

118TH CONGRESS
2D SESSION

H. RES. 1189

Supporting the designation of the week of April 29 through May 3, 2024,
as “National Specialized Instructional Support Personnel Appreciation Week”.

IN THE HOUSE OF REPRESENTATIVES

MAY 1, 2024

Mrs. HAYES (for herself, Ms. BONAMICI, Ms. BROWN, Ms. NORTON, Mr. TRONE, and Mr. FITZPATRICK) submitted the following resolution; which was referred to the Committee on Education and the Workforce

RESOLUTION

Supporting the designation of the week of April 29 through May 3, 2024, as “National Specialized Instructional Support Personnel Appreciation Week”.

Whereas there are more than 1,000,000 specialized instructional support personnel serving the schools and students of the United States, including—

- (1) school counselors;
- (2) school social workers;
- (3) school psychologists; and
- (4) other qualified professional personnel, such as—
 - (A) school nurses;
 - (B) psychologists;
 - (C) social workers;
 - (D) occupational therapists;
 - (E) physical therapists;

- (F) art therapists;
- (G) dance/movement therapists;
- (H) music therapists;
- (I) speech-language pathologists; and
- (J) audiologists;

Whereas specialized instructional support personnel provide school-based prevention and early intervention services to reduce barriers to learning;

Whereas specialized instructional support personnel work with teachers, school leaders, and parents to ensure that all students are successful in school;

Whereas specialized instructional support personnel encourage multidisciplinary collaboration to promote student and school success;

Whereas specialized instructional support personnel provide educational, social, emotional, and behavioral interventions and activities that support—

- (1) student learning; and
- (2) teaching;

Whereas specialized instructional support personnel help to create environments that are safe, supportive, and conducive to learning;

Whereas safe and supportive school environments are associated with improved academic performance;

Whereas specialized instructional support personnel support—

- (1) student communication;
- (2) the development of social skills by students;
- (3) the physical wellness of students;
- (4) the physical development of students; and

(5) the behavioral, emotional, and mental health of students; and

Whereas specialized instructional support personnel serve all students who struggle with barriers to learning: Now, therefore, be it

1 *Resolved*, That the House of Representatives—

2 (1) supports the designation of “National Special-
3 alized Instructional Support Personnel Apprecia-
4 tion Week”;

5 (2) recognizes that specialized instructional
6 support personnel implement evidence-based prac-
7 tices to improve student outcomes;

8 (3) commends—

9 (A) those individuals who work as special-
10 ized instructional support personnel; and

11 (B) the individuals and organizations that
12 support the efforts made by specialized instruc-
13 tional support personnel to promote and im-
14 prove the availability of specialized instructional
15 support services;

16 (4) encourages Federal, State, and local policy-
17 makers to work together to raise awareness of the
18 importance of specialized instructional support per-
19 sonnel in school climate and education efforts;

20 (5) recognizes the important role of specialized
21 instructional support personnel in efforts to improve

1 mental health, reduce drug use, and improve overall
2 community safety for students; and

3 (6) encourages experts to share best practices
4 related to specialized instructional support and spe-
5 cialized instructional support personnel so that oth-
6 ers can replicate the success of those experts.

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