

Crockett Kilmer Ross
 Crow Kim (NJ) Ruiz
 Davids (KS) Krishnamoorthi Ruppersberger
 Davis (IL) Kuster Ryan
 Davis (NC) Landsman Salinas
 Dean (PA) Larsen (WA) Sánchez
 DeGette Larson (CT) Sarbanes
 DeLauro Lee (CA) Scanlon
 DelBene Lee (NV) Schakowsky
 Deluzio Lee (PA) Schiff
 DeSaulnier Levin Schneider
 Dingell Lieu Scholten
 Doggett Lofgren Schrier
 Escobar Lynch Scott (VA)
 Eshoo Magaziner Scott, David
 Espallat Manning Sewell
 Evans Matsui Sherman
 Fletcher McBath Sherrill
 Foster McClellan Slotkin
 Foushee McCollum Smith (WA)
 Frankel, Lois McGarvey Sorensen
 Frost McGovern Soto
 Gallego Meeks Spanberger
 Garamendi Menendez Stansbury
 Garcia (IL) Meng Stanton
 Garcia (TX) Mfume Stevens
 Garcia, Robert Moore (WI) Strickland
 Goldman (NY) Morelle Swaiwell
 Gomez Moulton Sykes
 Gonzalez, Mrvan Takano
 Vicente Napolitano Thanedar
 Gottheimer Neal Thompson (CA)
 Green, Al (TX) Neguse Thompson (MS)
 Grijalva Nickel Titus
 Harder (CA) Norcross Tlaib
 Hayes Ocasio-Cortez Tokuda
 Higgins (NY) Omar Tonko
 Himes Pallone Torres (CA)
 Horsford Panetta Torres (NY)
 Houlihan Pappas Trahan
 Hoyer Pascrell Trone
 Hoyle (OR) Payne Underwood
 Huffman Pelosi Vargas
 Ivey Peltola Vasquez
 Jackson (NC) Perez Veasey
 Jackson Lee Peters Velázquez
 Jacobs Pettersen Wasserman
 Jayapal Phillips Schultz
 Jeffries Pingree Waters
 Johnson (GA) Pocan Watson Coleman
 Kamlager-Dove Porter Wexton
 Kaptur Pressley Wild
 Keating Quigley Williams (GA)
 Khanna Ramirez Williams (FL)
 Kildee Raskin Wilson

NOT VOTING—15

Blumenauer Costa Moskowitz
 Bucshon Cuellar Mullin
 Castro (TX) Jackson (IL) Nadler
 Cleaver Kelly (IL) Rogers (KY)
 Cohen Leger Fernandez Salazar

□ 1803

Mrs. BEATTY, Messrs. CARSON, PAYNE, Ms. KAPTUR, Mr. KRISHNAMOORTHY, Ms. JACKSON LEE, and Mr. LARSON of Connecticut changed their vote from “yea” to “nay.”

Mr. PERRY and Ms. VAN DUYNE changed their vote from “nay” to “yea.”

So (two-thirds not being in the affirmative) the veto of the President was sustained and the joint resolution was rejected.

The result of the vote was announced as above recorded.

The SPEAKER pro tempore. The veto message and the joint resolution are referred to the Committee on Education and the Workforce.

The Clerk will notify the Senate of the action of the House.

PARENTS BILL OF RIGHTS ACT

The SPEAKER pro tempore. Pursuant to House Resolution 241 and rule XVIII, the Chair declares the House in the Committee of the Whole House on

the state of the Union for the further consideration of the bill, H.R. 5.

Will the gentleman from North Carolina (Mr. MURPHY) kindly take the chair.

□ 1807

IN THE COMMITTEE OF THE WHOLE

Accordingly, the House resolved itself into the Committee of the Whole House on the state of the Union for the further consideration of the bill (H.R. 5) to ensure the rights of parents are honored and protected in the Nation’s public schools, with Mr. MURPHY (Acting Chair) in the chair.

The Clerk read the title of the bill.

The Acting CHAIR. When the Committee of the Whole rose earlier today, a request for a recorded vote on Amendment No. 8 printed in House report 118–12 offered by the gentleman from Pennsylvania (Mr. FITZPATRICK) had been postponed.

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, proceedings will now resume on those amendments on which further proceedings were postponed, in the following order:

Amendment No. 5 by Ms. BONAMICI of Oregon.

Amendment No. 6 by Mr. CRANE of Arizona.

Amendment No. 7 by Mr. DAVIDSON of Ohio.

Amendment No. 8 by Mr. FITZPATRICK of Pennsylvania.

The Chair will reduce to 2 minutes the minimum time for any electronic vote in this series.

AMENDMENT NO. 5 OFFERED BY MS. BONAMICI

The Acting CHAIR. The unfinished business is the demand for a recorded vote on amendment No. 5 printed in House Report 118–12 offered by the gentlewoman from Oregon (Ms. BONAMICI) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been requested.

A recorded vote was ordered.

The Acting CHAIR. This will be a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 203, noes 223, not voting 14, as follows:

[Roll No. 150]

AYES—203

Adams Brown Cherfilus-McCormick
 Aguilar Brownley Chu
 Allred Budzinski Cicilline
 Auchincloss Bush Clark (MA)
 Balint Caraveo Clarke (NY)
 Barragán Carbajal Clyburn
 Beatty Cárdenas Connolly
 Bera Carson Carter (LA)
 Beyer Bishop (GA) Cartwright
 Blunt Rochester Casar
 Bonamici Bonamici Case
 Bowman Casten Case
 Boyle (PA) Castor (FL) Davis (IL)

Davis (NC) Kuster Ruiz
 Dean (PA) Landsman Ruppersberger
 DeGette Larsen (WA) Ryan
 DeLauro Larson (CT) Sablan
 DelBene Lee (CA) Salinas
 Deluzio Lee (NV) Sánchez
 DeSaulnier Lee (PA) Sarbanes
 Dingell Levin Scanlon
 Doggett Lieu Schakowsky
 Escobar Lofgren Schiff
 Eshoo Lynch Schneider
 Espallat Magaziner Scholten
 Evans Manning Schrier
 Fletcher Matsui Scott (VA)
 Foster McBath Scott, David
 Foushee McClellan Sewell
 Frankel, Lois McCollum Sherman
 Frost Gallego McCollum Sherrill
 Gallego McGarvey Sherrill
 Garamendi Meeks Smith (WA)
 Garcia (IL) Menendez Sorensen
 Garcia (TX) Meng Sorensen
 Garcia, Robert Mfume Soto
 Golden (ME) Moore (WI) Spanberger
 Goldman (NY) Morelle Stansbury
 Gomez Moulton Stanton
 Gonzalez, Mrvan Stevens
 Vicente Napolitano Strickland
 Gottheimer Neal Swaiwell
 Green, Al (TX) Neguse Sykes
 Grijalva Nickel Takano
 Harder (CA) Norcross Thanedar
 Hayes Norton Thompson (CA)
 Higgins (NY) Ocasio-Cortez Thompson (MS)
 Himes Omar Titus
 Horsford Pallone Tlaib
 Houlihan Panetta Tokuda
 Hoyer Pappas Tonko
 Hoyle (OR) Pascrell Torres (CA)
 Huffman Payne Torres (NY)
 Ivey Pelosi Trahan
 Jackson (NC) Peltola Trone
 Jackson Lee Perez Underwood
 Jacobs Peters Vargas
 Jayapal Pettersen Vasquez
 Jeffries Phillips Veasey
 Johnson (GA) Pingree Velázquez
 Kamlager-Dove Plaskett Wasserman
 Kaptur Pocan Schultz
 Keating Porter Waters
 Khanna Khanna Pressley Watson Coleman
 Kildee Kildee Quigley Wexton
 Kim (NJ) Kilmer Ramirez Wild
 Krishnamoorthi Raskin Williams (GA)
 Wilson (FL)

NOES—223

Aderholt Crawford Granger
 Alford Crenshaw Graves (LA)
 Allen Curtis Graves (MO)
 Amodei D’Esposito Green (TN)
 Armstrong Davids (KS) Greene (GA)
 Arrington Davidson Griffith
 Babin De La Cruz Grothman
 Bacon DesJarlais Guest
 Baird Diaz-Balart Guthrie
 Balderson Donalds Hageman
 Banks Duarte Harris
 Barr Duncan Harshbarger
 Bean (FL) Dunn (FL) Hern
 Bentz Edwards Higgins (LA)
 Bergman Ellzey Hill
 Bice Emmer Hinson
 Biggs Estes Houchin
 Bilirakis Ezell Hudson
 Bishop (NC) Fallon Huizenga
 Boebert Feenstra Hunt
 Bost Ferguson Issa
 Brecheen Finstad Jackson (TX)
 Buchanan Fischbach James
 Buck Fitzgerald Johnson (LA)
 Burchett Fitzpatrick Johnson (OH)
 Burgess Fleischmann Johnson (SD)
 Burlison Flood Jordan
 Calvert Foxx Joyce (OH)
 Cammack Franklin, C. Joyce (PA)
 Carey Scott Kean (NJ)
 Carl Fry Kelly (MS)
 Carter (GA) Fulcher Kelly (PA)
 Carter (TX) Gaetz Kiggans (VA)
 Chavez-DeRemer Gallagher Kiley
 Ciscomani Garbarino Kim (CA)
 Cline Garcia, Mike Kustoff
 Cloud Gimenez LaHood
 Clyde Gonzales, Tony LaLota
 Cole González-Colón LaMalfa
 Collins Good (VA) Lamborn
 Comer Gooden (TX) Langworthy
 Crane Gosar Latta

