

the fiscal year on January 1 will not end the possibility of shutdowns, but it will eliminate need to pass a CR by October 1 to fund the government and help ensure that Congress passes government funding bills without a shutdown.

Today, as the Federal Government rapidly approaches the end of the fiscal year, I am reminded that Congress has never passed all 12 appropriations bills by the October 1 deadline during my entire time in the Senate. Since the Budget and Impoundment Control Act of 1974 updated the start of the fiscal year from July 1 to October 1, there have only been 4 years where Congress has passed yearlong government funding bills by October 1. The last time Congress did so was for fiscal year 1997. This trend makes clear that Congress already sees the December holidays as the real deadline and that the time to improve the certainty and reliability of the appropriations process is now.

SUBMITTED RESOLUTIONS

SENATE RESOLUTION 370—TO CONSTITUTE THE MAJORITY PARTY'S MEMBERSHIP ON CERTAIN COMMITTEES FOR THE ONE HUNDRED EIGHTEENTH CONGRESS, OR UNTIL THEIR SUCCESSORS ARE CHOSEN

Mr. SCHUMER submitted the following resolution; which was considered and agreed to:

S. RES. 370

Resolved, the following shall constitute the majority party's membership on the following committees for the One Hundred Eighteenth Congress, or until their successors are chosen:

COMMITTEE ON FOREIGN RELATIONS: Mr. Cardin (Chair), Mr. Menendez, Mrs. Shaheen, Mr. Coons, Mr. Murphy, Mr. Kaine, Mr. Merkley, Mr. Booker, Mr. Schatz, Mr. Van Hollen, Ms. Duckworth.

COMMITTEE ON SMALL BUSINESS AND ENTREPRENEURSHIP: Mrs. Shaheen (Chair), Ms. Cantwell, Mr. Cardin, Mr. Markey, Mr. Booker, Mr. Coons, Ms. Hirono, Ms. Duckworth, Ms. Rosen, Mr. Hickenlooper.

SENATE RESOLUTION 371—SUPPORTING THE DESIGNATION OF THE WEEK OF SEPTEMBER 18 THROUGH SEPTEMBER 22, 2023, AS "MALNUTRITION AWARENESS WEEK"

Mr. MURPHY (for himself, Mr. CARDIN, Mr. BOOKER, Mrs. FEINSTEIN, Mr. BLUMENTHAL, and Ms. HASSAN) submitted the following resolution; which was referred to the Committee on Agriculture, Nutrition, and Forestry:

S. RES. 371

Whereas malnutrition is the condition that occurs when an individual does not get enough protein, calories, or nutrients;

Whereas malnutrition is a significant problem in the United States and around the world, crossing all age, racial, class, gender, and geographic lines;

Whereas malnutrition can be driven by social determinants of health, including pov-

erty or economic instability, access to affordable healthcare, and low health literacy;

Whereas there are inextricable and cyclical links between poverty and malnutrition;

Whereas the Department of Agriculture defines food insecurity as when an individual or household does not have regular, reliable access to the foods needed for good health;

Whereas communities of color, across all age groups, are disproportionately likely to experience both food insecurity and malnutrition;

Whereas Black children are almost 3 times more likely to live in a food-insecure household than White children;

Whereas infants, older adults, individuals with chronic diseases, and other vulnerable populations are particularly at risk for malnutrition;

Whereas the American Academy of Pediatrics has found that failure to provide key nutrients during early childhood may result in lifelong deficits in brain function;

Whereas disease-associated malnutrition affects between 30 and 50 percent of patients admitted to hospitals, and the medical costs of hospitalized patients with malnutrition can be 300 percent more than the medical costs of properly nourished patients;

Whereas, according to the report entitled "National Blueprint: Achieving Quality Malnutrition Care for Older Adults, 2020 Update" of the Malnutrition Quality Collaborative, as many as 1/2 of older adults living in the United States are malnourished or at risk for malnutrition;

Whereas, according to recent surveys conducted by the Aging Network—

(1) 76 percent of older adults receiving meals at senior centers and other congregate facilities report improved health outcomes; and

