

## DEFICIT REDUCTION ACT

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

Mr. PENCE. Mr. Speaker, in the aftermath of the worst natural disaster in American history, Congress responded with generosity and more than \$60 billion in 6 days. But this week, thanks to the leadership of President George W. Bush and Speaker DENNIS HASTERT, Congress is going to figure out how to pay for it.

In the Deficit Reduction Act, this Congress will achieve more than \$50 billion in savings in the next 5 year to offset the extraordinary cost of Hurricane Katrina. But there is still work to be done.

This legislation is an important first step toward restoring fiscal discipline, but it is just that: it is a first step. With an \$8 trillion national debt and with more spending on Hurricane Katrina awaiting around the corner, it is imperative that we pass the Deficit Reduction Act, move on to an across-the-board cut in this year's budget, and reopen the highway bill and rescind earmarks that are anathema to the American people.

It is written that if the trumpet does not sound a clear call, who will get ready for battle? The Deficit Reduction Act is a clear call to begin the process of putting our fiscal house in order, and I urge all of my colleagues, Republican and Democrat, to support it.

## REVERSE ROBIN HOOD

(Ms. CORRINE BROWN of Florida asked and was given permission to address the House for 1 minute and to revise and extend her remarks.)

Ms. CORRINE BROWN of Florida. Mr. Speaker, when I was coming up, my favorite television program was Robin Hood. The Republican budget coming up this week is one example of what I call "Reverse Robin Hood," robbing from the poor and working class to give tax breaks to the rich, billions of dollars of tax breaks.

Let me tell you one of the examples of this policy and who it is going to hurt: single mothers seeking child support, students struggling to get ahead and pay for their college loans, foster kids, the sick and the poor whose only access to health coverage is Medicaid, those whose nutrition depends on food stamps or school lunches.

The budget is an outrage, one that clearly and forcefully paints a world of two classes of Americans. And with insult added to injury, it punishes those who have committed no crime but to be old, young, sick or uneducated. It punishes the working poor.

Mr. Speaker, the Republicans practice reverse Robin Hood.

## DUTCH-AMERICAN DAY

(Mr. HOEKSTRA asked and was given permission to address the House for 1 minute.)

Mr. HOEKSTRA. Mr. Speaker, I rise to honor the more than 4.5 million Americans with Dutch roots who today, Dutch-American Day, reflect upon their heritage and the contributions of the Netherlands to the United States.

In 1609, the industrious and seafaring Dutch settled the colony of New Netherlands and named their capital New Amsterdam. However, the influence of the early colonists was not limited to the shores of Manhattan, Breukelyn or even Lang Eylandt, Long Island as we know it today.

Indeed, the colony ranged across the middle Atlantic region to cover parts of five States, including my own State of Michigan. Holland, Michigan may be a long way from my birthplace of Groningen in the Netherlands, but I still identify with my homeland.

The ties between the Netherlands and the United States are significant and long-standing. Centuries before the U.S. Declaration of Independence, William of Orange—the Dutch version of George Washington—set forth his grievances with the ruling Spanish government.

The grievances grew out of the Spanish government's tax policies and religious intolerance. Many years later, a similar scenario played out in the U.S., and Thomas Jefferson used the Dutch "Proclamation of Abjuration" as a model for the Declaration of Independence.

The common bonds of freedom, human rights and democracy inspire my pride in my heritage. But the Netherlands is also a humble and gentle country filled with canals, windmills, and tulips. It is a very forward-looking, modern country with unparalleled innovations in electronics, medicine, logistics, agriculture, and technology.

Today, the Dutch embassy will host a reception in the Rayburn foyer to honor Dutch-American Heritage Day. I encourage my colleagues and members of their staffs to join me at the event to celebrate the historical ties with the Netherlands.

## RETURN TO PAYGO

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

Mr. COOPER. Mr. Speaker, the Blue Dog Coalition, of which I am policy co-chair, is going to vote against the budget reconciliation measures coming up this week.

Why? Because after all the sound and fury, these measures will increase the Federal budget deficit, and Blue Dogs are for reducing the Federal budget deficit.

Now, what can be done in a positive manner to address the problem? Don't take our word for it, listen to the chairman of the Federal Reserve Board, Alan Greenspan, who has repeatedly advocated that we return to the PAYGO rules, pay as you go.

If you want to increase spending on a program, find the money to pay for it, the way every household in America has to do. If you want to cut taxes, find the money to pay for it.

America lived under this rule from 1990 to 2002. It worked well. We need to return to PAYGO principles.