LaTurner	Murphy	Smucker	Steube	Van Drew	Zinke	Rouzer	Smith (WA)	Trone
Lawler	Nehls	Spartz	Tenney	Webster (FL)		Roy	Smucker	Turner
Lee (FL)	Newhouse	Stauber	Tiffany	Wilson (SC)		Ruiz	Sorensen	Underwood
Lesko	Norman	Steel				Ruppersberger	Soto	Valadao
Letlow	Nunn (IA)	Stefanik				Rutherford	Stansbury	Van Dwyne
Loudermilk	Obornolte	Steil				Ryan	Stanton	Van Orden
Lucas	Ogles	Steube	Adams	Esipaillat	Kustoff	Sablan	Staubert	Vargas
Luetkemeyer	Owens	Stewart	Aderholt	Estes	LaHood	Salazar	Steel	Vasquez
Luna	Palmer	Strong	Agular	Evans	LaMalfa	Salinas	Stefanik	Veasey
Luttrell	Pence	Tenney	Alford	Ezell	Landsman	Sánchez	Stell	Velázquez
Mace	Perry	Thompson (PA)	Allen	Fallon	Langworthy	Sarbanes	Stevens	Wagner
Malliotakis	Plunger	Tiffany	Allred	Feenstra	Larsen (WA)	Scanlon	Stewart	Walberg
Mann	Posey	Timmons	Amodei	Ferguson	Larson (CT)	Schakowsky	Strickland	Waltz
Massie	Reschenthaler	Turner	Armstrong	Finstad	Latta	Schiff	Strong	Wasserman
Mast	Rodgers (WA)	Valadao	Arrington	Fischbach	LaTurner	Schneider	Swalwell	Schultz
McCaul	Rogers (AL)	Van Drew	Auchincloss	Fitzgerald	Lawler	Scholten	Sykes	Waters
McClain	Rogers (KY)	Van Dwyne	Babin	Fitzpatrick	Lee (CA)	Schrier	Takano	Watson Coleman
McClintock	Rose	Van Orden	Bacon	Fleischmann	Lee (FL)	Schweikert	Thanedar	Weber (TX)
McCormick	Rosendale	Wagner	Baird	Fletcher	Lee (NV)	Scott (VA)	Thompson (CA)	Wenstrup
McHenry	Rouzer	Walberg	Balderson	Flood	Lee (PA)	Scott, David	Thompson (MS)	Westerman
Meuser	Roy	Waltz	Balint	Foster	Letlow	Self	Thompson (PA)	Wexton
Miller (IL)	Rutherford	Weber (TX)	Barr	Foushee	Levin	Sessions	Timmons	Wild
Miller (OH)	Salazar	Webster (FL)	Barragán	Foxx	Lieu	Sewell	Titus	Williams (GA)
Miller (WV)	Santos	Wenstrup	Bean (FL)	Frankel, Lois	Lofgren	Sherman	Tlaib	Williams (NY)
Miller-Meeks	Scalise	Westerman	Beatty	Franklin, C.	Loudermilk	Sherrill	Tokuda	Williams (TX)
Mills	Schweikert	Williams (NY)	Bentz	Scott	Lucas	Simpson	Tonko	Wilson (FL)
Molinaro	Scott, Austin	Williams (TX)	Bera	Frost	Luetkemeyer	Slotkin	Torres (CA)	Wittman
Moolenaar	Self	Wilson (SC)	Bergman	Fulcher	Lynch	Smith (MO)	Torres (NY)	Womack
Mooney	Sessions	Wittman	Beyer	Gaetz	Mace	Smith (NJ)	Trahan	Yakym
Moore (AL)	Simpson	Womack	Bice	Gallagher	Magaziner			
Moore (UT)	Smith (MO)	Yakym	Bilirakis	Gallego	Malliotakis			
Moran	Smith (NE)	Zinke	Bishop (GA)	Garamendi	Mann			
Moylan	Smith (NJ)		Blunt Rochester	Garbarino	Manning			
			Bonamici	García (IL)	Massie			
			Bost	García (TX)	Matsui			
			Bowman	García, Mike	McBath			
			Boyle (PA)	García, Robert	McCaul			
			Brown	Gimenez	McClain			
			Brownley	Golden (ME)	McClellan			
			Buchanan	Goldman (NY)	McCollum			
			Buck	Gomez	McGarvey			
			Budzinski	Gonzales, Tony	McGovern			
			Burgess	Gonzalez,	McHenry			
			Bush	Vicente	Meeks			
			Calvert	González-Colón	Menendez			
			Caraveo	Gooden (TX)	Meng			
			Carbajal	Gottheimer	Meuser			
			Cárdenas	Granger	Mfume			
			Carey	Graves (LA)	Miller (OH)			
			Carl	Graves (MO)	Miller (WV)			
			Carson	Green (TN)	Miller-Meeks			
			Carter (GA)	Green, Al (TX)	Molinaro			
			Carter (LA)	Grijalva	Moolenaar			
			Carter (TX)	Grothman	Moore (UT)			
			Cartwright	Guest	Moore (WI)			
			Casar	Guthrie	Morelle			
			Case	Harder (CA)	Moulton			
			Casten	Hayes	Moylan			
			Castor (FL)	Hern	Mrvan			
			Chavez-DeRemer	Higgins (NY)	Murphy			
			Cherfilus-	Hill	Napolitano			
			McCormick	Himes	Neal			
			Chu	Hinson	Neguse			
			Ciilline	Horsford	Newhouse			
			Ciscomani	Houchin	Nickel			
			Clark (MA)	Houlahan	Norcross			
			Clarke (NY)	Hoyer	Norton			
			Clyburn	Hoyle (OR)	Nunn (IA)			
			Cole	Huffman	Obornolte			
			Comer	Huizenga	Ocasio-Cortez			
			Connolly	Issa	Ogles			
			Correa	Ivey	Omar			
			Courtney	Jackson (IL)	Owens			
			Craig	Jackson (NC)	Pallone			
			Crawford	Jackson (TX)	Panetta			
			Crenshaw	Jackson Lee	Pappas			
			Crockett	Jacobs	Pascrell			
			Crow	James	Payne			
			Curtis	Jayapal	Pelosi			
			D'Esposito	Jeffries	Peltola			
			Davids (KS)	Johnson (GA)	Pence			
			Davis (IL)	Johnson (LA)	Perez			
			Davis (NC)	Johnson (OH)	Perry			
			De La Cruz	Johnson (SD)	Peters			
			Dean (PA)	Joyce (OH)	Pettersen			
			DeGette	Joyce (PA)	Plunger			
			DeLauro	Kamlager-Dove	Phillips			
			DelBene	Kaptur	Pingree			
			Deluzio	Keating	Plaskett			
			DeSaulnier	Keating	Pocan			
			Diaz-Balart	Kelly (PA)	Porter			
			Dingell	Khanna	Pressley			
			Doggett	Kiggans (VA)	Quigley			
			Duarte	Kildee	Ramirez			
			Dunn (FL)	Kiley	Raskin			
			Edwards	Kilmer	Rodgers (WA)			
			Ellzey	Kim (CA)	Rogers (AL)			
			Emmer	Kim (NJ)	Rogers (KY)			
			Escobar	Krishnamoorthi	Rose			
			Eshoo	Kuster	Ross			

NOES—365

NOT VOTING—14

NOT VOTING—14

Blumenauer	Costa	Moskowitz
Bucshon	Cuellar	Mullin
Castro (TX)	Jackson (IL)	Nadler
Cleaver	Kelly (IL)	Radewagen
Cohen	Leger Fernandez	

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1809

So the amendment was rejected.

The result of the vote was announced as above recorded.

AMENDMENT NO. 6 OFFERED BY MR. CRANE

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Arizona (Mr. CRANE) on which further proceedings were postponed and on which the ayes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This will be a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 61, noes 365, not voting 14, as follows:

[Roll No. 151]

AYES—61

Banks	Good (VA)	McClintock
Biggs	Gosar	McCormick
Bishop (NC)	Greene (GA)	Miller (IL)
Boebert	Griffith	Mills
Brecheen	Hageman	Mooney
Burchett	Harris	Moore (AL)
Burlison	Harshbarger	Moran
Cammack	Higgins (LA)	Nehls
Cline	Hudson	Norman
Cloud	Hunt	Palmer
Clyde	Jordan	Posey
Collins	Kelly (MS)	Reschenthaler
Crane	LaLota	Rosendale
Davidson	Lamborn	Santos
DesJarlais	Lesko	Scalise
Donalds	Luna	Scott, Austin
Duncan	Luttrell	Smith (NE)
Fry	Mast	Spanberger

Blumenauer	Costa	Mullin
Bucshon	Cuellar	Nadler
Castro (TX)	Kelly (IL)	Radewagen
Cleaver	Leger Fernandez	Spartz
Cohen	Moskowitz	

□ 1813

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting Chair (during the vote). There is 1 minute remaining.

Mr. FULCHER changed his vote from “aye” to “no.”

So the amendment was rejected.

The result of the vote was announced as above recorded.

