

LET'S REDUCE OUR DEPENDENCE ON FOREIGN OIL

(Mr. PENCE asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. PENCE. Mr. Speaker, gas prices are too high, and so Washington has already begun to posture.

I know how angry people can become when gas prices rise. I spent 5 years working my way through college pumping gas at Ray's Marathon. And it is important that Washington respond. But we ought to respond with the real answer, which is to reduce our dependence on foreign oil by opening up America's own domestic reserves in the intercoastal regions and the Alaskan National Wildlife Region.

If the U.S. Geological Survey is correct, if we opened up ANWR, we could increase our domestic reserves by 50 percent. If President Bill Clinton had not vetoed legislation opening ANWR to environmentally responsible exploration in 1995, we would be pumping millions of barrels from ANWR today.

Let's reduce the price of gasoline for future generations of Americans. Let's reduce our dependence on foreign oil.

REPUBLICAN INACTION ON SKYROCKETING GAS PRICES

(Ms. WATSON asked and was given permission to address the House for 1 minute.)

Ms. WATSON. Mr. Speaker, the American people are fed up with us in Congress. They finally see the House Republican majority for what it is, nothing but a rubber stamp for President Bush and his special interest friends. House Republicans simply have no agenda for helping everyday Americans. Perhaps that is the reason we have only been in session for 26 days so far this year.

If House Republicans were really interested in helping the American people, they would join us in tracking and tackling our Nation's energy crisis. House Republicans failed to address skyrocketing gas prices in their energy bill last year. Instead, they chose to follow the President in supporting a bill that gave the oil and gas companies \$20 billion in special interest gifts while doing absolutely nothing to ease the sticker shock consumers face every time they fill up at the pump.

Democrats have a plan that works for all Americans, not just big oil and gas CEOs. Our plan not only cracks down on price gouging but also calls for an increase in production of alternative fuels.

BUSH ADMINISTRATION PUTTING INCOMPETENT CHERTOFF IN CHARGE OF AVIAN FLU

(Mr. NADLER asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. NADLER. Mr. Speaker, today President Bush is expected to announce his appointment of Homeland Security Chief Michael Chertoff to lead the administration's efforts to combat a potential avian flu epidemic.

Didn't the President learn anything from Hurricane Katrina? Michael Chertoff is the same man responsible for the incompetent, inept and tragically unacceptable response to Hurricane Katrina. If Secretary Chertoff couldn't properly oversee the administration's response to a hurricane along the gulf coast that we knew about days in advance, how is he supposed to lead the response to a flu pandemic that could hit at any time?

The Bush administration is already woefully unprepared to fight an avian flu pandemic. The President's own administration has warned that a worst-case scenario here in the U.S. would entail an 18-month-long crisis in which as many as 1.9 million Americans could be killed.

An avian flu crisis needs a serious and competent administrator to oversee our response. The Bush administration is once again showing it will take a crony over a competent administrator every time. It is time for the administration to show that it actually can lead. It is time they turn away from the cronies and find someone competent for a change so the avian flu pandemic doesn't surprise us the way the expected Hurricane Katrina overwhelmed us.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore (Mr. BONNER). Pursuant to clause 8 of rule XX, the Chair will postpone further proceedings today on motions to suspend the rules on which a recorded vote or the yeas and nays are ordered, or on which the vote is objected to under clause 6 of rule XX.

Record votes on postponed questions will be taken later today.

CONGRATULATING CHARTER SCHOOLS AND THEIR STUDENTS, PARENTS, TEACHERS, AND AD- MINISTRATORS ACROSS THE UNITED STATES FOR THEIR ON- GOING CONTRIBUTIONS TO EDU- CATION

Mr. PORTER. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 781), congratulating charter schools and their students, parents, teachers, and administrators across the United States for their ongoing contributions to education, and for other purposes.

