergency impact aid for receiving districts. Districts will report the number of affected public and private school students they have enrolled, including students with special needs, and receive supplemental aid in quarterly payments, for a maximum of \$6,000 a pupil, or \$7,500 a pupil for those with disabilities.

These funds will be used to help the districts cover the additional costs they have incurred as a result of enrolling displaced students, and can be used for purposes such as supporting basic instruction, purchasing educational materials and supplies, and helping schools temporarily expand facilities to avoid overcrowding.

Given the extraordinary circumstances and unprecedented scope of this disaster, we need to support the families whose lives have been destroyed by this storm by helping them to continue their children's education. We should do so even if their children ended up in a private school. But we must do so in a way that is non-ideological and responsible.

Our bill is a bipartisan compromise to support children who enrolled in the private schools that opened their doors to students displaced by Katrina. Through this temporary, one-time emergency impact aid, funds will go to public school districts, which will make payments on behalf of dislocated children enrolled in private schools in their area.

Under current law, Federal funding is available in certain circumstances to support the education of disadvantaged and disabled students in private schools. Our bill follows that model, which will expedite relief to affected families and provide accountability for public funds.

The aid provided by the bill flows through the public school system, not to parents. States must establish income eligibility criteria for aid to students enrolled in private schools. Under the bill, the public school makes payments to an account set up for displaced students in a private school. The private schools can then access those funds to provide services on behalf of the displaced students enrolled in their schools.

Our bill contains strong civil rights protections. Schools that participate in the program are not allowed to discriminate in enrollment on the basis of race, color, national origin, disability, or sex. The bill explicitly states that existing civil rights laws apply to recipients of these funds, and it prohibits Federal funds from being used for religious purposes.

The bill explicitly states that this type and level of aid to public and private schools is being provided only because of the unprecedented circumstances and massive dislocation of students caused by the hurricanes. As sponsors of the bill, we agree that this will be a temporary program, and that it is not intended to be a precedent for anything except another disaster in which over 370,000 school children are displaced.

The bill sunsets at the end of the school year, and funds provided can be used only for expenses incurred during the 2005–2006 school year.

The bill also includes \$100 million for after-school programs and supplemental services for displaced children, and \$50 million to help children who are newly homeless as a result of the hurricane.

In addition, the bill creates a new one-year authority for a program for high school juniors and seniors. Grants will go to state and local education agencies alone, or in partnership with colleges and community-based organizations, to offer alternative programs that provide instruction, test preparation and assistance with college applications, and job readiness skills.

Our bill will relieve the immediate and short term needs of these schools and children. But we may need to do more to help the communities along the gulf coast rebuild. We must ensure that schools and communities have

adequate resources to meet their construction needs, and we must ensure that communities are able to bring their quality teachers and workforce back home. As the process of rebuilding moves forward, we will continue to look for ways the Federal Government can help make these communities better than ever.

Our bill is a bipartisan, compromise that will give relief to schools and children as soon as possible. I urge Congress and the administration to enact this legislation as soon as possible, so that these funds can do their job. The children and schools affected by the hurricanes cannot wait any longer.

Mr. ALEXANDER. Mr. President, Hurricane Katrina displaced more than 1 million people, at least 20 times more than in any other disaster handled by the Federal Emergency Management Agency, and 372,000 of those displaced by Katrina are school-aged children, in kindergarten through the 12th grade. According to the U.S. Department of Education, schools in 49 States and the District of Columbia have opened their doors to help these children.

The legislation that Senators ENZI, KENNEDY, DODD and I introduce today will help all of Katrina's 372,000 displaced school children. Katrina did not discriminate among school children, and neither do we. We propose providing up to \$6,000 per student during this school year to help States, school districts and schools defray the costs of receiving any child displaced by Katrina. In the case of children with disabilities, the maximum amount will be \$7,500 per student. This legislation will help children attending both public and nonpublic schools. Our bill is temporary, one time impact aid, makes no permanent change Federal education laws and will not be extended after this school year. It minimizes costs by making payments quarterly, taking into account the fact that during the year many children are returning to their home communities.

It also requires the Secretary of Education to verify head counts of students eligible for aid, and the States must return to the U.S. Treasury any unused funds. States, as part of their application process, will be able to look at the income of families attending nonpublic schools when determining what aid should be available, although it is my strong hope that in doing this, the States will remember that almost any displaced family is suffering hardship and that burdensome means testing requirements could slow down much needed humanitarian help.

