

In closing, I once again thank my colleagues for taking the time today to recognize the profession of teaching, and encourage the strong support of this resolution.

Ms. RICHARDSON. Madam Speaker, I rise today in support of H. Res. 1312, a resolution celebrating the roles and contributions of America's teachers to building and enhancing our Nation's civic, cultural, and economic well-being. On National Teacher Day, thousands of communities and schools take time to honor their local educators and acknowledge the crucial role that teachers play in making sure that quality education is a right for every student, not a privilege for some.

I strongly support this resolution because I believe that we in Congress must do our part to thank those teachers who have dedicated their lives to providing a quality education for all students, regardless of socioeconomic status, race, ethnicity, gender, or religion. We trust our teachers with our Nation's most precious asset—our children—and we must pause to thank them for the seriousness with which they take that charge.

In my district alone, there are thousands of teachers working hard every single day to make sure that the students in Long Beach, Carson, Compton, Signal Hill, and Watts develop a love of life-long learning and that they have the tools and the knowledge they need to succeed in school and in life. Teachers do more than just teach; they also help build communities. They foster a sense of school community and they bring learning to the neighborhoods and communities that surround our schools. The NEA has asked that on National Teacher Day this year we do more than just pay lip service to our teachers. Better than an apple or a thank you card, a community's active support of the work that educators do to teach and care for the community's students would be ample reward.

But our recognition and support should not stop there. Many States have announced this year that they will solve their budget crises by laying off thousands of teachers and staff from our public schools. For example, in my home city of Long Beach, more than 1,000 teachers, counselors and social workers were formally notified in March that they may lose their jobs at the end of this school year. I was particularly upset by this news because Long Beach Unified School District is one of the best urban school districts in the country. It was awarded the prestigious Broad Prize for excellence in Urban Education in 2003, and it has been nominated for the prize four times since the prize's inception in 2002. The last thing we should do is lay off our Nation's teachers, particularly in places such as Long Beach Unified School District where the teachers and staff are out-performing other schools throughout the country. We should celebrate and recognize those teachers and schools that are excelling, and use them as the model for how to improve teachers and schools that are struggling to meet their standards.

We are facing one of the worst economic downturns in our country's history and I know that we must make tough choices about where to invest our scarce resources. However, our children are our future and without a proper, high-quality education they will not have the tools they need to succeed. I believe we must honor the commitment our teachers have made to our children by finding ways to bal-

ance states' budgets that do not result in widespread layoffs for public school educators and staff. Education is a civil right and we in Congress must do our part to protect that right for all children in all communities around the country.

I applaud our Nation's teachers for their dedication to educating our most valued population in this country—our children. Without high-quality teachers in all schools, many of our children would be at a great disadvantage academically. Our teachers, particularly those who dedicate their lives to teaching in underserved communities, do their part to ensure that all children have the tools they need to succeed every day in school and to contribute to society's future. I ask my fellow colleagues to join me in supporting H. Res. 1312.

Ms. EDDIE BERNICE JOHNSON of Texas. Madam Speaker, I rise today in support of H. Res. 1312 to recognize the roles and contributions of America's teachers in building and enhancing our Nation's civic, cultural, and economic well-being.

Education is the backbone of our society, and perhaps Thomas Jefferson summed it up best when he said, "Whenever the people are well-informed, they can be trusted with their own government." Simply put, the ability for our society to function and our democracy to work properly is dependent on a well-educated and informed electorate. Because of this, teachers play such a pivotal and vital role in our society, and it is important that we recognize their contributions to the future of our country.

This year, May 3–7 is teacher appreciation week, and I am proud to honor our teachers during this time. In Dallas, we have some of the best students and educators in the country, and I am incredibly proud of the work our teachers do to enhance the lives of our young people. The sacrifices they make are truly extraordinary, and I commend them on their efforts.

Madam Speaker, I ask my fellow colleagues to join me today in recognizing our teachers and supporting this resolution. Truly our teachers work tirelessly for our children, and by so doing, they are giving America a brighter future.

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

Ms. CHU. Madam Speaker, I urge passage of House Resolution 1312, and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from California (Ms. CHU) that the House suspend the rules and agree to the resolution, H. Res. 1312, as amended.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the resolution, as amended, was agreed to.

A motion to reconsider was laid on the table.