AMENDMENT NO. 7 OFFERED BY MR. DAVIDSON

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Ohio (Mr. DAVIDSON) on which further proceedings were postponed and on which the ayes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This will be a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 89, noes 338, not voting 13, as follows:

[Roll No. 152]

AYES—89

Arrington	Duncan	Hunt
Banks	Dunn (FL)	Jackson (TX)
Biggs	Emmer	Johnson (LA)
Bilirakis	Fitzgerald	Johnson (OH)
Bishop (NC)	Fry	Johnson (SD)
Boebert	Fulcher	Jordan
Brecheen	Garcia, Mike	Joyce (PA)
Burchett	Good (VA)	Kelly (MS)
Burgess	Gosar	Kiley
Burlison	Green (TN)	Lamborn
Cammack	Greene (GA)	Lesko
Cline	Griffith	Loudermilk
Cloud	Guest	Luna
Clyde	Hageman	Luttrell
Collins	Harris	Mace
Crane	Harshbarger	Massie
Davidson	Hern	Mast
DesJarlais	Higgins (LA)	McClintock
Donalds	Hudson	McCormick

Meuser
Miller (IL)
Miller (OH)
Mills
Moolenaar
Mooney
Moore (AL)
Moran
Nehls
Norman
Ogles

NOES—338

Adams
Aderholt
Aguilar
Alford
Allen
Allred
Amodi
Armstrong
Auchincloss
Babin
Bacon
Baird
Balderson
Balint
Barr
Barragán
Bean (FL)
Beatty
Bentz
Bera
Bergman
Beyer
Bice
Bishop (GA)
Blunt Rochester
Bonamici
Bost
Bowman
Boyle (PA)
Brown
Brownley
Buchanan
Buck
Budzinski
Bush
Calvert
Caraveo
Carbajal
Cárdenas
Carey
Carl
Carson
Carter (GA)
Carter (LA)
Carter (TX)
Cartwright
Casar
Case
Casten
Castor (FL)
Chavez-DeRemer
Cherfilus-
McCormick
Chu
Cicilline
Ciscomani
Clark (MA)
Clarke (NY)
Clyburn
Cole
Comer
Connolly
Correa
Courtney
Craig
Crawford
Crenshaw
Crockett
Crow
Curtis
D'Esposito
Davids (KS)
Davis (IL)
Davis (NC)
De La Cruz
Dean (PA)
DeGette
DeLauro
DelBene
Deluzio
DeSaulnier
Diaz-Balart
Dingell
Doggett
Duarte
Edwards

Palmer
Pence
Perry
Posey
Rosendale
Santos
Scalise
Schweikert
Self
Smucker
Spartz

Steube
Tenney
Tiffany
Timmons
Van Drew
Van Dуйne
Waltz
Weber (TX)
Webster (FL)
Williams (TX)

LaHood
LaLota
LaMalfa
Landsman
Langworthy
Larsen (WA)
Larson (CT)
Latta
LaTurner
Lawler
Lee (CA)
Lee (FL)
Lee (NV)
Lee (PA)
Letlow
Levin
Lieu
Lofgren
Lucas
Luetkemeyer
Lynch
Magaziner
Malliotakis
Mann
Manning
Matsui
McBath
McCaul
McClain
McClellan
McCollum
McGarvey
McGovern
McHenry
Meeks
Menendez
Meng
Mfume
Miller (WV)
Miller-Meeeks
Molinaro
Moore (UT)
Moore (WI)
Morelle
Moulton
Moylan
Mrvan
Murphy
Napolitano
Neal
Neguse
Newhouse
Nickel
Norcross
Norton
Nunn (IA)
Obernolte
Ocasio-Cortez
Omar
Owens
Pallone
Panetta
Pappas
Pascrell
Payne
Pelosi
Peltola
Perez
Peters
Petersen
Pfluger
Phillips
Pingree
Plaskett
Pocan
Porter
Pressley
Quigley
Ramirez
Raskin
Reschenthaler
Rodgers (WA)
Rogers (AL)
Rogers (KY)
Rose
Ross

Rouzer
Roy
Ruiz
Ruppersberger
Rutherford
Stansbury
Ryan
Sablan
Salazar
Salinas
Sánchez
Sarbanes
Scanlon
Schakowsky
Schiff
Schneider
Scholten
Schrier
Scott (VA)
Scott, Austin
Scott, David
Sessions
Sewell
Sherman
Sherrill
Simpson
Slotkin
Smith (MO)
Smith (NE)

Blumenauer
Buchon
Castro (TX)
Cleaver
Cohen

Smith (NJ)
Smith (WA)
Sorensen
Soto
Spanberger
Stansbury
Stanton
Stauber
Steel
Stefanik
Steil
Stevens
Stewart
Strickland
Strong
Swalwell
Scholten
Sykes
Takano
Thanedar
Thompson (CA)
Thompson (MS)
Thompson (PA)
Titus
Tlaib
Tokuda
Tonko
Torres (CA)
Torres (NY)

NOT VOTING—13

Costa
Cuellar
Kelly (IL)
Leger Fernandez
Moskowitz

□ 1818

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote).
There is 1 minute remaining.

Mr. PFLUGER changed his vote from
“aye” to “no.”

So the amendment was rejected.

The result of the vote was announced
as above recorded.

AMENDMENT NO. 8 OFFERED BY MR.

FITZPATRICK

The Acting CHAIR. The unfinished
business is the demand for a recorded
vote on the amendment offered by the
gentleman from Pennsylvania (Mr.
FITZPATRICK) on which further pro-
ceedings were postponed and on which
the ayes prevailed by voice vote.

The Clerk will redesignate the
amendment.

The Clerk redesignated the amend-
ment.

RECORDED VOTE

The Acting CHAIR. A recorded vote
has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This will be a 2-
minute vote.

The vote was taken by electronic de-
vice, and there were—ayes 386, noes 39,
not voting 15, as follows:

[Roll No. 153]

AYES—386

Adams
Aderholt
Aguilar
Alford
Allen
Allred
Amodi
Armstrong
Arrington
Auchincloss
Babin
Bacon
Baird
Balderson
Balint
Banks
Barr
Barragán
Bean (FL)

Beatty
Bentz
Bera
Bergman
Beyer
Bice
Bilirakis
Bishop (GA)
Blunt Rochester
Bonamici
Bost
Bowman
Boyle (PA)
Brown
Brownley
Buchanan
Budzinski
Bush
Calvert

Cammack
Caraveo
Carbajal
Carey
Carl
Carson
Carter (GA)
Carter (LA)
Carter (TX)
Cartwright
Casar
Case
Casten
Castor (FL)
Chavez-DeRemer
Cherfilus-
McCormick
Chu
Cicilline

Ciscomani
Clark (MA)
Clarke (NY)
Clyburn
Clyde
Cole
Collins
Comer
Connolly
Correa
Courtney
Craig
Crawford
Crenshaw
Crockett
Crow
Curtis
D'Esposito
Davids (KS)
Davis (IL)
Davis (NC)
De La Cruz
Dean (PA)
DeGette
DeLauro
DelBene
Deluzio
DeSaulnier
DesJarlais
Diaz-Balart
Dingell
Doggett
Duarte
Donalds
Duarte
Duncan
Dunn (FL)
Edwards
Ellzey
Emmer
Escobar
Eshoo
Español
Estes
Evans
Ezell
Fallon
Feenstra
Ferguson
Finstad
Fischbach
Fitzgerald
Fitzpatrick
Fleischmann
Fletcher
Flood
Foster
Foushee
Fouxx
Frankel, Lois
Franklin, C.
Scott
Frost
Fry
Fulcher
Gallagher
Gallego
Garamendi
Garbarino
García (IL)
García (TX)
García, Mike
García, Robert
Gimenez
Golden (ME)
Goldman (NY)
Gomez
Gonzales, Tony
Gonzalez,
Vicente
González-Colón
Gooden (TX)
Gottheimer
Granger
Graves (LA)
Graves (MO)
Green (TN)
Green, Al (TX)
Grijalva
Guest
Guthrie
Harder (CA)
Harshbarger
Hayes
Hern
Higgins (NY)
Hill
Himes
Hinson

Horsford
Houchin
Houlihan
Hoyer
Hoyler (OR)
Hudson
Huffman
Huizenga
Hunt
Issa
Norton
Ivey
Jackson (IL)
Jackson (NC)
Jackson (TX)
Jackson Lee
Jacobs
James
Jayapal
Jeffries
Johnson (LA)
Johnson (OH)
Johnson (SD)
Jordan
Joyce (OH)
Joyce (PA)
Kamlager-Dove
Kaptur
Kean (NJ)
Keating
Kelly (MS)
Kelly (PA)
Khanna
Kildee
Kilmer
Kim (CA)
Kim (NJ)
Krishnamoorthi
Kuster
Kustoff
LaHood
LaMalfa
LaLota
Lamborn
Landsman
Langworthy
Larsen (WA)
Larson (CT)
Latta
LaTurner
Lawler
Lee (CA)
Lee (FL)
Lee (NV)
Lee (PA)
Letlow
Levin
Lieu
Lofgren
Lucas
Luetkemeyer
Luttrell
Mace
Magaziner
Malliotakis
Mann
Manning
Massie
Mast
Matsui
McBath
McCaul
McClain
McClellan
McClintock
McCollum
McCormick
McGarvey
McGovern
McHenry
Meeks
Menendez
Meng
Meuser
Mfume
Miller (IL)
Miller (OH)
Miller (WV)
Miller-Meeks
Mills
Molinaro
Moolenaar
Mooney
Moore (AL)
Moore (UT)
Moore (WI)
Moran
Morelle
Moulton

Moylan
Mrvan
Murphy
Napolitano
Neguse
Nehls
Newhouse
Nickel
Norcross
Norton
Nunn (IA)
Obernolte
Ocasio-Cortez
Omar
Owens
Pallone
Palmer
Panetta
Pappas
Pascrell
Peltola
Pence
Perez
Peters
Petersen
Pfluger
Phillips
Pingree
Plaskett
Pocan
Porter
Pressley
Quigley
Ramirez
Raskin
Reschenthaler
Rodgers (WA)
Rogers (AL)
Rogers (KY)
Rose
Ross
Rouzer
Ruiz
Ruppersberger
Rutherford
Ryan
Sablan
Salazar
Salinas
Sánchez
Sarbanes
Scalise
Scanlon
Schakowsky
Schiff
Schneider
Scholten
Schrier
Schweikert
Scott (VA)
Scott, Austin
Scott, David
Self
Sessions
Sewell
Sherman
Sherrill
Simpson
Slotkin
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (WA)
Smucker
Sorensen
Soto
Spanberger
Spartz
Stanton
Stauber
Steel
Stefanik
Steil
Stevens
Stewart
Strickland
Strong
Swalwell
Sykes
Takano
Tenney
Thanedar
Thompson (CA)
Thompson (MS)
Thompson (PA)
Tiffany
Timmons
Titus
Tokuda