(2) 84 percent of older adults receiving home-delivered meals indicate improved health outcomes;

Whereas disease-associated malnutrition in older adults alone costs the United States more than \$51,300,000,000 each year; and

Whereas the American Society for Parenteral and Enteral Nutrition established "Malnutrition Awareness Week" to raise awareness about, and promote the prevention of, malnutrition throughout the lifespan: Now, therefore, be it

Resolved, That the Senate—

(1) supports the designation of "Malnutrition Awareness Week";

(2) recognizes registered dietitian nutritionists and other nutrition professionals, health care providers, school food service workers, social workers, advocates, caregivers, and other professionals and agencies for their efforts to advance awareness about, treatment for, and prevention of malnutrition;

(3) recognizes the importance of Federal nutrition programs, including the nutrition programs under title III of the Older Americans Act of 1965 (42 U.S.C. 3021 et seq.) and Federal child nutrition programs, for their role in combating malnutrition;

(4) supports increased funding for the critical programs described in paragraph (3);

(5) recognizes—

(A) the importance of medical nutrition therapy under the Medicare program under title XVIII of the Social Security Act (42 U.S.C. 1395 et seq.); and

(B) the need for vulnerable populations to have access to nutrition counseling;

(6) recognizes the importance of the innovative research conducted by the National Institutes of Health relating to—

(A) nutrition, dietary patterns, and the human gastrointestinal microbiome; and

(B) how the factors described in subparagraph (A) influence the prevention or devel-

opment of chronic disease throughout the lifespan;

(7) supports access to malnutrition screening and assessment for all patients;

(8) encourages the Centers for Medicare & Medicaid Services to evaluate the implementation of newly-approved malnutrition electronic clinical quality measures; and

(9) acknowledges the importance of access to healthy food for children, especially in childcare settings and schools, and the benefits of evidence-based nutrition standards.

SENATE RESOLUTION 372—EXPRESSING CONCERN ABOUT THE SPREADING PROBLEM OF BOOK BANNING AND THE PROLIFERATION OF THREATS TO FREEDOM OF EXPRESSION IN THE UNITED STATES

Mr. SCHATZ (for himself, Mr. REED, Mrs. FEINSTEIN, Ms. HIRONO, Mr. WYDEN, Mr. MURPHY, Mr. MERKLEY, Mr. WHITEHOUSE, Mr. BOOKER, Mr. CARDIN, Mr. SANDERS, Mr. DURBIN, Mr. PADILLA, Mr. MARKEY, and Mr. BLUMENTHAL) submitted the following resolution; which was referred to the Committee on the Judiciary:

S. RES. 372

Whereas the overwhelming majority of voters in the United States oppose book bans;

Whereas an overwhelming majority of voters in the United States support educators teaching about the civil rights movement, the history and experiences of Native Americans, enslaved Africans, immigrants facing discrimination, and the ongoing effects of racism;

Whereas, in 1969, the Supreme Court of the United States held in *Tinker v. Des Moines Independent Community School District*, 393 U.S. 503 (1969), that students do not "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate";

Whereas, in 1982, a plurality of the Supreme Court of the United States wrote in *Board of Education, Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853 (1982), that schools may not remove library books based on "narrowly partisan or political grounds", as this kind of censorship will result in "official suppression of ideas";

Whereas the First Amendment to the Constitution of the United States protects freedom of speech and the freedom to read and write;

Whereas article 19 of the Universal Declaration of Human Rights states that "everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers";

Whereas PEN America has identified nearly 3,400 instances of individual books banned, affecting 1,557 unique titles from July 2022 through June 2023 alone, representing a 33-percent increase in bans compared to the prior year of July 2021 through June 2022;

Whereas of the 2,532 bans in the 2021-2022 school year, 96 percent of them were enacted without following the best practice guidelines for book challenges outlined by the American Library Association, the National Coalition Against Censorship, and the National Council of Teachers of English;