NATIONAL CHARTER SCHOOL WEEK

Ms. CHU. Madam Speaker, I move to suspend the rules and agree to the reso-

lution (H. Res. 1149) supporting the goals and ideals of National Charter School Week, to be held May 2 through May 8, 2010.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

H. RES. 1149

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

Whereas charter schools promote innovation and excellence in public education;

Whereas charter schools provide hundreds of 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 39 States, the District of Columbia, and Guam have passed laws authorizing charter schools;

Whereas 4,956 charter schools, an increase of 292 schools from last school year, are now serving almost 1,500,000 children;

Whereas over the last 16 years, Congress has provided substantial support to the charter school movement through startup grants for planning, implementation, and dissemination of charter schools;

Whereas over 365,000 children are on charter school waiting lists nationally;

Whereas charter schools improve their students' achievement and often 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 must continually demonstrate their ongoing success to parents, policymakers, and their communities, some charter schools routinely measure parental satisfaction levels, and all give parents new freedom to choose their public school;

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 11th annual National Charter Schools Week, to be held May 2 through May 8, 2010, 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 the House of Representatives—

(1) supports the goals and ideals of the 11th annual National Charter Schools Week;

(2) 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; and

(3) calls 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 gentlewoman from California (Ms. CHU) and the gentleman from Utah (Mr. BISHOP) each will control 20 minutes.

The Chair recognizes the gentlewoman from California.

GENERAL LEAVE

Ms. CHU. Madam Speaker, I request 5 legislative days during which Members may revise and extend and insert extraneous material on House Resolution 1149 into the RECORD.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from California?

There was no objection.

Ms. CHU. I yield myself such time as I may consume.

Madam Speaker, I rise today in support of House Resolution 1149, a resolution in support of the goals and ideals of National Charter School Week from May 2 through May 8, 2010, and to recognize the growing charter school movement in our Nation.

Since their inception in 1991, charter schools have offered a competitive education to many of our Nation's public school students and have helped drive school reforms across the country. Charter schools across the United States support diverse and innovative instruction and learning models. With autonomy and flexibility, charter schools can make timely decisions about how to structure the school day, which curricula best suits the needs of their students, and which types of staff will enrich the school communities. Additionally, quality charter schools form important partnerships with parents and with their surrounding communities.

This week, charter schools across the country will celebrate the 11th annual National Charter School Week. It is a great time to highlight the role these schools serve in driving education innovation and reform.

Today, there are almost 5,000 public charter schools, which are operating in 39 States and in the District of Columbia. They serve more than 1.5 million students, with many more students on waiting lists. To address this demand, many States and districts are welcoming charters to their neighborhoods. With the start of the school year, over 400 new public charter schools opened their doors to nearly 170,000 new students.

The growing charter school movement is also providing opportunities for many historically underserved communities. Nationally, charter schools serve a high percentage of minority

and low-income students. In fact, 58 percent of charter school students are minorities, and 35 percent qualify for free and reduced priced lunches. Quality charter schools are often able to achieve impressive academic results.

Madam Speaker, once again, I express my support for National Charter School Week, and I recognize the charter school movement and its 18-year history of promoting a high-quality public educational option—an option that is innovative, flexible, and responsive to community needs.

I thank Representative BISHOP for introducing this resolution, and I urge my colleagues to support this bill.

I reserve the balance of my time.

Mr. BISHOP of Utah. I yield myself such time as I may consume.

Madam Speaker, as you know, it is very difficult for me to speak without chalk in my hand at any given time.

Today, I rise to support House Resolution 1149, supporting the goals and ideals of National Charter School Week, which is being held now. Actually, it runs from May 2 through May 8 of this year. This week has been designated as the 11th annual Charter School Week.

Charter schools are innovative public schools that have unique freedoms and responsibilities. They explore new educational approaches, and they are free from some rules and regulations governing traditional public schools. In exchange for this freedom, charter schools are held to a higher level of accountability than traditional public schools might be.

Charter schools must demonstrate the success of their students' academic achievements to parents, to policymakers, to authorizers, and to their communities or face closure. Many charter schools have met and have exceeded in this challenge. Most charter schools meet necessary student achievement and accountability requirements, and they often set higher individual goals to ensure that they are of high quality and are truly accountable to the public. However, despite these innovative approaches and promising reports of parental satisfaction, charter schools often face unique and unusual obstacles in creating and replicating successful schools.

One such obstacle is State caps, which limit their growth. Twenty-six States and the District of Columbia have some type of limit, or cap, on charter school growth. Most caps restrict the number of charter schools allowed. Others limit the number of students that a single school may serve. These caps prohibit effective charter schools from being created and replicated and, thereby, from serving students in need, oftentimes in niche needs.

It is essential that Congress continues to support public charter school programs and that it continues to recognize the unique attributes and benefits of charter schools. These programs provide support for the development of

charter schools. These programs have helped to create a public charter school system all across this country—schools that work to improve academic achievement, oftentimes for low-income students.

It is important that the charter community is able to continue to provide a high-quality option based on innovation, on freedom from red tape, and on partnerships between parents and educators and that it is able to continue to give hope, oftentimes to disadvantaged and at-risk students across this Nation.