Tonko	Vasquez	Westerman
Torres (CA)	Veasey	Wexton
Torres (NY)	Velázquez	Wild
Trahan	Wagner	Williams (GA)
Trone	Walberg	Williams (NY)
Turner	Wasserman	Williams (TX)
Underwood	Schultz	Wilson (FL)
Valadao	Waters	Wilson (SC)
Van Drew	Watson Coleman	Wittman
Van Duyne	Weber (TX)	Womack
Van Orden	Webster (FL)	Yakym
Vargas	Wenstrup	Zinke

NOES—39

Biggs	Gaetz	Neal
Bishop (NC)	Good (VA)	Norman
Boebert	Gosar	Ogles
Brecheen	Greene (GA)	Payne
Buck	Griffith	Pelosi
Burchett	Harris	Perry
Burgess	Higgins (LA)	Posey
Burlison	Johnson (GA)	Rosendale
Cárdenas	Kiggans (VA)	Roy
Cline	Lesko	Santos
Cloud	Loudermilk	Stansbury
Crane	Luna	Steube
Davidson	Lynch	Tlaib

NOT VOTING—15

Blumenauer	Costa	Moskowitz
Bucshon	Cuellar	Mullin
Castro (TX)	Grothman	Nadler
Cleaver	Kelly (IL)	Radewagen
Cohen	Leger Fernandez	Waltz

□ 1822

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting Chair (during the vote). There is 1 minute remaining.

So the amendment was agreed to.

The result of the vote was announced as above recorded.

□ 1830

AMENDMENT NO. 9 OFFERED BY MR. GARBARINO

The Acting CHAIR. It is now in order to consider amendment No. 9 printed in House Report 118-12.

Mr. GARBARINO. Mr. Chair, I have an amendment at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Add at the end the following:

TITLE VII—RULE OF CONSTRUCTION ON STUDENT ACCESS TO BOOKS AND OTHER READING MATERIALS

SEC. 701. RULE OF CONSTRUCTION ON STUDENT ACCESS TO BOOKS AND OTHER READING MATERIALS.

Nothing in this Act, or the amendments made by this Act, shall be construed as authorizing or granting parents the right or ability to deny any student who is not their child from accessing any books or other reading materials that are otherwise available in the library of their child's school.

The Acting CHAIR. Pursuant to House Resolution 241, the gentleman from New York (Mr. GARBARINO) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from New York.

Mr. GARBARINO. Mr. Chair, I yield myself such time as I may consume.

Mr. Chair, every parent has the inherent right and responsibility to decide what is best for their child, how to raise them, how to care for them, and what information to expose them to or to protect them from.

My amendment protects the ability of parents to participate in the education of their own child by reaffirm-

ing parental choice and ensuring that children are not subject to the censorship of adults who are not their parents.

I urge my colleagues to support this amendment, and I reserve the balance of my time.

Mr. SCOTT of Virginia. Mr. Chairman, I ask unanimous consent to claim time in opposition, although I am not opposed to it.

The Acting CHAIR. Is there objection to the request of the gentleman from Virginia?

There was no objection.

The SPEAKER pro tempore. The gentleman is recognized for 5 minutes.

Mr. SCOTT of Virginia. Mr. Chairman, this amendment exposes a problem with the underlying bill.

You should not be able to ban books for other parents' children. In fact, this amendment exposes the bill as actually doing exactly that. That is why this amendment is appropriate, and I would hope that it would be adopted.

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

Mr. GARBARINO. Mr. Chair, I appreciate the gentleman's words and his support of this. I also appreciate the chairwoman's support of this amendment, and I yield back the balance of my time.

Mr. SCOTT of Virginia. Mr. Chairman, I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentleman from New York (Mr. GARBARINO).

The amendment was agreed to.

AMENDMENT NO. 10 OFFERED BY MR. GREEN OF TENNESSEE

The Acting CHAIR. It is now in order to consider amendment No. 10 printed in House Report 118-12.

Mr. GREEN of Tennessee. Mr. Chair, I have an amendment at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Page 9, line 4, strike "and".

Page 9, line 9, strike the punctuation after "event" and insert ";; and".

Page 9, after line 9, insert the following new subparagraph:

"(O) the right to timely notice of any major cyberattack against their child's school that may have compromised student or parent information."

Page 11, line 4, strike the punctuation after "school" and insert a period.

Page 11, after line 4, insert the following new clause:

"(v) CYBERATTACKS.—A local educational agency receiving funds under this part shall ensure that each elementary school and secondary school served by such agency provides the parents of each child who is a student in such school notifications described in paragraph (1)(O)."

The Acting CHAIR. Pursuant to House Resolution 241, the gentleman from Tennessee (Mr. GREEN) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Tennessee.

Mr. GREEN of Tennessee. Mr. Chair, our Nation's critical infrastructure and cybersecurity are increasingly under attack by malicious actors who seek to extort and do harm to the American people.

Hospitals, financial institutions, utilities, and government agencies are all popular targets, but cyberattacks are now targeting the next generation of Americans, K-12 students.

While the total number of cyberattacks on K-12 schools is unknown, recent reports have indicated that ransomware attacks on K-12 schools increased between 2020 and 2022.

Local and State officials report that loss of learning following a cyberattack can range from 3 days to 3 weeks, and recovery time can take anywhere from 2 to 9 months. Officials also reported monetary losses to school districts ranging from \$50,000 to \$1 million due to expenses from a cyber incident.

Cyberattacks often result in the disclosure and theft of students' personal information. In a 2020 report, the GAO found that such information compromised included students grades, their Social Security numbers, and medical information.

In December 2021, a vendor for Chicago Public Schools was a victim of a ransomware attack in which more than 500,000 students' and staff members' personal information was disclosed. The data included the students' names, schools, dates of birth, gender, school identification numbers, State student identification numbers, and course information from previous school years. One study found that between 2018 and 2021, roughly 3 million students were impacted by ransomware attacks.

Parents who entrust their students' information to public institutions have the right to know when that information is compromised. We must do the work to ensure these attacks are not successful and that malicious actors are brought to justice.

Parents need to know when their students' personal information has been compromised so they can take the necessary steps to protect them. Transparency is essential to protecting the privacy of students.

We need schools that are both transparent and accountable to parents. Parents shouldn't be stonewalled when asking for information about their child's personal records. The FBI should focus on investigating these cyber incidents and informing parents on the irreparable harm done to their children's cybersecurity rather than monitoring their parents' free speech and shutting down parent involvement.

Mr. Chair, I urge my colleagues to put parents before politics and support this amendment.

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

Mr. SCOTT of Virginia. Mr. Chairman, I ask unanimous consent to claim the time in opposition, although I am not opposed to it.

The Acting CHAIR. Is there objection to the request of the gentleman from Virginia?

There was no objection.

The Acting CHAIR. The gentleman is recognized for 5 minutes.

Mr. SCOTT of Virginia. Mr. Chairman, I have some concern with some of the terms in the amendment, like what constitutes a major cyberattack or who determines whether an attack has been made, or if notice is required if it may have compromised information and exactly what is concerned there.

Generally speaking, if information is exposed during a cyberattack, people expect to be notified so that they can take appropriate action to protect themselves. These schools should be no exception. I support the amendment, and I yield back the balance of my time.

Mr. GREEN of Tennessee. Mr. Chair, I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentleman from Tennessee (Mr. GREEN).

The question was taken; and the Acting Chair announced that the ayes appeared to have it.

Mr. SCOTT of Virginia. Mr. Chair, I demand a recorded vote.

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by the gentleman from Tennessee will be postponed.

The Chair understands that amendment No. 11 will not be offered.

AMENDMENT NO. 12 OFFERED BY MS. JACOBS

The Acting CHAIR. It is now in order to consider amendment No. 12 printed in House Report 118-12.

Ms. JACOBS. Mr. Chair, I have amendment No. 12 at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Page 6, line 14, strike “, at no cost.”.

The Acting CHAIR. Pursuant to House Resolution 241, the gentlewoman from California (Ms. JACOBS) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentlewoman from California.

Ms. JACOBS. Mr. Chair, I rise today to fight for kids, parents and guardians, and educators in San Diego and across the country.

All parents and guardians want for their kids is for them to grow up safe, healthy, and happy, and have the tools needed to confidently and successfully go out into the world. Obviously, they should be involved in their kids' education and shaping their minds and lives, but H.R. 5 is not the solution.

I think we can all agree that educators can be some of the most influential people in our kids' lives. They have the power to inspire lifelong learning. They can help foster creativity and curiosity and teach children new information and perspectives, but H.R. 5 fails to value educators.

It fails to acknowledge or even address that teachers are overworked and underpaid, fueling the burnout that has created a nationwide teacher shortage that was exponentially worsened by the pandemic.

H.R. 5 fails to address school safety. There have been 322 school shootings this year alone. Just yesterday, there was a shooting at a Denver high school. By failing to act on gun violence in schools, we are allowing an entire generation to grow up with so much trauma: The trauma of school shooting drills, of growing up watching school shootings on the news, wearing bullet-proof backpacks to school and knowing that one day it could save your life.

However, H.R. 5 does not even attempt to proactively end the gun violence epidemic at schools. It only permits parents and guardians the right to a notification when violence at a school occurs.