## SEX SELECTION ABORTION IN INDIA A MASSIVE CRIME

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

Mr. SMITH of New Jersey. Mr. Speaker, the United Nations' push for global population control continues to lead to ugly and inhumane outcomes, especially for girls.

China, as you know, imposes a barbaric "one child per couple" policy that relies on forced abortion, involuntary sterilization and ruinous fines to implement. But a UNFPA report sheds new light on sex selection abortion in India. According to the U.N. report, increasingly parents are using sex selection technologies that enable practitioners first to identify female unborn girls and then to abort them. As a result, fully 60 million girls are now missing according to the United Nations, effectively falling into a demographic black hole from which analysts fear there will be no return.

The report says as many as 2 million unborn baby girls are aborted each year for no other reason than they happen to be female.

In Punjab, the government claims that the numbers of missing girls will increase by 40 percent in the forthcoming generation.

Mr. Speaker, abortion is violence against children. It relies on dismemberment of the baby. Abortion relies on chemical poisoning. Sex selection abortion in India or anywhere else is a particularly heinous crime. All children—boys or girls—are precious. None deserve death by abortion.

## MISUSE OF INTELLIGENCE

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

Mr. PALLONE. Mr. Speaker, I am shocked at how the Bush administration will stoop to try and justify their actions prior to the invasion of Iraq.

President Bush decided to use Veterans Day, a day set aside to unite our Nation, to deliver a partisan and divisive political speech aimed at my colleagues in the House and the Senate.

Then yesterday, Secretary Rumsfeld came out and tried to blame President Clinton for this administration's manipulation of intelligence. I have no doubt that this administration cherry-picked intelligence.

Remember all the talk from the war cabinet about imminent mushroom clouds here in the United States or Vice President CHENEY's reckless suggestion that despite all evidence to the contrary that Iraq had ties to al Qaeda?

President Bush called all this criticism "revisionist history." The White

House and Secretary Rumsfeld can keep quoting President Clinton, Vice President Gore, and Secretary Albright; but they were not the ones who sent thousands of American soldiers to war.

Mr. Speaker, the President owes us an apology. He should level with the American people and stop trying to shirk responsibility for his flawed Iraq policy.

#### ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

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

Record votes on postponed questions will be taken later today.

□ 1045

#### HURRICANE REGULATORY RELIEF ACT OF 2005

Mr. JINDAL. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 3975) to ease the provision of services to individuals affected by Hurricanes Katrina and Rita, and for other purposes, as amended.

The Clerk read as follows:

H.R. 3975

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

#### SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

(a) SHORT TITLE.—This Act may be cited as the “Hurricane Regulatory Relief Act of 2005”.

(b) TABLE OF CONTENTS.—The table of contents for this Act is as follows:

Sec. 1. Short title; table of contents.

#### TITLE I—EDUCATION

##### Subtitle A—Elementary and secondary educational programs

Sec. 101. Charter schools.

##### Subtitle B—Teacher flexibility

Sec. 111. Treatment of highly qualified teachers.

##### Subtitle C—Educational programs for children with disabilities

Sec. 121. Agreements to extend certain deadlines of the Individuals with Disabilities Education Act to facilitate the provision of educational services to children with disabilities.

Sec. 122. Paperwork reduction pilot program participation for affected States.

##### Subtitle D—Higher education relief

Sec. 131. Waivers and modifications.

Sec. 132. Transfer of credit.

Sec. 133. Expanding information dissemination regarding eligibility for Pell Grants.

Sec. 134. Procedures; termination of authority.

##### Subtitle E—Regulatory relief

Sec. 151. Regulatory and financial relief.

#### TITLE II—HEALTH AND HUMAN SERVICES

##### Subtitle A—Community services

Sec. 201. Secretary authority.

Sec. 202. State authority.

##### Subtitle B—Head Start

Sec. 211. Head start and early head start children affected by a Gulf hurricane disaster.

##### Subtitle C—Child care services

Sec. 221. Waiver authority to expand the availability of services under Child Care and Development Block Grant Act of 1990.

#### TITLE III—LABOR

##### Subtitle A—Pension Flexibility for Displaced Workers Act of 2005

Sec. 301. Short title.

Sec. 302. Authority to prescribe guidance by reason of the Presidentially declared disasters caused by Hurricane Katrina and Hurricane Rita.

Sec. 303. Authority in the event of Presidentially declared disaster or terroristic or military actions.