The Clerk read as follows:

H. RES. 781

Whereas charter schools deliver high-quality education and challenge our students to reach their potential;

Whereas charter schools provide thousands of families with diverse and innovative educational options for their children;

Whereas charter schools are public schools authorized by a designated public entity that are responding to the needs of our communities, families, and students and promoting the principles of quality, choice, and innovation;

Whereas in exchange for the flexibility and autonomy given to charter schools, they are held accountable by their sponsors for improving student achievement and for their financial and other operations;

Whereas 40 States and the District of Columbia have passed laws authorizing charter schools;

Whereas over 3,600 charter schools are now operating in 40 States and the District of Columbia serving more than 1 million students;

Whereas over the last 12 years, Congress has provided nearly \$1,775,000,000 in support to the charter school movement through facilities financing assistance and grants for planning, startup, implementation, and dissemination;

Whereas charter schools improve their students' achievement and stimulate improvement in traditional public schools;

Whereas charter schools must meet the student achievement accountability requirements under the Elementary and Secondary Education Act of 1965 in the same manner as traditional public schools, and often set higher and additional individual goals to ensure that they are of high quality and truly accountable to the public;

Whereas charter schools give parents new freedom to choose their public school, routinely measure parental satisfaction levels, and must prove their ongoing success to parents, policymakers, and their communities;

Whereas nearly 56 percent of charter schools report having a waiting list, and the total number of students on all such waiting lists is enough to fill over 1,100 average-sized charter schools;

Whereas charter schools nationwide serve a higher percentage of low-income and minority students than the traditional public system;

Whereas charter schools have enjoyed broad bipartisan support from the Administration, Congress, State Governors and legislatures, educators, and parents across the United States; and

Whereas the seventh annual National Charter Schools Week, to be held May 1 through 6, 2006, is an event sponsored by charter schools and grassroots charter school organizations across the United States to recognize the significant impacts, achievements, and innovations of charter schools: Now, therefore, be it

Resolved, That—

(1) the House of Representatives acknowledges and commends charter schools and their students, parents, teachers, and administrators across the United States for their ongoing contributions to education and improving and strengthening our public school system;

(2) the House of Representatives supports the seventh annual National Charter Schools Week; and

(3) it is the sense of the House of Representatives that the President should issue a proclamation calling on the people of the United States to conduct appropriate programs, ceremonies, and activities to demonstrate support for charter schools during this weeklong celebration in communities throughout the United States.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Nevada (Mr. PORTER) and the gentleman from Wisconsin (Mr. KIND) each will control 20 minutes.

The Chair recognizes the gentleman from Nevada.

□ 1045

GENERAL LEAVE

Mr. PORTER. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks on H. Res. 781.

The SPEAKER pro tempore (Mr. BONNER). Is there objection to the request of the gentleman from Nevada?

There was no objection.

Mr. PORTER. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, this resolution honors the Nation's charter schools; the parents; the teachers; of course, the students; administrators; and other individuals involved with their hard work and dedication to run quality public education.

This week, May 1 through May 7, has been designated National Charter Schools Week. During this week, charter school organizations and others around the United States recognize these schools for their continued contribution to education. The Nation's charter schools deliver high-quality education and challenge students to reach their potential.

When President Bush took office in 2001, there were only about 2,000 charter schools nationwide, where today there are approximately 3,600 serving over 1 million students in 40 States, including the District of Columbia and Puerto Rico. In Nevada, we have 18 charter schools serving approximately 5,000 students. I am very proud to have been involved with Nevada's first legislation in 1997 to introduce and to pass our first charter school legislation.

We also have an example of a charter school that is nationally recognized, and that is the Andre Agassi College Preparatory Academy, and it serves as a model for other schools across the country. It is designed to enhance a student's character, respect, motivation and self-discipline. Agassi Prep, as the school has been nicknamed, specifically is to improve skill levels and combat lowered academic expectations among the community's most challenged children. Advanced technology, small class size, and extended school hours are just a few of the practices that Agassi Prep utilizes to achieve a higher standard of education.

I commend the charter schools in the State of Nevada and across this great Nation for recognizing the immense need for improved education and for their commitment to improving student achievement for students who attend these schools.

Nationwide, charter schools serve a very special need. Many of the schools under their charter take care of kids with special needs, from hearing to speaking to other challenges. Even in the State of Nevada, we have a charter school that was designated through its charter to serve children from the State of California that are juvenile delinquents.

Charter schools provide a great service to our communities, grade schools,

all different levels of schools across the country, to provide parents, communities, leaders, business, all members of the community access and the ability to be involved in education.

Nearly 56 percent of charter schools report having a waiting list, and the total number of students on such waiting lists is enough to fill another 1,000 average size charter schools across the Nation. By allowing parents and students to choose their public schools or charter schools, we can stimulate change and benefit all public school students.