My colleagues glaze over the causes of real violence at our Nation's schools, like proper investments in school-based mental health programs, social, emotional, and cultural competency professional development for educators and administrators, disciplinary measures that eradicate the cradle-to-prison pipeline, and, more importantly, gun control measures to ensure that our youth are safe from school shootings.

We need parents and guardians to be involved in the classroom because too often it is all on teachers to make up for emotional support, learning, and care in the classroom that should also be provided at home.

H.R. 5 doesn't give all parents and guardians the tools for constructive involvement and unfairly empowers a very narrow set to dictate what all students learn about.

It will open the door to book bans and censorship to control what students learn and read about, neglecting important parts of history like the civil rights movement and learning about people's identities.

It would also mandate schools to out LGBTQ+ students to their parents, violating students' privacy and potentially exposing them to harm in the process.

While I am thankful that the Rules Committee supported two of my amendments, it is shameful that they rejected my amendment to ensure that teaching about the Holocaust and anti-Semitism in schools should be taught with the acknowledgement that those actions were immoral.

Amid skyrocketing anti-Semitic rhetoric, especially from some of my colleagues in this body, and growing violence targeting the Jewish community, Congress needs to use its power to end hatred and discrimination against Jews.

That work starts with our actions and ensuring that “Never Again” is a reality by teaching about the Holocaust and the lingering hate that still exists today.

In the height of irony, this bill even includes a sense of Congress that all

public elementary and secondary schools should have opportunities to learn the history of the Holocaust and anti-Semitism, but that means very little if we are unwilling to mandate how wrong and immoral those actions were.

This bill is a disservice to our kids, parents and guardians, teachers, and to our future by not providing kids the tools to be engaged, thoughtful citizens. So we should take the opportunity to improve this bill.

Mr. Chair, my amendment eliminates the “at no cost” unfunded mandate embedded within the bill that would require schools—that are already underfunded and under-resourced—to be burdened with printing out professional development and curriculum materials at zero cost.

I agree that parents should have access to school curriculums, most of which are already published online.

However, if my colleagues believe parents should have this right so strongly, then they should provide additional funding for school systems to be able to comply. We want all parents and guardians to be involved in the classroom.

This is a simple, commonsense solution that removes a potentially costly barrier for school systems that are already struggling to maintain their budgets.

I urge my colleagues to support my amendment to remove the “at no cost” provisions in H.R. 5 to bring all parents and guardians to the table for their kids' learning.

Parents and guardians should be active participants in kids' education, but that doesn't mean we should lose sight of school safety, ending discrimination, supporting teachers, and ensuring a well-rounded curriculum that prepares kids for the future.

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

Ms. FOXX. Mr. Chair, I claim the time in opposition to the amendment.

The Acting CHAIR. The gentlewoman from North Carolina is recognized for 5 minutes.

Ms. FOXX. Mr. Chair, I yield myself such time as I may consume.

Mr. Chair, parents have a fundamental right to know what their children are being taught, and it should not depend on how rich or poor they are.

The amendment under consideration would strike the phrase “at no cost” from the clause stating that parents have the right to review and make copies of curricula. In other words, this amendment would allow schools to charge parents for copies of what their children are being taught.

On principle, that is a terrible idea. Republicans believe that every parent, no matter how much money they have, should be free to know what their child is being taught.

This amendment is also terrible policy. Under the provision, schools could charge every parent exorbitant

amounts for copying curricula and effectively make it impossible for parents to access the curriculum of their children. We know that schools can use cost as a weapon to keep curriculum a secret.

I spoke earlier about a Rhode Island mother of two, Nicole Solas, who became concerned that her child's school was teaching radical leftist ideology. She asked for the school's curriculum but was persistently stonewalled and told to file public records requests. She did, and the school hit her with a \$75,000 bill.

That kind of conduct is outrageous. No parent should have to pay \$75,000 to learn what their child is being taught. Just the threat of this kind of a bill has a chilling effect on other parents.

That is why it is essential we defeat this amendment. Parents should be able to see their child's curriculum without worrying the school will slam them with an exorbitant bill.

Mr. Chair, I urge my colleagues to vote against this amendment and in favor of the underlying bill. I reserve the balance of my time.

□ 1845

Ms. JACOBS. Mr. Chair, I completely agree that parents should have access to curriculum and know what their kids are learning. Schools publish curriculums online already. Most of the information that they would need is already publicly available.

Frankly, if we want to make sure that parents are able to access this with no cost, we shouldn't be burdening the parents, and we also shouldn't be burdening the already overburdened school districts. We should be funding it. Right now, this is an unfunded mandate, which I urge my colleagues not to support.

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

Ms. FOXX. Mr. Chair, I yield myself the balance of my time.

Again, we should defeat this amendment that would encourage schools to throw up roadblocks in front of parents.

We should defeat this amendment that would make money a barrier to parental engagement. We should defeat this amendment and support the underlying bill.

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

The Acting CHAIR. The question is on the amendment offered by the gentlewoman from California (Ms. JACOBS).

The amendment was rejected.

AMENDMENT NO. 13 OFFERED BY MS. JACOBS

The Acting CHAIR. It is now in order to consider amendment No. 13 printed in House Report 118-12.

Ms. JACOBS. Mr. Chair, I have an amendment at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Page 7, beginning line 22, strike subparagraph (J) and redesignate the succeeding subparagraphs accordingly.

Page 18, strike line 1 and all that follows through the end of line 2.

The Acting CHAIR. Pursuant to House Resolution 241, the gentlewoman from California (Ms. JACOBS) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentlewoman from California.

Ms. JACOBS. Mr. Chair, I yield myself such time as I may consume.

Mr. Chair, we all know that our educators and school districts are overburdened and overworked, as well as undervalued and underpaid. H.R. 5 worsens these systemic problems.

My amendment removes an unnecessary and burdensome provision permitting parents and guardians to review professional development materials for educators. This would impact educators' and school districts' already limited time and resources without any positive gain for parents, guardians, and students.

My colleagues have failed to define what constitutes professional development, which ultimately may limit the types of professional development available to educators.

Mr. Chair, I urge my colleagues to support my amendment so that we can ensure that educators' time is directed at enriching our kids' education and not fulfilling onerous requirements.

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

Ms. FOXX. Mr. Chair, I rise in opposition to the amendment.

The Acting CHAIR. The gentlewoman from North Carolina is recognized for 5 minutes.

Ms. FOXX. Mr. Chair, I yield myself such time as I may consume.

We all know the impact that a good teacher can have. A good teacher can be motivating, challenging, and life changing for young students. We all want to have good teachers.

I spent my career in education. I have met countless teachers over the years who care deeply about students and want to do the right thing.

Unfortunately, too many in the education bureaucracy are working against teachers with professional development materials that seek to push radical ideologies meant to be passed on to students. Furthermore, there are numerous professional development groups that want to supply teachers with these talking points.

That is why it is essential we know exactly what teachers themselves are being taught, what kind of professional development they are receiving, and who is providing it.

We Republicans believe that parents have a fundamental right to know these answers. Parents need to know who is teaching the teachers, and taxpayers have a right to know what kind of professional development they are paying for.

Frankly, opposition to giving parents access to this information and these materials is evidence of the need for this bill. What is it that proponents of this amendment are trying to hide?

During the Rules Committee hearing, one of the Democrat Members even recognized that reviewing professional development materials is a fundamental right. He told me: "I agree with you. These are really important, vital rights every parent in the country ought to have. . . . I would think that the best place to start would be . . . to ask the local school board and make sure that the right to review, for example, any professional development material is secured."

I agree with the Democratic Congressman. Reviewing professional development material is a vital right of every parent.

His mistake, however, is to think that every local school board will voluntarily allow such. Many do not. That is why we need the Parents Bill of Rights Act.

Mr. Chair, I urge my colleagues to vote against this amendment and in favor of the underlying bill, and I reserve the balance of my time.

Ms. JACOBS. Mr. Chair, I agree that parents deserve to see some professional development. That is why I want the majority to define "professional development" so we can make sure that we are actually doing what we intend to do.

As the bill is written, it includes specialized instructional support personnel such as speech-language pathologists and audiologists who have specific continuing education requirements that are sometimes accessed through continuing education courses that have copyright restrictions that limit use and distribution of materials and content.

My amendment would ensure that all teachers and specialized instructional support personnel are able to access the professional development courses they need to maintain their skills and even their licenses and certifications, which this bill, as written, would get in the way of.

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

Ms. FOXX. Mr. Chair, this amendment seeks to remove information about the education children are receiving from parents. We should defeat this amendment and support the underlying bill.

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

The Acting CHAIR. The question is on the amendment offered by the gentlewoman from California (Ms. JACOBS).

The question was taken; and the Acting Chair announced that the noes appeared to have it.

Ms. JACOBS. Mr. Chair, I demand a recorded vote.

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by the gentlewoman from California will be postponed.

AMENDMENT NO. 14 OFFERED BY MR. LAWLER

The Acting CHAIR. It is now in order to consider amendment No. 14 printed in House Report 118-12.

Mr. LAWLER. Mr. Chair, I have amendment No. 14 at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Add at the end the following:

TITLE VII—INAPPLICABILITY TO NON-PUBLIC SCHOOLS

SEC. 701. RULE OF CONSTRUCTION.

Nothing in this Act may be construed to impose any requirements on non-public elementary or secondary schools.

SEC. 702. SENSE OF CONGRESS.

It is the sense of Congress that local educational agencies do not have the authority to exercise any direction, supervision, or control over the curriculum or program of instruction of non-public elementary or secondary schools.

The Acting CHAIR. Pursuant to House Resolution 241, the gentleman from New York (Mr. LAWLER) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from New York.

Mr. LAWLER. Mr. Chair, I yield myself such time as I may consume.