##### Subtitle B—Occupational safety and health

Sec. 311. Authorization for volunteers.

Sec. 312. Purchase and distribution of equipment.

Sec. 313. State assistance and matching fund restrictions.

Sec. 314. Expiration.

#### TITLE IV—GENERAL PROVISIONS

Sec. 401. Definitions.

Sec. 402. Procedural waivers.

Sec. 403. Reporting requirements.

#### TITLE I—EDUCATION

##### Subtitle A—Elementary and Secondary Educational Programs

#### SEC. 101. CHARTER SCHOOLS.

The Secretary of Education shall encourage States—

(1) to include charter schools in Gulf hurricane disaster relief efforts;

(2) to provide support to charter schools that are serving individuals adversely affected by a Gulf hurricane disaster; and

(3) to facilitate the enrollment of students displaced by a Gulf hurricane disaster in charter schools, including by—

(A) waiving any requirement relating to whether a student has resided in the geographic area of the charter school;

(B) increasing the number of students who may attend a charter school; and

(C) removing any other relevant restrictions.

##### Subtitle B—Teacher Flexibility

#### SEC. 111. TREATMENT OF HIGHLY QUALIFIED TEACHERS.

For purposes of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et. seq.), and the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), an individual who was employed as a teacher on August 29, 2005, by a local educational agency in a State, and who was highly qualified for such employment on such date, may be considered by another State, during the 2005–2006 school year, to be highly qualified in the same core academic subjects for purposes of subsequent employment as a teacher by a local educational agency in such other State, if—

(1) the local educational agency employing the teacher on August 29, 2005, serves an area affected by a Gulf hurricane disaster; and

(2) the local educational agency subsequently employing the teacher hired the teacher due to needs created by the enrollment of displaced students.

##### Subtitle C—Educational Programs for Children With Disabilities

#### SEC. 121. AGREEMENTS TO EXTEND CERTAIN DEADLINES OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT TO FACILITATE THE PROVISION OF EDUCATIONAL SERVICES TO CHILDREN WITH DISABILITIES.

(a) AUTHORITY.—The Secretary of Education may enter into an agreement described in subsection (b) with an eligible entity to extend certain deadlines under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) related to providing special education and related services, including early intervention services, to individuals adversely affected by a Gulf hurricane disaster.

(b) TERMS OF AGREEMENTS.—An agreement referred to in subsection (a) is an agreement with an eligible entity made in accordance with subsection (e) that may extend the applicable deadlines under one or more of the following sections:

(1) Section 611(e)(3)(C)(ii) of such Act, by extending up to an additional 60 days the 90 day deadline for developing a State plan for the high cost fund.

(2) Section 612(a)(15)(C) of such Act, by extending up to an additional 60 days the deadline for submission of the annual report to the Secretary of Education and the public regarding the progress of the State and of children with disabilities in the State.

(3) Section 612(a)(16)(D) of such Act, by extending up to an additional 60 days the deadline for making available reports regarding the participation in assessments and the performance on such assessments of children with disabilities.

(4) Section 614(a)(1)(C)(i)(I) of such Act, by extending up to an additional 30 days the 60 day deadline for the initial evaluation to determine whether a child is a child with a disability for purposes of the provision of special education and related services to such child.

(5) Section 616(b)(1)(A) of such Act, by extending up to an additional 60 days the deadline for finalization of the State performance plan.

(6) Section 641(e)(1)(D) of such Act, by extending up to an additional 60 days the deadline for submission to the Governor of a State and the Secretary of Education of the report on the status of early intervention programs for infants and toddlers with disabilities and their families operated within the State.

(c) RULE OF CONSTRUCTION.—Nothing in this Act shall be construed—

(1) as permitting the waiver of—

(A) any applicable Federal civil rights law;

(B) any student or family privacy protections, including provisions requiring parental consent for evaluations and services;

(C) any procedural safeguards required under section 615 or section 639 of the Individuals with Disabilities Education Act; or

(D) any requirements not specified in subsection (b)(1) of this section; or

(2) as removing the obligation of the eligible entity to provide a child with a disability or an infant or toddler with a disability and their families—

(A) a free appropriate public education under part B of the Individuals with Disabilities Education Act; or

(B) early intervention services under part C of such Act.

(d) DURATION OF AGREEMENT.—An agreement under this section shall terminate at the conclusion of the 2005–2006 academic year.

(e) REQUEST TO ENTER INTO AGREEMENT.—To enter into an agreement under this section, an eligible entity shall submit a request to the Secretary of Education at such