In exchange for flexibility and autonomy, public charter schools are held accountable by their sponsors for improving student achievement and for their administration. A charter school is just that. A charter school is a school with a contract of performance. If they do not perform, if they do not provide excellence in education, these schools can lose their charters.

Charter schools must meet the same No Child Left Behind student achievement accountability requirements as other public schools and often set higher and additional individual goals to ensure that they are all high quality and truly accountable to the public.

According to the Center for Education Reform, as many as 15 studies find that students who frequently enter charters significantly are below the normal grade level. These students then achieve the same or even higher gains as compared to their surrounding districts' demographically compared schools or even the State averages.

A report from America's Charter School Finance Corporation called "Take Me on a Reading Adventure" cites research from several States that show greater gains and/or higher scores in reading for charter schools as compared to their traditional school peers.

Charter schools have enjoyed broad bipartisan support from the administration, Congress, State Governors and legislators, educators, and parents across this great Nation. The Seventh Annual National Charter School Week, held this week, May 1 through May 7, 2006, recognizes the significant impacts, achievements, and innovations of our Nation's charter schools. Through this resolution, Congress today acknowledges and commends the charter school movement and the charter schools' students, teachers, parents, and administrators across the United States for their ongoing contributions to education and improving and strengthening our Nation's public schools.

Mr. Speaker, I urge support for this resolution.

Mr. Speaker, I reserve the balance of my time.

Mr. KIND. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I commend my good friend and colleague from Nevada for his support of this resolution as well as the Chair and the Ranking Member of the Education and the Workforce Com-

mittee. As a member of the House Education and the Workforce Committee and as an original cosponsor of H. Res. 781, I strongly support this resolution honoring National Charter Schools Week.

Since the first charter school began in 1992 in St. Paul, Minnesota, the number of charter schools has grown to over 3,600, serving more than 1 million students across the country today. In Wisconsin, my home State, there are nearly 200 charter schools educating close to 30,000 students; and in my congressional district in Western Wisconsin, we have 24 charter schools.

Charter schools provide parents, along with their children, their students, another choice within the public education system.

One school in particular that I would like to highlight during National Charter Schools Week is LaCrosseRoads in my hometown of La Crosse, Wisconsin. It is an alternative high school. A specific project that has become part of the curriculum at this school was introduced by their teacher, Karen Schoenfeld; and it requires the students to record the oral histories of our veterans and submit their histories to the Library of Congress to be included in the Veterans History Project. Such projects are commendable and highly valuable to our students. It has provided a unique link between the younger generation with the older generation and a wonderful teaching opportunity about service to our country and a great history lesson for those students at LaCrosseRoads.

I praise teachers such as Karen Schoenfeld who have broken down barriers to work with all students using innovative and creative strategies to teach.

It is important that charter schools give flexibility and options to teachers and their parents, but we must remember they are not the cure-all for improving public education. We have to be diligent at monitoring the success or failure of charter schools throughout the country and not afraid of shutting down those that are not working. That is the key to moving forward with the option of choice in our public school system, I believe.

Charter schools have consistently been at the forefront of my priority list, and I am pleased that Wisconsin is one of seven States with over 100 exceptional charter schools today. I have consistently advocated for increased support for charter schools and supported the Charter School Facilities Financing Demonstration Program during consideration of the No Child Left Behind legislation of 2001.

Mr. Speaker, I urge my colleagues to support this resolution honoring charter schools. It is our duty as representatives of this Congress to ensure that all our students reach their highest academic potential, and a charter school may provide a model better suited towards an individual student's needs.

Mr. Speaker, I reserve the balance of my time.

Mr. PORTER. Mr. Speaker, I yield such time as he may consume to the gentleman from California (Mr. McKEON), chairman of the full committee.

Mr. McKEON. Mr. Speaker, I thank the gentleman for yielding.

Mr. Speaker, I rise today in strong support of House Resolution 781, a measure to recognize charter schools, as well as their students, parents, teachers, and administrators.

This week marks the Seventh Annual National Charter Schools Week, and I thank my colleague Mr. PORTER for taking the lead in recognizing these schools today. Mr. PORTER is a strong supporter of education and serves on the House Education and the Workforce Committee.

Each year Congress honors charter schools and those involved in the role they play in reforming and improving our Nation's public education system, and for good reason. Year after year charter schools make significant contributions across our Nation.