Mr. Chair, I rise today to offer an amendment to H.R. 5, the Parents Bill of Rights Act.

In my district and in districts across the country, our education system is a balance of public schools, private schools, charter schools, parochial schools, vocational schools, and home schools.

My amendment would make clear this bill only applies to schools that take funds from the Department of Education and would ensure that non-public schools are able to determine their own curriculum and not have curriculum imposed on them by local school boards and States that disregard that right.

In New York, for instance, this is of great concern as the current Governor and her administration have attempted to impose severe restrictions on private schools, including Catholic schools and yeshivas in school districts across the State. A key provision of this new State regulation was actually thrown out in court today.

Parents choose to send their children to the school they feel best fits their needs and beliefs. It is not the role of any government to dictate to parents and children what they should believe or practice, and in my district, that certainly is a concern held by many parents.

I have parents contact my office every day with concerns about their children's education and the State trying to force itself into the relationship between educators and students.

I am hopeful that my colleagues will join me in supporting this amendment, which protects non-public schools from being forced to adopt questionable practices forced on them by school boards and States.

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

Mr. SCOTT of Virginia. Mr. Chairman, I rise in opposition to the amendment.

The Acting CHAIR. The gentleman from Virginia is recognized for 5 minutes.

Mr. SCOTT of Virginia. Mr. Chairman, in the first part of the bill, it says nothing is actually to be construed to oppose any requirements of non-public elementary and secondary schools. I am unaware of anything the bill does to impose requirements on non-public elementary or secondary schools, so it seems to me to be unnecessary.

Second, it is the sense of Congress that says local agencies do not have the authority to exercise any direction, supervision, or control over curriculum or program of instruction of non-public elementary and secondary schools. Again, I am unaware of local school boards' authority to exercise such supervision, direction, or control, so that seems also to be unnecessary.

I am not sure what the amendment speaks to that is relevant, so I oppose the amendment.

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

The Acting CHAIR. The question is on the amendment offered by the gentleman from New York (Mr. LAWLER).

The amendment was agreed to.

AMENDMENT NO. 15 OFFERED BY MR. MASSIE

The Acting CHAIR. It is now in order to consider amendment No. 15 printed in House Report 118-12.

Mr. MASSIE. Mr. Chairman, I have an amendment at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Add at the end the following:

TITLE VII—SENSE OF CONGRESS RELATING TO TERMINATION OF CERTAIN FUNCTIONS OF THE DEPARTMENT OF EDUCATION

SEC. 701. SENSE OF CONGRESS RELATING TO TERMINATION OF THE ELEMENTARY AND SECONDARY EDUCATION FUNCTIONS OF THE DEPARTMENT OF EDUCATION.

It is the sense of Congress that the authority of the Department of Education and the Secretary of Education to operate or administer any office or program related to elementary or secondary education should be terminated on or before December 31, 2023.

The Acting CHAIR. Pursuant to House Resolution 241, the gentleman from Kentucky (Mr. MASSIE) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Kentucky.

Mr. MASSIE. Mr. Chair, I yield myself such time as I may consume.

Mr. Chair, my amendment is quite simple. It expresses the sense of Congress that the Department of Education and the Secretary of Education should no longer have any authority to administer any program related to elementary or secondary education in the United States.

Some people may confuse the purpose of my amendment, and let me be clear: It is to strengthen public education in the United States.

I am a product of public education, K-12. I attended public schools, as did my wife and all of our children.

We are proud of our schools in this country, but it is time to turn in the grade card for the Department of Education. They have been at it for 40 years, and they get an F. Education has not improved, but spending has doubled per pupil.

It is time to return the power back to the States, back to the people, and back to the school boards to allow them to make these decisions locally.

Mr. Chair, I yield 2 minutes to the gentleman from Oklahoma (Mr. BRECHEEN).

Mr. BRECHEEN. Mr. Chair, September 24, 1981, in his address to the Nation on the program for economic recovery, President Ronald Reagan made the following comment: "As a third step, we propose to dismantle two Cabinet Departments, Energy and Education. Both Secretaries are wholly in accord with this. Some of the activities in both of these Departments will, of course, be continued either independently or in other areas of government. There is only one way to shrink the size and cost of Big Government, and that is by eliminating agencies that are not needed and are getting in the way of a solution. . . . By eliminating the Department of Education less than 2 years after it was created, we cannot only reduce the budget but ensure that local needs and preferences, rather than wishes of Washington, determine the education of our children."

The Federal Department of Education was created in 1979. Many people can't even remember a time when it was not a creation, but there was such a time.

Mr. Chair, for 200 years, our Nation flourished and had rigorous education absent the Federal Department of Education.

I, too, am a product of public education, but I contend if we want to empower parents in the hypersexualized, woke culture that is invading our classrooms, we need to give school board members and parents the ability to determine the education of their children and empower them by returning to the brilliance of our Founding Fathers.

In the 18 enumerated powers that list those things that the Federal Government should do, education is not mentioned. That is why Thomas Jefferson made the comment that in order for the Federal Government to be involved in education, you have to have a constitutional amendment.

We need to follow the advice of our Founding Fathers and put this back in the hands of our States. They can determine what is happening in the classroom. That is a success for our children and this country.

□ 1900

Mr. MASSIE. Mr. Chairman, I reserve the balance of my time.

Mr. SCOTT of Virginia. Mr. Chairman, I rise in opposition to the amendment.

The Acting CHAIR. The gentleman is recognized for 5 minutes.

Mr. SCOTT of Virginia. Mr. Chairman, whenever we encounter an attempt to dismantle the Department of Education, it is clear that we are undermining public education. Yet, even the Founders of our great Nation were committed to education.

Moreover, without a Federal role in education, when States were left to their own devices, we lacked a common set of standards for high-quality education, high-quality teachers, and high expectations for student outcomes. Many students were left behind, such as racial minorities, low income, those with disabilities, those with English as a second language.

The Federal role in education ensures a level playing field for all of our students and especially provides funding to help the most needy students.

Moreover, the Federal role in education is still striving to live up to the promise of *Brown v. Board of Education*, the 1954 decision. In that decision, the Supreme Court said that education is a right, which must be made available to all on equal terms, and further, that racially segregated so-called separate but equal education was inherently unequal.

The GAO first revealed in 2016 that public schools, unfortunately, are still segregated—as a matter of fact, more segregated now than the late 1960s.

In July 2022, GAO found that more than one in three public K–12 students attend essentially racially segregated schools, so we still have work to do in that area. We still have work to do to fulfill the promise of the Individuals with Disabilities Education Act. We are not fulfilling that promise.

So we still have a lot of work to do on the Federal level. There is a Federal role for education. The Department of Education is working on fulfilling that responsibility.

For these reasons, I oppose the amendment, and I urge my colleagues to vote “no.”

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

Mr. MASSIE. Mr. Chair, as my colleague from Oklahoma pointed out, Congress lacks the constitutional authority to create what amounts to a national school board of unelected, unaccountable bureaucrats.

How many are there; 4,000 bureaucrats in Washington, D.C.?

My colleague on the other side of the aisle said that basically every school would like to have more money.

How could we do that without raising taxes?

Quit wasting it in Washington, D.C., on 4,000 bureaucrats who cost us about \$100,000 apiece.

These bureaucrats make more than the teachers. Yet, they don't teach a single class. They don't write books. They don't help with that.

In fact, the Federal Government is responsible for about 90 percent of the red tape that local schools have to deal

with and only about 10 percent of the funding. It is time to change that equation.

Imagine if we could hire 4,000 more teachers in this country using that money and pay them each \$100,000, pay them what the bureaucrats get in Washington, D.C.

How many more kids would get a better education?

I suspect a lot more kids would get a better education.

This was a reelection ploy that was foisted on America by Jimmy Carter and Congress at the time in 1979. It did not work. He did not get reelected. It was not a good idea, but here we are. We are stuck with it.

It is time, as I said before, to reevaluate this.

Mr. Chair, I urge my colleagues to vote for this amendment to show that we support public education. We support the rights of parents to determine through their school boards the rights of teachers. The teachers know what to teach and how to teach. They don't need the Federal Government telling them.

What your child learns or how your child learns shouldn't be dependent on who won the Presidential election and who became Secretary of Education. It is too important to leave it up to that. You need to leave it up to your community, to the teachers and the parents.

Mr. Chair, I urge adoption of this amendment and the underlying bill, and I yield back the balance of my time.

Mr. SCOTT of Virginia. Mr. Chairman, this is not a complicated amendment. It just asks whether you want a Department of Education. I think we should have a Department of Education, therefore, I ask for a “no” vote on this amendment.

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

The Acting CHAIR (Mr. FALLON). The question is on the amendment offered by the gentleman from Kentucky (Mr. MASSIE).

The question was taken; and the Acting Chair announced that the ayes appeared to have it.

Mr. LAWLER. Mr. Chairman, I demand a recorded vote.

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by the gentleman from Kentucky will be postponed.

AMENDMENT NO. 16 OFFERED BY MR. MCCORMICK
The Acting CHAIR. It is now in order to consider amendment No. 16 printed in House Report 118–12.

Mr. MCCORMICK. Mr. Chairman, I have an amendment at the desk to H.R. 5.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Page 11, line 23, insert “and on any violations of the rights specified in paragraph (1)” after “agency”.

The Acting CHAIR. Pursuant to House Resolution 241, the gentleman from Georgia (Mr. MCCORMICK) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Georgia.

Mr. MCCORMICK. Mr. Chairman, I rise today to discuss my amendment to H.R. 5, the Parents Bill of Rights Act.

I speak to all of you as a father of seven, an educator for 4 years, both in public and private schools, and a youth minister for over 20 years.