It is, indeed, one of those good things that we are doing in our school system, and I urge my colleagues to support this resolution.

Mr. FRELINGHUYSEN. Madam Speaker, I rise today in support of H. Res. 1149 which recognizes the important impact charter schools have on students across the nation who attend them.

Charter schools have been one of the fastest-growing innovative forces in education policy. In the past 4 years, 1,600 new charter schools opened and 500,000 additional public school students chose to enroll in charter schools nationwide.

In my home state of New Jersey, 68 approved charter schools serve more than 22,000 students in pre-kindergarten through grade 12. These schools, through creative solutions and selfless dedication, provide an invaluable service to children caught in failing public school systems.

I have been a longtime advocate of school choice. Giving parents options for their child's education not only helps to better educate students, but can also help to build stronger, more prosperous communities. As incubators of innovation in education, charter schools challenge other schools to do better.

Not every child in America is fortunate enough to attend a high performing public school or has the means to afford a first-rate private or parochial education. And, we all know the story of many failing public schools across the nation: Low graduation rates. High dropout rates. Low mathematics and reading scores. Charter schools, school vouchers and other programs that give families a choice in their child's education have and will continue to make a significant and positive impact on those statistics.

We can no longer be distracted by the ideological battles surrounding educational choice and competition while children graduate without the skills to succeed here at home, or even less so in our global economy.

Madam speaker, I close today in appreciation for the teachers and students of charter schools, and the communities and private donors that support them, for their contributions and achievements and I encourage my colleagues to do the same.

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

Ms. CHU. Madam Speaker, I urge passage of House Resolution 1149, and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from California (Ms. CHU) that the House suspend the rules and agree to the resolution, H. Res. 1149.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the resolution was agreed to.

A motion to reconsider was laid on the table.

MOTHER'S DAY CENTENNIAL COMMEMORATIVE COIN ACT

Mr. MEEKS of New York. Madam Speaker, I move to suspend the rules and pass the bill (H.R. 2421) to require the Secretary of the Treasury to mint coins in commemoration of the centennial of the establishment of Mother's Day, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 2421

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

SECTION 1. SHORT TITLE.

This Act may be cited as the "Mother's Day Centennial Commemorative Coin Act".

SEC. 2. FINDINGS.

The Congress hereby finds as follows:

(1) Anna Jarvis, who is considered to be the founder of the modern Mother's Day, was born in Webster, West Virginia on May 1, 1864.

(2) A resident of Grafton, West Virginia, Anna Jarvis dedicated much of her adult life to honoring her mother, Anna Reeves Jarvis, who passed on May 9, 1905.

(3) In 1908, the Andrews Methodist Episcopal Church of Grafton, West Virginia, officially proclaimed the third anniversary of Anna Reeves Jarvis' death to be Mother's Day.

(4) In 1910, West Virginia Governor, William Glasscock, issued the first Mother's Day Proclamation encouraging all West Virginians to attend church and wear white carnations.

(5) On May 8, 1914, the Sixty-Third Congress approved H.J. Res. 263 designating the second Sunday in May to be observed as Mother's Day and encouraging all Americans to display the American flag at their homes as a public expression of the love and reverence for the mothers of our Nation.

(6) On May 9, 1914, President Woodrow Wilson issued a Presidential Proclamation directing government officials to display the American flag on all government buildings and inviting the American people to display the flag at their homes on the second Sunday of May as a public expression of the love and reverence for the mothers of our nation.

SEC. 3. COIN SPECIFICATIONS.

(a) DENOMINATIONS.—The Secretary of the Treasury (hereinafter in this Act referred to as the "Secretary") shall mint and issue not more than 400,000 \$1 coins each of which shall—

(1) weigh 26.73 grams;

(2) have a diameter of 1.500 inches; and

(3) contain 90 percent silver and 10 percent copper.

(b) LEGAL TENDER.—The coins minted under this Act shall be legal tender, as provided in section 5103 of title 31, United States Code.

(c) NUMISMATIC ITEMS.—For purposes of section 5136 of title 31, United States Code, all coins minted under this Act shall be considered to be numismatic items.

SEC. 4. DESIGN OF COINS.

(a) DESIGN REQUIREMENTS.—The design of the coins minted under this Act shall be emblematic of the 100th anniversary of President Wilson's proclamation designating the second Sunday in May as Mother's Day.

(b) DESIGNATION AND INSCRIPTIONS.—On each coin minted under this Act there shall be—

(1) a designation of the value of the coin;

(2) an inscription of the year "2014"; and

(3) inscriptions of the words "Liberty", "In God We Trust", "United States of America", and "E Pluribus Unum".

(c) SELECTION.—The design for the coins minted under this Act shall be—

(1) selected by the Secretary after consultation with the Commission of Fine Arts; and

(2) reviewed by the Citizens Coinage Advisory Committee established under section 5135 of title 31, United States Code.