Charter schools are public schools that agree to improved academic achievement and accountability in financial and other operations in exchange for added flexibility and independence. They are subject to all the same No Child Left Behind achievement goals as other public schools but with greater flexibility in how they improve student success.

This enhanced autonomy allows charter schools to focus on increasing academic achievement for individual students rather than complying with bureaucratic paperwork. Moreover, it allows charter schools to use varied educational methods and techniques while accounting for their results.

Some 3,600 charter schools serve about 1 million students in 40 States and Washington, DC. Nearly 56 percent of these charter schools have waiting lists. In other words, they are in high demand, with that demand growing all the time. That is because charter schools understand how to meet the specific needs of the local communities in which they operate, and these schools are particularly devoted to serving low-income communities.

Nationwide, almost 50 percent of charter schools serve students considered at-risk or who have previously dropped out of school; and charter schools serve significant numbers of students from low-income families, minority students, and students with disabilities. Indeed, these innovative public schools allow many parents and students freedom of choice that otherwise would not be available.

Mr. Speaker, through this resolution honoring National Charter Schools Week, we recognize the continued success demonstrated by charter schools and acknowledge the benefits that charter schools provide to our local communities. Charter schools provide parents with a wider variety of edu-

cational choices, and they provide students the opportunity to receive a high-quality education that they may not have received otherwise.

I urge my colleagues to support this resolution.

Mr. KIND. Mr. Speaker, I yield 5 minutes to the gentlewoman from the District of Columbia (Ms. NORTON), a strong advocate for our public education system and a terrific friend of charter schools.

Ms. NORTON. Mr. Speaker, I thank the gentleman for yielding and for his kind words. I thank Mr. PORTER for his work in bringing this resolution to the floor.

We are right to recognize public charter schools. Public charter schools are the most important innovation in public education since the invention of free public education in our country. They have become so popular, they have become a movement, growing like "Topsy".

The Congress, when Newt Gingrich was here, as an alternative to vouchers, helped jump-start public charter schools in the District of Columbia and in the Nation by passing the first public charter school bill right here in the Congress for the District, with the agreement and total home rule involvement of the District of Columbia. That was in 1995. What did the schools do? They helped us jump-start a movement that has produced in the District of Columbia the largest number of public charter schools per capita in the United States. As I look down the list, Mr. Speaker, the District has more charter schools, this one city, than most States. They have really taken off for some years now as an alternative to D.C. public schools.

When a child does not have a school that is offering that child and that family what the child deserves, then the child must have an alternative. It can be going out of its neighborhood; and the best alternative and the only acceptable alternative, it seems to me, would be some other kind of public charter school. That is what has happened in the District of Columbia. That is why the people of the District of Columbia resent deeply that, despite the growth of the charter school movement, despite the fact that we have some of the best charter schools in the country and the largest number per capita, that Congress imposed on us something it would not accept for the rest of the country, and that is private school vouchers.

Well, our people have voted with their feet. They want a neighborhood school near them. These schools are very important. Most of the religious schools are in Northwest. Most of our kids who need or want alternative schools live in Southeast. So Congress did vouchers for itself. It did not do it for us, and it did it against our will when, in fact, we had demonstrated that public charter schools were, in fact, working in D.C. and working very well.

A child must have an alternative, but that alternative cannot be one where the public dollar is not accounted for, where there is no oversight by the public. And I am the last one who wants oversight, for example, of religious schools or anything involving religion. It follows that religious schools must not be that alternative. The thriving public charter school movement is, in fact, and should be that alternative.

All kinds of innovations are happening in the District of Columbia that I invite people to come and see: Shared facilities in large buildings (instead of getting rid of the building) between public and charter schools. Collaboration now between the best of our charter schools and some public schools which are not doing so well. Public schools, public charter schools, unlike many public schools even under No Child Left Behind, are a case of the survival of the fittest.

□ 1100

You lose your charter, in fact, if you do not measure up. That is what happens in the District of Columbia. As far as I know, it happens wherever the schools are well run.

Mr. Chairman, I simply want to note just for the record the kinds of reasons that charter schools flourish. We have technology schools, bilingual schools. We have performing arts charter schools in the District. We have math and science charter schools. We have an enterprising development charter school.

I would just like to have the Congress know some of the charter schools that are regarded as the best in the United States: D.C. Preparatory Academy Public Charter School; the Friendship Edison Charter School; KIPP D.C., The Key Academy Public Charter School; Paul Public Charter School.

Mr. Speaker, the District of Columbia actually has the first public boarding school, and it is a charter school. It is called the SEED Public Charter School. This is what you can do. This is the kind of innovation that comes from charter schools. It doesn't come from religious schools. They have their own way. They have had it for hundreds of years.

If you want innovation in public education, if you want an alternative to your public schools, the best bet are charter schools, which will be located right in your neighborhood, which are so accountable that they lose their charters if they do not in fact produce.

I strongly support this resolution, and I appreciate that it has come forward today.

Mr. PORTER. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I strongly applaud my colleagues across the aisle for their support, and certainly recognize the District of Columbia and its advancement in the charter school arena.

I reflect back to 9 years ago in Nevada when we passed our first charter legislation, and I remember a lot of

naysayers. As a member of the State senate at that time, I received numerous nasty calls and lots of different opinions on the impact of charter schools on traditional public education.

The problem was, at that time, in those days, a lot of the naysayers didn't realize that this would remain and would be a public school. But it truly is an example of success nationwide.

If we look at the classroom in the last 100 years, it looks just about like it did 100 years ago. If you look at the operating room in a hospital, it changed substantially, with new technologies and new techniques.

The one thing that has worked so well with charter schools is that so many diverse groups that were opposed to this have come together and have found and shown nationwide the success of helping children have the finest education; no matter what their background, what their physical handicap, that they can truly have a success.

Mr. Speaker, I am proud to be here today to recognize charter schools across the Nation. To those of our forefathers, just a short decade ago, especially here in the District of Columbia, to my friend, the gentlewoman who is the Congresswoman here, I thank them for their support.

Again, this is just the beginning. The more we can encourage charter schools across the Nation to encourage parents, teachers, administrators, business leaders and community leaders to get involved, the better we are going to help our children.

Mr. Speaker, I reserve the balance of my time.

Mr. KIND. Mr. Speaker, I yield 3 minutes to my friend and colleague on the Education and Workforce Committee, the gentleman from Ohio (Mr. KUCINICH).

Mr. KUCINICH. Mr. Speaker, I thank the gentleman from Wisconsin. I want to say what a pleasure it is to serve with him on the committee.

Mr. Speaker, I rise today to bring a note of caution to the discussion of this resolution and the debate surrounding charter schools. Much has been said today in praise of charter schools; praise for the diverse ways charter schools use their flexibility to reach students, praise for the innovation educators can demonstrate in these schools.

There is no doubt that numerous charter schools across the Nation are founded and run with the best of intentions and with hopes for the success of their students, and I think it is necessary to pause and acknowledge the risk that comes along with the flexibility and the autonomy that charter schools are given.

In my hometown of Cleveland, a charter school which opened in 1999 was forced to shut down in 2005 after several years of fiscal mismanagement. State audits had shown discrepancies for several years before the eventual

closure of the school. After its closure, parents were left mid-school-year scrambling to find another school for their children. Teachers who had diligently worked for several months were left without pay and without recourse. Children were uprooted and forced to start over again in a new school with new classmates and new teachers.

The intention behind granting charter schools additional flexibility is an admirable one. The use of creative and unique tools and methods to teach students is refreshing in an era of standardized tests and one-size-fits-all accountability measures, but that flexibility cannot and should not extend so far that it places students' educations at risk. Increased autonomy in schools should not equal teachers left without jobs and pay, as it did in Cleveland.

The characteristics of charter schools lauded in this resolution offer additional independence for educators, but they also offer additional risks for children. In our quest to ensure that every child in America receives a quality education and the opportunity to realize their dreams, we must take heed of these risks. We must ensure that every child is able to reach his or her highest potential and give every child the opportunity to realize his or her dreams.

Mr. KIND. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I have no further requests for time, and in conclusion, I just want to again thank the gentleman from Nevada for his leadership in support of this resolution. I am glad that the Congress has taken a moment this morning to recognize the important role that charter schools have throughout the entire country. We have heard some of the success stories of those that are working well. It has enabled the leaders of the education community, the leadership of these schools, the teachers, administrators, parents and other involved community members to think creatively and innovatively to enhance the educational opportunities of our kids in a less restrictive environment with greater flexibility but with the important accountability that we heard a lot about here today.

Again, I would encourage my colleagues to adopt this resolution and look forward to working with my colleagues on the Education and Workforce Committee in doing things to improve the charter school movement throughout the country.

Mr. Speaker, I yield back the balance of my time.

Mr. PORTER. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I would just like to conclude by saying there certainly have been challenges with some charter schools across the country, schools that possibly were underfunded, possibly weren't organized properly. But the advantage of a charter school is that if it does not succeed, they lose their charter, and immediately, as a

public school should, a traditional public school system, there is a fail-safe security system in place. So there is no doubt there have been examples where the charters have not been a success, as there have been in other schools, traditional public schools, traditional high schools, traditional grade schools, that have not succeeded. Again, there are numerous, numerous stories of success, but those areas that have not performed properly have lost their charters. I think it is important to note that is one of the advantages with the charter system.

Mr. CASTLE. Mr. Speaker, I am pleased to rise in support of H. Res. 781, a resolution to recognize and congratulate charter schools and their students, parents, teachers, and administrators across the United States for their ongoing contributions to education.

The first known charter school opened in 1991, and in 1995 we had our first charter school in Delaware. Of the nearly 1.1 million children attending charter schools across the country, over 5,000 students attend one of our 13 charter schools in Delaware.

It is clear that everyone in this country is interested in closing what we know as the achievement gap that currently exists in our schools. There is not one solution to this problem. I do believe that one avenue is to encourage innovation, which is something that our charter schools embrace. A recent Delaware study found, for the second year in a row, that Delaware's charter schools are exceeding achievement levels, with the most dramatic results in grade 10.

The nature of charter schools—nonsectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools—has enabled many schools in the Gulf Coast to reopen. The "charter" establishing each school is a performance contract detailing the school's mission, program, goals, students served, methods of assessment, and ways to measure success. I was able to see firsthand how important it is for these schools to reopen, and commend those schools for taking advantage of the charter avenue.

With this week being national charter schools week, it is therefore fitting that we recognize charter schools as another way to improve student achievement and increase parental involvement and satisfaction.

Mr. CASE. Mr. Speaker, I rise in strong support of H. Res. 781, which congratulates and commends charter schools and their students, parents, teachers, and administrators across the United States for their ongoing contributions to education and the public school system.

Charter schools have been and continue to be a modern-day public education story filled with successes and accomplishments. These schools contain the key ingredient in successful schools: active participation not only from teachers and students, but of the entire community. When the whole community—from parents, to businesses and community organizations, to entire neighborhoods—has a critical role in contributing to their local schools, the outcomes are tremendous. These schools have consistently enabled students to achieve academically and contribute positively to their communities.

In my state of Hawai'i, charter schools have been an exciting development in public education in decades. With more and more charter schools emerging each year, currently 27, they have managed to succeed despite institutional opposition in bringing their brand of education in the communities.

These growing pains and other obstacles make this national recognition even more deserved. But for these very reasons, charter schools also deserve their fair share of resources from federal and state governments.

A specific source of great pride within the Hawai'i charter school community is the development of Native Hawaiian charter schools. Na Lei Na'auao, the Hawaiian Charter School Alliance, serves over 1,500 Native Hawaiian public school students. The Alliance, whose focus is "Education with Aloha" seeks to enable Native Hawaiian students to achieve educational success with culturally-driven methods.

The Native Hawaiian charter schools and Hawai'i's other charter schools, both existing and future, need a federal government to be clear and unequivocal in its continued support for the concept of charter schools. They also need full parity in funding between traditional public schools and charter schools.

H. Res. 781 is welcome and needed, but these great words must now be partnered with action. I look forward to working with my colleagues and other charter schools believers toward this realization of the dream.

Mr. PORTER. Mr. Speaker, I have no further requests for time, I yield back the balance of my time and encourage support for this bill.

The SPEAKER pro tempore (Mr. BOOZMAN). The question is on the motion offered by the gentleman from Nevada (Mr. PORTER) that the House suspend the rules and agree to the resolution, H. Res. 781.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds of those present have voted in the affirmative.

Mr. KIND. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this question will be postponed.

AUTHORIZING USE OF CAPITOL GROUNDS FOR DISTRICT OF COLUMBIA SPECIAL OLYMPICS LAW ENFORCEMENT TORCH RUN

Mr. KUHLMAN of New York. Mr. Speaker, I move to suspend the rules and agree to the concurrent resolution (H. Con. Res. 359) authorizing the use of the Capitol Grounds for the District of Columbia Special Olympics Law Enforcement Torch Run.