It is important to note that as we discuss this legislation, we are not guaranteed just local control in our Constitution, but we are also guaranteed inalienable, individual rights even when inconvenient to the local government, because the ultimate minority we need to protect is the individual.

For amendment No. 16, it clarifies H.R. 5's language to ensure parents have the guaranteed opportunity to address the school board regarding any violation of their parental rights. This right is implied within the bill but deserves stronger language.

As we have seen too frequently across the country, including two counties within my district, concerned moms and dads have been silenced, thrown out, and threatened when standing up for their children. This is simply unacceptable.

Amendment No. 16 serves as a form of accountability. We must ensure parents should be able to provide school boards with feedback to make necessary changes when the rights of the parents or the children are infringed upon.

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

Mr. SCOTT of Virginia. Mr. Chairman, I rise in opposition to the amendment.

The Acting CHAIR. The gentleman is recognized for 5 minutes.

Mr. SCOTT of Virginia. Mr. Chairman, parents already have the right to address their local school board. It should be done, unfortunately, within reason, but a reasonable amendment was rejected in committee. You don't need a Federal law to instruct school board members who are elected to be polite to the public. The voters can take care of that.

This bill grants a Federal right of action to each and every person who shows up for the school board, no matter how obnoxious, extreme, irrelevant, or repetitive that person may be.

This amendment is unnecessary because it doesn't do anything to the underlying bill. The underlying bill gives you that so-called right, but we have heard that some parents have been arrested. As I have said before, they were arrested because the police believed they were committing a crime.

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

Mr. MCCORMICK. Mr. Chair, the attitude that only some parents should be considered, that only some parents

should be heard, and that some parents should be arrested is not what we are talking about.

We are not talking about the parents who were arrested for doing violent things, and that is a very rare exception. We keep on using these rare exceptions to make a rule.

Clearly, there is a need for us to step up and represent these parents that are unheard, because when parents are told they cannot come before a school board, there is a reason for us to step up and take action.

I think it is simply untrue to say that we already have laws that cover this and you already have access to your school board when clearly, just in my district alone, that right has been denied.

That is what we are fighting over right now, a parent's right to address a school board when a school board says: Nope, I don't want to listen to you. That is what we are arguing about right now.

If it weren't happening, I wouldn't be standing in front of you right now. In fact, I probably wouldn't have been elected, because this is one of the main things that parents want, are their rights back for them and their children.

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

Mr. SCOTT of Virginia. Mr. Chairman, may I inquire how much time I have remaining?

The Acting CHAIR. The gentleman has 4 minutes remaining.

Mr. SCOTT of Virginia. Mr. Chair, I yield 3 minutes to the gentleman from California (Ms. KAMLAGER-DOVE).

Ms. KAMLAGER-DOVE. Mr. Chairman, I rise today to speak on the amendment and in strong opposition to H.R. 5.

Today, I spoke with teachers, principals, and superintendents who have all gone to school to learn how to educate, manage, and supervise the education of our young people. They oppose this bill and the usurping of their expertise in their field and their ability to teach.

H.R. 5 declares that we have now decided that we don't trust our teachers.

I have to say the title of this bill is a lie. It is a Trojan horse when it comes to what is best for educating our children. It is really about the evisceration of public education.

I am a parent. I know what is best for my child, but that doesn't mean I know what is best for your child. This bill will take the participation of parents out of the decisionmaking process and truly create anarchy in our education system.

Earlier today, I was in a committee hearing listening to Republicans talk about China, and this is what I heard them say:

They said, shame on China. China is bashing access to education, stifling access to free thought, and banning access to information. The hypocrisy in that talking about bashing China, this

bill does exactly what they say they don't want to see happen.

The poison pill in this bill will actually promote violence and bullying in our schools and of our young kids who are finding themselves and trying to learn who they are.

If you support mob rule, then you support H.R. 5. If you support autocracy, then you support H.R. 5.

The Americans that I know, the constituents in my district, support democracy, and that is not H.R. 5.

Democracy is about everyone having a voice. Hypocrisy is about silencing people.

No one is suggesting that parents can't and shouldn't be involved in the education of their children and in the activities that are going on in schools.

Absolutely.

In fact, if more parents were engaged, teachers would feel supported, principals would feel empowered, and communities would thrive. But that is not what H.R. 5 is about.

So I am here to defend our education system and ensure that our students and our teachers go to school unencumbered by political agendas so that they can live and learn freely about who they are and the history of this country and the world.

Mr. MCCORMICK. Mr. Chairman, may I inquire how much time I have remaining?

The Acting CHAIR. The gentleman from Georgia has 2½ minutes remaining.

Mr. MCCORMICK. Mr. Chair, I take offense in thinking that mob rule is a parent standing up for their child.

I take offense in thinking that teachers and school systems are the only ones that can say so.

I take offense that just given the opportunity for a parent to give feedback to a school board is something other than the most representative sort of government that we have.

The First Amendment allows us to speak openly against our government, against our elected officials, and to express our opinions freely, and that is what my amendment is about.

There couldn't be any more constitutional amendment. There couldn't be any more freedom and democratic process. There couldn't be any more representative thing for your child than you.

I am empowering you as a woman, as a mother; me as a father—all of us. This isn't just for Democrats or Republicans. This is for every parent to be able to speak freely to their representative body of governance for their schools. That is what this amendment is about.

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

Mr. SCOTT of Virginia. Mr. Chairman, I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentleman from Georgia (Mr. MCCORMICK). The amendment was agreed to.

□ 1915

AMENDMENT NO. 17 OFFERED BY MR. MCCORMICK

The Acting CHAIR. It is now in order to consider amendment No. 17 printed in House Report 118-12.

Mr. MCCORMICK. Mr. Chair, I have an amendment at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Page 9, line 4, strike "and".

Page 9, line 9, strike all punctuation after "event" and insert "; and".

Page 9, after line 9, insert the following new subparagraph:

"(O) the right to be informed of any non-curriculum-based celebratory initiatives or non-curriculum-based events for students (other than initiatives or events related to birthdays or Federal legal public holidays) that are organized by the school and that will be made available to their child."

Page 5, line 9, strike "and".

Page 5, line 18, strike all punctuation after "speaker" and insert "; and".

Page 5, after line 18, insert the following new paragraph:

"(12) ensure that each elementary school and secondary school served by the local educational agency provides to the parents of students enrolled at such school, before any non-curriculum-based celebratory initiative or non-curriculum-based event described in subsection (e)(1)(O)—

"(A) timely notice and a description of such initiative or event; and

"(B) timely notice that a parent of a student is required to grant permission, in written or electronic form, in order for the child to participate or attend such an initiative or event, and the procedure required for the parent to provide such permission."

The Acting CHAIR. Pursuant to House Resolution 241, the gentleman from Georgia (Mr. MCCORMICK) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Georgia.

Mr. MCCORMICK. Mr. Chair, my amendment No. 17 is a simple addition to H.R. 5 that states that parents have the right to be informed of any non-curriculum-based initiatives or events, and parents have the right to opt-in their child to such events, excluding birthday celebrations and Federal holidays.

Examples of these events that my amendment seeks to address include: National French Week, Firefighter Appreciation Day, Democracy Day, or any other politically motivated or controversial extracurricular activities.

Some of these activities are great. However, it is important that parents aren't simply aware of the activities their children are participating in, we also want to give parents the ability to be proactive in their child's education and especially their extracurricular activities. This is their right.

This amendment has nothing to do with technical careers or college prep. It only applies to initiatives and events outside of the curriculum.

The American Psychological Association has confirmed what common sense already tells us, which is that parental involvement in education is vital. Students with parents who are involved

have a higher chance to get better grades and test scores, have better school attendance, and even better social outcomes.

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

Mr. SCOTT of Virginia. Mr. Chairman, I rise in opposition to the amendment.

The Acting CHAIR. The gentleman is recognized for 5 minutes.

Mr. SCOTT of Virginia. Mr. Chairman, I am having a little trouble understanding the amendment. As I understand it, a student couldn't participate in a non-curriculum-based activity, event, or initiative unless the parents have affirmatively opted in. Otherwise, the students would be prevented from participating in that event.

If that is my understanding, if the parents don't get the paperwork in, the students can't participate in the event.

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

Mr. MCCORMICK. I think that is an excellent point. What do we require opt-in for right now?

Right now, for free and reduced lunch, you have to opt in. For a field trip, you have to opt in. For lots of activities you have to opt in. Things that are good for the children.

If the child wants to go, I guarantee, as a father of seven, they are going to come to me and say, Dad, I want to go to this, and I am going to opt in if it is something that I want them to participate in.

This is not unprecedented. This is something that gives you power, once again, control of what you want your children to be exposed to, that has nothing to do with academics. Nothing to do with academics.

This could be used in positive ways or negative ways, depending on you how view your children's education.

There are already plenty of measures to make the content and the curriculum accountable to parental oversight, but the non-curriculum-based events and initiatives don't have these measures.

Further, this amendment doesn't state how schools have to get consent from parents; one event at a time. The language is drafted so that the school can determine how to best inform and receive a parent's consent. It can be done for the entire year all at once. That is up to the school.

Once again, it empowers parents to have control of things that are outside of academics, which we already have a precedent for.

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

Mr. SCOTT of Virginia. Mr. Chair, I yield myself 1 minute.

Mr. Chairman, I am advised that in some Montgomery County, Maryland schools, they have a celebration on Halloween with a costume parade and a Valentine's Day with a class party. If the parents didn't get the paperwork in on time, the children can't participate.

I don't know if recess is a non-curriculum-based initiative, but my guess is, until you get your paperwork in, you can't go out and play in recess.

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

Mr. MCCORMICK. Mr. Chair, clearly, I am not talking about recess. Let's not get crazy about what kind of things we are claiming right now.