Nine States have received more than a thousand of these displaced students, with the largest number being in Louisiana and Mississippi, the two States most heavily damaged by Katrina. In addition, Texas has enrolled as many as 60,000 students. Houston Independent School District, which has enrolled roughly 4,700 displaced students, has hired 180 new teachers, added 37 new

bus routes and ordered about 10,000 new textbooks to accommodate the students. Georgia has accepted more than 9,000 students, Alabama almost 5,400 students, and my home State of Tennessee has enrolled almost 4,000 students.

While most of these children are in public schools, private schools have also been essential to this humanitarian effort. This should not surprise us because in the four Louisiana parishes hit the hardest by Katrina nearly one third or 61,000 of the 187,000 students attended nonpublic schools. According to the Department of Education, immediately after the hurricane, 50,000 students from the Catholic Archdiocese of Greater New Orleans were displaced. In Texas 4,000 of the 60,000 displaced students enrolled in private schools. In Tennessee, about 3,500 were in public schools and 500 in nonpublic schools.

In Baton Rouge according to a report on National Public Radio, immediately after the hurricane there were suddenly 5,000 to 10,000 displaced private school students who had no school to attend. To accommodate them, the Catholic Diocese in Baton Rouge struggled to establish satellite schools—some located great distances away—which these students attended at night.

In Memphis, where so many displaced students have gone, the willingness of private schools to accept these students is an enormous help to overcrowded public schools. The Memphis City schools have enrolled over 650 students and the adjacent Shelby County Public School District has enrolled over 600 new children, a difficult burden in a school system already growing by 1,000 students and one new school building each year. The Memphis Catholic Diocese has enrolled over 250 students to help share the load.

During the last 6 weeks, some of these children are returning home as schools reopen. But severe problems of displacement remain. For example, school officials in Baton Rouge and Livingston, LA, expect to receive a new influx of children moving to shelters in Houston and other locations. The schools in the three hardest hit parishes—Orleans, St. Bernard and Plaquemines—enrolled 81,196 public and 27,886 private and religious school students. Many of these schools are expected to remain closed for the entire school year.

In addition to helping all of Katrina's displaced school children, in fashioning this proposal we have sought to respect traditional State and local education prerogatives, to meet Federal constitutional requirements, to make the provisions simple enough that this aid could be administered quickly, and to avoid spending more taxpayer dollars than absolutely necessary.

This is how our proposal would work. To begin with, a State would submit to the U.S. Department of Education an

application identifying the number of Katrina displaced students attending public schools, Bureau of Indian Affairs—BIA—schools, and nonpublic schools in that State. The application will also describe the process for establishing and providing payments to student accounts for displaced students at nonpublic schools. After receiving Federal dollars, States would in turn make payments to school districts based upon the number of displaced students temporarily enrolled in public schools or nonpublic schools in that district. These payments would be up to \$6,000 annually for each displaced student, except that for students receiving IDEA services the total payment would be as much as \$7,500.

In the case of students enrolled in nonpublic schools, school districts would make payments to student accounts on behalf of each such displaced student. The amount of the payment to each of these student accounts would be the same as that for each student enrolled at a public school unless the tuition, fees, or transportation expenses for the nonpublic student are less than \$6,000, or \$7,500 in the case of a student receiving IDEA services.

This has not been an easy piece of legislation to write because the four of us do not agree on whether or how Federal dollars should follow children to private schools, including religious schools. But we do agree that there must be a one-time, temporary solution to help all of Katrina's displaced children. Therefore, we have found a way to create this one-time temporary impact aid that makes no permanent change in Federal education law and, insofar as we are concerned establishes no precedent—except perhaps for some other hurricane that displaces 372,000 children.

In other words, we have set aside disputing our ideological differences for another day and hope that our colleagues will do the same. We have done this in the spirit suggested by a Washington Post editorial last month which appeared shortly after the hurricane:

Just as it's important not to sneak in an enormous new federal program for ideological reasons, it's also important that neither Democrats, teachers unions nor anyone else rule out for ideological reasons what could be a useful tool for distributing relief funds. There could be pragmatic reasons to put displaced students in private or parochial schools: if, say, school districts are overcrowded, if students have special needs or if that happens to be where they ended up. So it might make sense to attach a sum to each student—whether it's called a voucher or something else—as long as that sum is given out in a limited number of places and for a limited time, certainly not longer than the current school year.

... any solution that would allow students to finish the year with a minimum of fuss and disruption to themselves and their families, and that would prevent school districts in Texas and elsewhere from unduly burdened, should be welcomed.