Whereas the unimpeded sharing of ideas and the freedom to read are essential to a strong democracy;

Whereas books do not require readers to agree with topics, themes, or viewpoints but instead allow readers to explore and engage with differing perspectives to form and inform their own views;

Whereas suppressing the freedom to read and denying access to literature, history, and knowledge are repressive and antidemocratic tactics used by authoritarian regimes against their people;

Whereas book bans violate the rights of students, families, residents, and citizens based on the political, ideological, and cultural preferences of the specific individuals imposing the bans;

Whereas book bans have multifaceted, harmful consequences on—

(1) students, who have a right to access a diverse range of stories and perspectives, especially students from historically marginalized backgrounds whose communities are often targeted by thought control measures;

(2) educators and librarians, who are operating in some States in an increasingly punitive and surveillance-oriented environment and experience a chilling effect in their work;

(3) authors whose works are targeted and suppressed;

(4) parents who want their children to attend public schools that remain open to curiosity, discovery, and the freedom to read; and

(5) community members who want free access to a range of uncensored information and knowledge from their public libraries;

Whereas classic and award-winning literature and books that have been part of school curricula for decades have been challenged, removed from libraries pending review, or outright banned from schools, including—

(1) “Brave New World” by Aldous Huxley;

(2) “The Handmaid’s Tale” by Margaret Atwood;

(3) “Anne Frank’s Diary: The Graphic Adaptation” adapted by Ari Folman;

(4) “Their Eyes Were Watching God” by Zora Neal Hurston; and

(5) “To Kill a Mockingbird” by Harper Lee;

Whereas books, particularly those written by and about outsiders, newcomers, and individuals from marginalized backgrounds, are facing a heightened risk of being banned;

Whereas according to PEN America, 36 percent of instances of books banned or otherwise restricted in the United States from July 2021 to June 2023 have LGBTQ+ characters or themes that recognize the equal humanity and dignity of all individuals despite differences, including—

(1) “And Tango Makes Three” by Justin Richardson and Peter Parnell; and

(2) “This Book Is Gay” by Juno Dawson;

Whereas 37 percent of instances of books, both fiction and nonfiction, that have been banned or otherwise restricted in the United States from July 2021 to June 2023 are books about race, racism, or feature characters of color, including—

(1) “The Story of Ruby Bridges” by Robert Coles and illustrated by George Ford;

(2) “Letter from Birmingham Jail” by Martin Luther King, Jr.;

(3) “Thank You, Jackie Robinson” by Barbara Cohen;

(4) “Malala: A Hero For All” by Shana Corey;

(5) “Fry Bread: A Native American Family Story” by Kevin Noble Maillard;

(6) “Hair Love” by Matthew A. Cherry;

(7) “Good Trouble: Lessons From the Civil Rights Playbook” by Christopher Noxon; and

(8) “We Are All Born Free: The Universal Declaration of Human Rights in Pictures”;

Whereas the Comic Book Legal Defense Fund has reported a dramatic surge in chal-

lenges at libraries and schools to the inclusion of graphic novels that depict the diversity of civic life in the United States and the painful and complex history of the human experience, including—

(1) “New Kid” by Jerry Craft;

(2) “Drama” by Raina Telgemeier;

(3) “American Born Chinese” by Gene Luen Yang; and

(4) “Maus” by Art Spiegelman;

Whereas books addressing death, grief, mental illness, and suicide are targeted alongside nonfiction books that discuss feelings and emotions written for teenage and young adult audiences that frequently confront these topics;

Whereas during congressional hearings on April 7, 2022, May 19, 2022, and September 12, 2023, students, parents, teachers, librarians, and school administrators testified to the chilling and fear-spreading effects that book bans have on education and the school environment; and

Whereas according to PEN America, from July 2022 to June 2023, States across the country limited access to certain books for limited or indefinite periods of time, including—

(1) Florida, where at least 1,406 books in total have been banned or restricted in 33 school districts;

(2) Texas, where at least 625 books in total have been banned or restricted in 12 school districts;

(3) Missouri, where at least 333 books in total have been banned or restricted in 14 school districts;

(4) Utah, where at least 281 books in total have been banned or restricted in 10 school districts;

(5) Pennsylvania, where at least with 186 books in total have been banned or restricted in 7 school districts;

(6) South Carolina, where at least with 127 books in total have been banned or restricted in 6 school districts;

(7) Virginia, where at least 75 books in total have been banned or restricted in 6 school districts;

(8) North Carolina, where at least with 58 books in total have been banned or restricted in 6 school districts;

(9) Wisconsin, where at least with 43 books in total have been banned or restricted in 5 school districts;

(10) Michigan, where at least with 39 books in total have been banned or restricted in 12 school districts;

(11) North Dakota, where at least with 27 books in total have been banned or restricted in 1 school district;

(12) Tennessee, where at least 11 books in total have been banned or restricted in 5 school districts;

(13) New York, where at least 6 books in total have been banned or restricted in 3 school districts; Now, therefore, be it

Resolved, That the Senate—

(1) expresses concern about the spreading problem of book banning and the proliferating threats to freedom of expression in the United States;

(2) reaffirms the commitment of the United States to supporting the freedom of expression of writers that is protected under the First Amendment to the Constitution and the freedom of all individuals in the United States to read books without government censorship;

(3) calls on local governments and school districts to follow best practice guidelines when addressing challenges to books; and

(4) calls on local governments and school districts to protect the rights of students to learn and the ability of educators and librarians to teach, including by providing students with the opportunity to read a wide array of books reflecting the full breadth and diversity of viewpoints and perspectives.

SENATE RESOLUTION 373—DESIGNATING THE WEEK OF SEPTEMBER 17 THROUGH SEPTEMBER 23, 2023, AS “COMMUNITY SCHOOL COORDINATORS APPRECIATION WEEK”

Mr. BROWN (for himself, Mrs. CAPITO, Mr. VAN HOLLEN, and Mr. DURBIN) submitted the following resolution; which was considered and agreed to:

S. RES. 373

Whereas community schools marshal, align, and unite the assets, resources, and capacity of schools and communities for the success of students, families, and communities;

Whereas community schools are an effective and evidence-based strategy for school improvement included under section 4625 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7275), as added by section 4601 of the Every Student Succeeds Act (Public Law 114–95; 129 Stat. 2029);

Whereas community schools that provide integrated student supports, well-designed and expanded learning opportunities, and active family and community engagement and that use collaborative leadership and practices have positive academic and non-academic outcomes, including—

(1) improvements in—

(A) student attendance;

(B) behavior;

(C) academic achievement;

(D) mental and physical health;

(E) high school graduation rates; and

(F) school climate; and

(2) reduced racial and economic achievement gaps;

Whereas community schools have the potential for helping people of the United States from underserved communities, as indicated in a 2021 report;

Whereas a 2019 report found that mental health care provided through community schools improved access to care, academic performance, and student conduct, including reducing the number of school suspensions and disciplinary referrals;

Whereas a 2020 study found that community schools in New York City had a positive impact on student attendance, on-time grade progression, and credit accumulation for high school students;

Whereas a 2016 report found early indicators that community schools in Baltimore led to improved family-school engagement;

Whereas community schools provide a strong social return on investment, with one study citing a social return of \$3 to \$15 for every dollar invested;

Whereas community school coordinators—

(1) are essential to building successful community schools and creating, strengthening, and maintaining partnerships between community schools and their communities;

(2) facilitate and provide leadership for the collaborative process and development of a system of supports and opportunities for children, families, and others within the community of a school that allow all students to learn and the community to thrive; and

(3) deliver a strong monetary return on investment for community schools and their communities, with one study citing a return of \$7.11 for every dollar invested in the salary of a community school coordinator; and

Whereas Community School Coordinators Appreciation Week, celebrated from September 17 through September 23, 2023, recognizes, raises awareness of, and celebrates the thousands of community school coordinators across the country and the critical role of community school coordinators in the success of students; Now, therefore, be it