I am talking about—you're right, it could be anything from let me dress up as something vulgar, or let me—it could be anything controversial or non-controversial. It doesn't really matter.

Once again, we get back to the content of something we already do. You are right, your kids might benefit greatly from going down to the power station for a field trip, but you already have to opt them in. You are doing that already.

I am talking about things that have nothing to do with academics. This has to do with empowering parents, just like they already are on several occasions, to have control of what their children are exposed to. That is what parental rights are all about. That is empowering each individual, as a parent, and each student, to be exposed to only what they think is pertinent to their education in a way that they want to be presented.

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

Mr. SCOTT of Virginia. Mr. Chairman, I yield myself such time as I may consume.

I think we understand that now we need a Federal law to determine how schools will handle recess and Halloween or Valentine's Day parties. We need a Federal law to tell them how to handle it.

I don't think so. I hope we oppose the amendment.

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

The Acting CHAIR. The question is on the amendment offered by the gentleman from Georgia (Mr. MCCORMICK).

The question was taken; and the Acting Chair announced that the ayes appeared to have it.

Ms. FOXX. Mr. Chairman, I demand a recorded vote.

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by the gentleman from Georgia will be postponed.

AMENDMENT NO. 18 OFFERED BY MR. MILLER OF OHIO

The Acting CHAIR. It is now in order to consider amendment No. 18 printed in House Report 118-12.

Mr. MILLER of Ohio. Mr. Chairman, I have an amendment at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

In title I, insert "(including secondary career and technical education schools)" after "secondary school" each place such term appears.

Page 13, after line 21, add the following new section:

SEC. 106. DEFINITION OF SECONDARY CAREER AND TECHNICAL EDUCATION SCHOOL.

Section 8101 the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801) is amended—

(1) by redesignating paragraphs (45) through (52) as paragraphs (46) through (53), respectively; and

(2) by inserting after paragraph (44) the following new paragraph:

"(45) SECONDARY CAREER AND TECHNICAL EDUCATION SCHOOL.—The term 'secondary career and technical education school' means a secondary school that is an area career and technical education school described in subparagraph (A) or (B) of paragraph (3) of section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2032(3)(A); (B))."

Page 29, line 13, insert "(including public secondary career and technical education school)" after "secondary school".

Page 29, line 18, insert "(including public secondary career and technical education school)" after "secondary school".

The Acting CHAIR. Pursuant to House Resolution 241, the gentleman from Ohio (Mr. MILLER) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Ohio.

Mr. MILLER of Ohio. Mr. Chairman, I believe that kids do better in school and better in life when their parents are involved in their education.

Parents have a right to know what their children are being taught. They have a right to be heard by teachers, by administrators, and certainly by their school board members and other policymakers. They have a right to protect their children's privacy and to keep them safe, and they have a right to know how schools are spending their tax dollars.

These rights are being threatened because some people believe that the government knows better than parents about what their kids need to succeed. They may be comfortable with bureaucracies standing between students and parents, but I am not.

For these reasons and others, I am proud to be a cosponsor of the Parents Bill of Rights Act to enshrine these principles into law. I thank Chairwoman FOXX and Congresswoman LETLOW for their leadership in bringing this important legislation forward.

Today, I am offering an amendment to further strengthen this bill. My amendment is simple. It includes language to ensure that the rights defined in the Parents Bill of Rights extend to families of students who choose to pursue career and technical education.

One of the great challenges facing our economy is meeting the needs of a changing labor market in the United States. Specifically, we must address the skills gap. CTE achieves this goal.

In my home State of Ohio, 54 percent of jobs require skills training. During the 2020-2021 school year, Ohio had over 127,000 secondary CTE participants, and the Class of 2021 earned over 51,000 industry-recognized credentials while graduating high school.

These are among the hardest working students that you will find, regardless

of educational route, and these students matter just as much as those who go to college.

My amendment ensures that families of CTE students are protected by the law in the same way that students on the traditional route are protected.

A vote in support of this amendment sends the message that career and technical education is not only good for students, but it is great for students. It is great for business, and it is great for our communities.

I urge our colleagues to vote "yes."

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

Mr. SCOTT of Virginia. Mr. Chairman, I rise in opposition to the amendment.

The Acting CHAIR. The gentleman is recognized for 5 minutes.

Mr. SCOTT of Virginia. Mr. Speaker, this amendment, you actually would assume that this was part of the bill to begin with. Since it is a bad bill, making sure that this is in it is just another bad idea.

For example, it brings in the provision that you have to notify the parents in advance of all the speakers that may be participating, so if you are in a career in technical education and you have a Career Day, you have got to identify all the speakers that are coming to Career Day so the parents—if you can get that list, all of them—they have to be notified.

It would limit the use of employers as speakers because you would have to know exactly which one is going to show up, and that would limit the students' ability to learn the high-wage, in-demand jobs available at a Career Day.

Basically, this just makes sure that the career and technical education is part of the bill, and insofar it is a bad bill, I would hope the amendment would be rejected.

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

Mr. MILLER of Ohio. Mr. Chair, I fundamentally believe that our colleagues on the other side of the aisle mean well, but I am shocked and appalled that we don't support technical education. This is a solid amendment.

What I just heard, Mr. Chair, is that some of our colleagues on the other side of the aisle don't like our union counterparts, who don't like our carpenters, who don't like our pipe fitters, who don't like our welders, and who don't like our steelworkers that we support.

That is what I am hearing. I am disturbed by the fact that we cannot support the silent majority within this country, the backbone of our Nation in technical education throughout this country really is tough for me to swallow right now. I am glad that the American people can see this for what it is.

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

Mr. SCOTT of Virginia. Mr. Chairman, I yield myself 1 minute.

Mr. Chairman, that is exactly not what I said. There is nothing wrong with carpenters or other careers.

It said that if you have a Career Day you may not be able to have the Career Day unless you can get all the speakers lined up well in advance and notify all of the parents in advance who they are going to be.

If you have a plumbing firm wanting to participate, you have to figure out which plumber is going to actually show up so you can notify the parents of the right one.

This adds too much confusion to it. You may not even be able to have a Career Day. To suggest that I am not in favor of career and technical education is ridiculous.

If you want a reasonable program, you have to allow for the participation of people to come in and speak, talk about the high-wage, in-demand jobs that are available. Forcing the school to outline each and every speaker, know each and every person that is going to show up at a Career Day, before the Career Day, in time to notify the parents is absurd.

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

Mr. MILLER of Ohio. Mr. Chair, I yield back the balance of my time.

Mr. SCOTT of Virginia. Mr. Chairman, I yield back the balance of my time.

The Acting CHAIR (Mr. CARTER of Georgia). The question is on the amendment offered by the gentleman from Ohio (Mr. MILLER).

The amendment was agreed to.

□ 1930

Ms. FOXX. Mr. Chair, I move that the Committee do now rise.

The motion was agreed to.

Accordingly, the Committee rose; and the Speaker pro tempore (Mr. FALLON) having assumed the chair, Mr. CARTER of Georgia, Acting Chair of the Committee of the Whole House on the state of the Union, reported that that Committee, having had under consideration the bill (H.R. 5) to ensure the rights of parents are honored and protected in the Nation's public schools, had come to no resolution thereon.

HONORING DR. WILLIAM CLARK

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

Mr. CARTER of Georgia. Mr. Speaker, I rise today to recognize and honor my good friend Dr. William Clark on his birthday.

Bill is a resident of Waycross, Georgia, where he practices as an ophthalmologist at the Clark Eye Clinic.

He followed in his father's footsteps, returning to southeast Georgia after graduating from the Medical College of Georgia at Augusta University. He has since been one of the most highly sought-after ophthalmologists in the entire State.

Bill is more than just a physician. He is a leader in our community and our district. He has served as the chair of the Okefenokee Swamp Park Board of Trustees, chair of the Waycross-Ware County Industrial Development Authority, chair of the Waycross Convention and Visitors Bureau, and executive committee member of the Georgia Chamber of Commerce.

Dr. Clark's impact on ophthalmology in the First District will be felt for generations to come.

I won't embarrass Dr. Clark and mention his age, but I will say he is much older than I am.

Happy birthday, Bill. Thank you for all you do for our district.

RECOGNIZING LESTER GIBBS UPON HIS RETIREMENT

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

Mr. BURCHETT. Mr. Speaker, I rise today to honor firefighter Les Gibbs on his retirement. Les is one of the best friends I have in the world, Mr. Speaker.

When I was a single man, I would always enjoy going honky-tonking with Les because he didn't drink. Neither did I, and I knew I wasn't going to have to do anything. When we would go to the Cotton Eyed Joe, the ladies would be tripping over me and pushing me out of way to get in line to dance with Les.

Les has always been a good friend to me, and my parents loved him, too. When I would ask him to go eat pizza with me, he would always ask: "Are Charlie and Joyce going?" It was always clear to me that they ranked a little bit higher than me on his list, and that was okay because I had very cool parents. He loved them right up until the end, and he was the man who actually carried my momma out of the nursing home when she died.

You could always count on his motorcycle to run, and you could always count on mine to break down. When I got a new bike, which was actually a new bike for me but old for anybody else, he would say, "Oh, I got a new rope," because he knew he was going to have to pull it. That was a true statement.

I was there on the day he was sworn in as a firefighter in the city of Knoxville, and I wish I could be in Tennessee instead of Washington when he retires. I am hoping that my beautiful wife, Kelly, and daughter, Isabel, will be there. They love Lester. He has always been good to me and my folks and the community around him. I can't thank him enough for that.

He has been a great friend to me, and he has been a better firefighter. He has been a great friend to hundreds, if not thousands, of other people. I wish him nothing but good times in retirement.

Thank you for everything, Lester, you have done for me and my family, brother. You are very much loved.