SEC. 5. ISSUANCE OF COINS.

(a) QUALITY OF COINS.—Coins minted under this Act shall be issued in uncirculated and proof qualities.

(b) COMMENCEMENT OF ISSUANCE.—The Secretary may issue coins minted under this Act beginning January 1, 2014, except that the Secretary may initiate sales of such coins, without issuance, before such date.

(c) TERMINATION OF MINTING AUTHORITY.—No coins shall be minted under this Act after December 31, 2014.

SEC. 6. SALE OF COINS.

(a) SALE PRICE.—Notwithstanding any other provision of law, the coins issued under this Act shall be sold by the Secretary at a price equal to the sum of the face value of the coins, the surcharge required under section 7(a) for the coins, and the cost of designing and issuing such coins (including labor, materials, dies, use of machinery, overhead expenses, and marketing).

(b) BULK SALES.—The Secretary shall make bulk sales of the coins issued under this Act at a reasonable discount.

(c) PREPAID ORDERS AT A DISCOUNT.—

(1) IN GENERAL.—The Secretary shall accept prepaid orders for the coins minted under this Act before the issuance of such coins.

(2) DISCOUNT.—Sale prices with respect to prepaid orders under paragraph (1) shall be at a reasonable discount.

SEC. 7. SURCHARGES.

(a) SURCHARGE REQUIRED.—All sales shall include a surcharge of \$10 per coin.

(b) DISTRIBUTION.—Subject to section 5134(f) of title 31, United States Code, all surcharges which are received by the Secretary from the sale of coins issued under this Act shall be promptly paid by the Secretary as follows:

(1) $\frac{1}{2}$ to the Susan G. Komen for the Cure for the purpose of furthering research funded by the organization.

(2) $\frac{1}{2}$ to the National Osteoporosis Foundation for the purpose of furthering research funded by the Foundation.

(c) AUDITS.—The Susan G. Komen for the Cure and the National Osteoporosis Foundation shall be subject to the audit requirements of section 5134(f)(2) of title 31, United States Code, with regard to the amounts received by the respective organizations under subsection (b).

(d) LIMITATION.—Notwithstanding subsection (a), no surcharge may be included with respect to the issuance under this Act of any coin during a calendar year if, as of the time of such issuance, the issuance of such coin would result in the number of commemorative coin programs issued during such year to exceed the annual 2 commemorative coin program issuance limitation under section 5112(m)(1) of title 31, United States Code (as in effect on the date of the enactment of this Act). The Secretary of the Treasury may issue guidance to carry out this subsection.

SEC. 8. BUDGET COMPLIANCE.

The budgetary effects of this Act, for the purpose of complying with the Statutory

Pay-As-You-Go Act of 2010, shall be determined by reference to the latest statement titled "Budgetary Effects of PAYGO Legislation" for this Act, submitted for printing in the Congressional Record by the Chairman of the Committee on the Budget of the House of Representatives, provided that such statement has been submitted prior to the vote on passage.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from New York (Mr. MEEKS) and the gentleman from West Virginia (Mrs. CAPITO) each will control 20 minutes.

The Chair recognizes the gentleman from New York.

GENERAL LEAVE

Mr. MEEKS of New York. Madam Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks on this legislation and to insert extraneous material thereon.

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

There was no objection.

Mr. MEEKS of New York. I yield myself such time as I may consume.

Madam Speaker, on Sunday, we will be celebrating Mother's Day. On May 9, 2014, we will be celebrating the 100th anniversary of the declaration by President Wilson of having Mother's Day celebrated on the second Sunday in May.

I speak in strong support of the bill on which Mrs. CAPITO also worked and drafted and for which she fought so hard to have a commemorative coin made for that day in honor of Mother's Day.

As you know, Anna Jarvis, who is considered to be the founder of the modern Mother's Day, was born in Webster, West Virginia, on May 1, 1864. She loved her mother so much that, when her mother passed, the Governor of West Virginia and others came around and said, What a great idea it is to celebrate mothers.

I don't know of a person in this House or in this Nation who does not appreciate the value of their mothers and the greatness that Mother's Day represents as it brings us together to celebrate mothers.

What a brilliant idea 100 years ago by the President, in following the lead of West Virginia, to determine that we are going to have this day of celebration for mothers. What better thing for us to do than to have a commemorative coin established, which would also raise money for two very important organizations.

One half of the profits, which would be received from the surcharge of \$10 per coin, would benefit women's causes, including the Susan G. Komen for the Cure. This would further research funded by the organization. The other half of the profits would go to the National Osteoporosis Foundation for the purpose of further research funded by that foundation.

So, Madam Speaker, I stand here today in strong support of the passage