The Clerk read as follows:

H. CON. RES. 359

Resolved by the House of Representatives (the Senate concurring),

SECTION 1. AUTHORIZATION OF USE OF CAPITOL GROUNDS FOR D.C. SPECIAL OLYMPICS LAW ENFORCEMENT TORCH RUN.

On June 9, 2006, or on such other date as the Speaker of the House of Representatives

and the Committee on Rules and Administration of the Senate may jointly designate, the 2006 District of Columbia Special Olympics Law Enforcement Torch Run (in this resolution referred to as the "event") may be run through the Capitol Grounds as part of the journey of the Special Olympics torch to the District of Columbia Special Olympics summer games.

SEC. 2. RESPONSIBILITY OF CAPITOL POLICE BOARD.

The Capitol Police Board shall take such actions as may be necessary to carry out the event.

SEC. 3. CONDITIONS RELATING TO PHYSICAL PREPARATIONS.

The Architect of the Capitol may prescribe conditions for physical preparations for the event.

SEC. 4. ENFORCEMENT OF RESTRICTIONS.

The Capitol Police Board shall provide for enforcement of the restrictions contained in section 5104(c) of title 40, United States Code, concerning sales, advertisements, displays, and solicitations on the Capitol Grounds, as well as other restrictions applicable to the Capitol Grounds, in connection with the event.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from New York (Mr. KUHLMAN) and the gentleman from Washington (Mr. LARSEN) each will control 20 minutes.

The Chair recognizes the gentleman from New York.

GENERAL LEAVE

Mr. KUHLMAN of New York. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and include extraneous material on H. Con. Res. 359.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from New York?

There was no objection.

Mr. KUHLMAN of New York. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, H. Con. Res. 359 authorizes the use of the Capitol Grounds for the District of Columbia Special Olympics Law Enforcement Torch Run to be held on June 9, 2006.

The Special Olympics is an international organization dedicated to enriching the lives of children and adults with disabilities through athletics. The Torch Run has historically been the largest and most successful Special Olympics fundraiser. Last year, for instance, the Torch Run raised over \$20 million globally and over \$70,000 locally. These funds make it possible for athletes with disabilities to compete in the annual Special Olympics Summer Games.

The United States Capitol Police will host opening ceremonies for the Torch Run, which will take place on the West Terrace of the Capitol. Over 2,000 law enforcement representatives are expected from more than 60 local and Federal law enforcement agencies, and they will participate in this annual event in support of the Special Olympics.

Congress has traditionally supported this worthy cause by authorizing the use of the Capitol Grounds. I encourage

my colleagues to join the law enforcement community in supporting the Special Olympics and join me in supporting this resolution.

Mr. Speaker, I reserve the balance of my time.

Mr. LARSEN of Washington. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, this event needs really little introduction. Eunice Kennedy Shriver started the concept of the Special Olympics in the early 1960s when she established and opened a summer day camp for people with intellectual disabilities.

2006 marks the 35th anniversary of the D.C. Special Olympics. The torch relay event is a traditional part of the opening ceremonies for the Special Olympics, which will take place at Catholic University. The torch relay event has become a highlight on Capitol Hill and is an integral part of the Special Olympics.

Each year, approximately 2,500 Special Olympians compete in over a dozen events, and more than 1 million children and adults with special needs participate in Special Olympics programs worldwide.

The event is supported by literally thousands of volunteers in the region and is attended by thousands of family and friends of the Olympians.

The goal of the games is to bring mentally challenged individuals into the larger society under conditions whereby they are accepted and respected. Confidence and self-esteem are the building blocks for these Olympic games.

So I stand in support of this resolution and urge my colleagues on my side of the aisle to support this resolution for this very worthwhile endeavor of the Special Olympics. I urge support of H. Con. Res. 359.

Mr. Speaker, I yield back the balance of my time.

Mr. KUHLMAN of New York. Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from New York (Mr. KUHLMAN) that the House suspend the rules and agree to the concurrent resolution, H. Con. Res. 359.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds of those present have voted in the affirmative.

Mr. LARSEN of Washington. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this question will be postponed.

PROVIDING FOR CONDITIONAL CONVEYANCE OF ANY INTEREST RETAINED IN ST. JOSEPH MEMORIAL HALL

Mr. KUHLMAN of New York. Mr. Speaker, I move to suspend the rules and pass