If each of us maintains our traditional positions, there would be no way to help all of Katrina's displaced chil-

dren. There was nothing traditional about what happened in Hurricane Katrina. We urgently need to help all children on a one-time, emergency basis.

Mr. DODD. Mr. President, I support the Hurricane Katrina Elementary and Secondary Education Recovery Act introduced by myself, Senator ENZI, Senator KENNEDY and Senator ALEXANDER. This bill will provide much needed relief to the children, families and schools devastated by Hurricane Katrina.

Hundreds of thousands of children have been displaced by this disaster. Schools across the country are taking students in offering them some sense of normalcy in an otherwise abnormal situation. We have heard stories of schools all over the country that have opened their doors to new students, including schools in Connecticut. These collective examples point to our education system as an integral part of our communities. Better than any other entity, schools know that children need a safe place to develop and learn in the wake of disaster.

Among the provisions today, is one that will provide financial assistance for displaced students regardless of where they go to school. Public and nonpublic schools will receive assistance that can be used to pay for additional personnel, curricular materials, portable classrooms and even health and mental health services as long as the services provided are secular and neutral in nature and are not used for religious instruction, indoctrination or worship.

This is not a voucher bill. Through a number of mechanisms, this bill maintains public control of public dollars. This bill prohibits Federal dollars from going to religious instruction. And, this bill preserves civil rights protections.

Most important, this bill is temporary in nature. The bill provides temporary emergency impact aid for displaced students. It is temporary in that it sunsets at the end of the current school year, emergency in that it is necessary because of the extraordinary circumstances that we have been presented with, and impact aid as it is assistance for those schools that have been impacted as thousands of children and their families have left the devastated areas.

I cannot underscore this enough—the provisions in this bill are a departure from Federal law but they are a temporary departure in light of extraordinary events. Next school year, in terms of assistance to nonpublic schools, we will go back to the ways things are. We are reaching out to all students here, today, because it makes sense, because it gets kids back on their feet as quickly as possible. We are not changing the generic laws. As we explicitly state in the bill, the level of assistance we are providing to nonpublic schools is being authorized solely because of the unprecedented nature

of the crisis, the massive dislocation of students, and the short duration of the assistance.

#### FOREIGN SERVICE GRIEVANCE BOARD PROCEDURES

Mr. FRIST. I ask unanimous consent that the Senate proceed to the immediate consideration of S. 1905, introduced earlier today.

The PRESIDING OFFICER. The clerk will report the bill by title.

The legislative clerk read as follows:

A bill (S. 1905) to clarify Foreign Service Grievance Board procedures.

There being no objection, the Senate proceeded to consider the bill.

Mr. FRIST. Mr. President, I ask unanimous consent the bill be read the third time and passed, the motion to reconsider be laid upon the table, and any statements relating to the bill be printed in the RECORD.

The PRESIDING OFFICER. Without objection, it is so ordered.

The bill (S. 1905) was read the third time and passed, as follows:

S. 1905

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

#### SECTION. 1. CLARIFICATION OF FOREIGN SERVICE GRIEVANCE BOARD PROCEDURES.

Section 1106(8) of the Foreign Service Act of 1980 (22 U.S.C. 4136(8)) is amended in the first sentence—

(1) by inserting “the involuntary separation of the grievant (other than an involuntary separation for cause under section 610(a)),” after “considering”; and

(2) by striking “the grievant or” and inserting “the grievant, or”.

#### CALLING FOR FREE AND FAIR PARLIAMENTARY ELECTIONS IN THE REPUBLIC OF AZERBAIJAN

Mr. FRIST. Mr. President, I ask unanimous consent that the Committee on Foreign Relations be discharged from further consideration of S. Res. 260 and that the Senate proceed to its immediate consideration.

The PRESIDING OFFICER. Without objection, it is so ordered. The clerk will report the resolution by title.

The legislative clerk read as follows:

A resolution (S. Res. 260) calling for free and fair parliamentary elections in the Republic of Azerbaijan.

There being no objection, the Senate proceeded to consider the resolution.

Mr. FRIST. Mr. President, I further ask unanimous consent that the resolution be agreed to, the preamble be agreed to, and the motion to reconsider be laid upon the table, with no intervening action or debate, and that any statements relating to this measure be printed in the RECORD.

The PRESIDING OFFICER. Without objection, it is so ordered.

The resolution (S. Res. 260) was agreed to.

The preamble was agreed to.

The resolution, with its preamble, reads as follows: