

TRIBUTE TO THE DINUBA ROTARY CLUB, DINUBA, CA

**HON. GEORGE P. RADANOVICH**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Monday, May 19, 1997*

Mr. RADANOVICH. Mr. Speaker, I rise today to pay tribute to the Dinuba Rotary Club of Dinuba, CA. The Dinuba Rotary Club observed its 75th anniversary on May 16, 1997, at a hosted gala reception.

The Dinuba Rotary has been involved in Rotary International for three-quarters of a century. Operating under the slogan, "Service Above Self," the organization has been working with communities throughout northern Tulare County on a wide variety of community service projects and programs.

Rotarians in Dinuba have been instrumental in a wide array of community service projects. At a city and county level, they have been responsible for securing a new branch of the Tulare County Library for Dinuba. They have also equipped and supplied the Dinuba Police Department with a radio-controlled car as an educational tool to help the children in the community say "no" to drugs. Finally, the group has erected a plaque honoring the sons and daughters of northern Tulare County who made the supreme sacrifice of serving our country at times of war in this century.

Since its inception 75 years ago, the Dinuba Rotary has made its biggest impact in the field of education. Dinuba Rotary has provided scholarships for deserving graduates of local high schools. Recognizing that agriculture is the foundation of Tulare County's economy, Dinuba Rotary has also provided scholarships for its members of the Future Farmers of America to pursue their education at both the high school and college level.

Dinuba Rotary has been instrumental in bringing exchange students from foreign countries to Dinuba High School and has helped send Dinuba High School students to study abroad. The Dinuba Rotary has sent senior students from Dinuba High School to Camp Royal, a leadership camp sponsored by Rotary Clubs in central California. The organization also annually sponsors a spelling bee for students in elementary schools in northern Tulare County to promote literacy among its students.

Mr. Speaker, the Dinuba Rotary is an excellent example of individuals working together to create a stronger and more supportive community. I commend the Dinuba Rotary for their community activism and the contributions that they have made over the last 75 years. I ask my colleagues to rise and join me in congratulating them as they celebrate this milestone in the Dinuba community.

THE SUCCESS STORY OF REDWATER HIGH SCHOOL

**HON. MAX SANDLIN**

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

*Monday, May 19, 1997*

Mr. SANDLIN. Mr. Speaker, I would like to take a few minutes today to commend a school in my district that has bucked the trend, thwarted conventions, achieved the unlikely,

and taken great leaps to eradicate drug use among its students. The school is Redwater High School in Redwater, TX, a suburb of Texarkana. Members from all quadrants of the community have come together in unified support of this program and of their teenagers who are struggling against a sea of drugs and gangs.

In a sincere attempt to preempt the spread of drugs through their community and schools, businesses have given money and endorsements, parents have given their time and their hearts, and students have given their word and their enthusiasm. The result is that 100 percent of the class of 1997 at Redwater High School has volunteered to be tested for drugs and every one of them has tested drug free.

Four fathers in the Redwater community, concerned for their children's health and well-being, initiated this unique program, called DADS, which stands for Dads Against Drugs in School. They decided that, since there are so many incentives for students to do drugs in society today, from peer pressure to movie glamorization, they should offer students greater incentive to stay drug free and a chance to prove that they are drug free.

The program gives all Redwater students a chance for a voluntary free drug test at school with random followup tests. If they test drug-free, they receive a DADS photo ID card, which entitles the student to discounts at area businesses such as restaurants and clothing stores. No students who test positive for drugs will be criminally prosecuted as a result of their drug test. Instead, the students receive counseling from the school and, when appropriate, mentoring from volunteer fathers. As Redwater Superintendent Joe Dan Lee says, "This program will reverse the peer pressure attitude among kids by giving them something to show for being drug free."

To me this program represents many aspects of what is right in our communities today. They used only \$5,000 in government grant money for the program and funded the rest of the effort with community time, dollars, and concern. Through this program, the community has dedicated themselves to becoming a drug-free community, set high expectations and standards, and taken important steps toward protecting their children from the dangers of drugs.

They have done this without cracking down, threatening their students, hiring more police officers, or punishing more children. Instead of frightening them away from drugs, the parents, teachers, and community leaders have strengthened the support network for students and given them reasons to stay off of drugs, averting trouble before it begins.

I don't want the experience of Redwater High School to be an isolated incident. Schools across the Nation can replicate this effort if parents, teachers, businesses, and community leaders join efforts to help our children combat the peer pressure to become drug users. Keeping our students off drugs is one of our most worthwhile causes and an effective method of keeping our students away from a variety of other troubles.

If, with this program, we keep just one student from the downward spiral of drug use to delinquency, I would consider it a success. I think, with 100 percent of the seniors testing drug free, that the first year of this program was an enormous success.

I am proud of this community for their initiative, ingenuity, and determination. I am proud

to see so many members of the community come together to work for this cause. Most of all, I am proud of the Redwater High students and especially the Redwater High graduating class of 1997 for being 100 percent tested and certified drug free.

TRIBUTE TO DICK CARLSON

**HON. W.J. (BILLY) TAUZIN**

OF LOUISIANA

IN THE HOUSE OF REPRESENTATIVES

*Monday, May 19, 1997*

Mr. TAUZIN. Mr. Speaker, I rise today to acknowledge the stellar work of Dick Carlson, who within the near future will complete 5 years as president of the Corporation for Public Broadcasting. Dick Carlson headed CPB during a time of turbulence and challenge, and has proven to be a steady guide.

People in my part of the country can tell you that a Louisiana bayou is both a beautiful and dangerous place. The same might be said of the job Dick Carlson has filled for the last 5 years. Fortunately for all of us who love public broadcasting, Dick brought the experience to know when to wade in, and when to stay in the boat. His communications skills and instincts are honed and have benefited the corporation.

Dick is an award-winning print and television journalist and anchor who served as director of the Voice of America for many years, as Ambassador to the Republic of Seychelles, and as an executive in the banking industry before taking over CPB. He's been a champion of commonsense reform, and we in Congress appreciated his strong leadership at a time when the very existence of publicly funded television and radio was under attack.

Those challenges will continue to arise. So, it is with sadness that we congratulate Dick Carlson for a job well done. And we wish him every success in his new endeavors.

A SPECIAL SALUTE TO DR. MARVIN FISK—1997 CONGRESSIONAL SENIOR CITIZEN INTERN

**HON. LOUIS STOKES**

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

*Monday, May 19, 1997*

Mr. STOKES. Mr. Speaker, each year during the month of May, our Nation celebrates National Senior Citizen Month. In communities throughout the United States, senior citizens are recognized for their contributions to their communities and the Nation. In conjunction with Senior Citizen Month, seniors are also gathering on Capitol Hill for the annual Congressional Senior Citizen Intern Program.

The Senior Citizen Intern Program provides seniors with a firsthand look at their Government in action. During their stay in Washington, DC, they attend meetings, workshops, and issue forums on topics which impact the elderly population in particular. The program also provides an opportunity for extensive dialog with congressional leaders, members of the Presidential Cabinet, and other policymakers.

I take pride in saluting Dr. Marvin Fisk, who has been selected as my congressional senior

citizen intern for 1997. Dr. Fisk is an outstanding individual whom I look forward to welcoming to our Nation's Capitol. I rise to share with my colleagues some biographical information on Dr. Fisk.

Dr. Marvin Fisk is a highly respected member of the medical community. He is an alumni of Howard University in Washington, DC. For the past 16 years, Dr. Fisk has been on staff at the Mt. Sinai Medical Center. He was previously employed at Forest City Hospital. Dr. Fisk's resume also includes faculty appointments at the Howard University College of Dentistry and the Case Western Reserve Dental School. He has also been assigned as an examining dentist and school clinic dentist by the Cleveland Board of Education.

Mr. Speaker, Dr. Fisk's professional memberships include the American Dentist Association, Ohio Dental Association, Fellow of the International College of Dentistry, and the Greater Cleveland Dental Society, just to name a few. He is the former president of the Ohio Dental Association; former president of the Greater Cleveland Dental Society; and the former president of the Academy of General Dentistry. He is currently a member of the board of trustees for Howard University. Further, Dr. Fisk serves as vice president for the Retired Senior Volunteer Program.

In addition to his assignment at the Mt. Sinai Medical Center, Dr. Fisk is an active member of various civic organizations throughout the Cleveland community. They include the Phyllis Wheatley Association, Boy Scouts of America, the Fraternal Order of Police, the NAACP, and Kappa Alpha Psi Fraternity. Dr. Fisk is also a member of Mt. Zion Congregational Church.

Mr. Speaker, Dr. Marvin Fisk is the recipient of numerous awards and citations which recognize his leadership and commitment. He received the Outstanding Leadership Award from the Howard University Alumni Association, and the Distinguished Dentist Award from the Howard University Dental School. Further, Dr. Fisk is the recipient of the Outstanding Leadership Award from the American Dental Association.

Mr. Speaker, I take special pride in saluting Dr. Marvin Fisk. He is an exceptional individual who has earned the respect of his colleagues and others throughout the community. I have also benefited from our close working relationship on issues which impact the Greater Cleveland community. I am certain that Dr. Fisk will do an outstanding job as a congressional senior citizen intern. I want to congratulate him and express my appreciation for his participation in this important program.

#### INDIVIDUALS WITH DISABILITIES EDUCATION ACT AMENDMENTS OF 1997

SPEECH OF

**HON. MATTHEW G. MARTINEZ**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 13, 1997

Mr. MARTINEZ. Mr. Speaker, with the passage of H.R. 5, the Individuals with Disabilities Act Amendments of 1997, Congress has vastly improved the ability of and access for children with disabilities to receive a free appropriate public education. With this reauthoriza-

tion, Congress has built upon the successes of IDEA and made modifications where experiences over the 22 years of the act's existence has necessitated change.

Prior to the enactment of what was then the Education for All Handicapped Children Act, 2 million children were excluded from receiving their right to a public education. On top of this gross injustice, another 2½ million children were receiving totally inadequate educational instruction. Fortunately, my predecessors in Congress recognized this terrible injustice and passed IDEA's predecessor. This civil rights initiative has served our Nation's children with disabilities well throughout its 22 years.

During the 104th Congress, attempts were made to reauthorize IDEA. Unfortunately, the partisan atmosphere of the Presidential elections and the inability to fashion a document which could gain the support of the act's many constituencies essentially doomed these efforts to failure. With the commencement of the 105th Congress, I realized the importance of fashioning a bill which could gain the support of both sides of the aisle, and called on the majority to recognize this fact during the first hearing the Subcommittee on Early Childhood, Youth and Families had on IDEA reauthorization. Fortunately, Chairman GOODLING saw the wisdom in this suggestion and joined together with Senator JEFFORDS and Senate Majority Leader LOTT in proposing that we negotiate a bipartisan, bicameral piece of legislation with significant input from groups and individuals who are affected and served by the act. This process commenced on February 20, and has led us to House and Senate consideration of this measure.

The current IDEA statute consists of 3 formula grant programs that assist States to serve children with disabilities in different age ranges, and 14 special purpose programs that support early intervention and special education research, demonstrations, technical assistance, and personnel training. Of the formula grant programs, two are permanently authorized—the grants to States program, better known as part B, and the preschool program. Despite part B, the heart of the act which mandates that children with disabilities receive a free appropriate public education, being permanently authorized, modifications were necessary to strengthen the acts protections, safeguards and enforcement means. In addition, interpretations by the courts of various aspects of part B has necessitated that Congress clarify its intent.

Among the modifications made by H.R. 5 to the act is a provision which specifically states that educational services for children with disabilities who are suspended or expelled cannot be ceased. Since the inception of the act, the Department of Education has interpreted current law to allow schools to use disciplinary proceedings on children with disabilities, including expulsion. However, the Department's interpretation of the law is that these procedures cannot result in a cessation of educational services. Unfortunately, this interpretation of the statute was called into question by a recent case before the Fourth Circuit Court of Appeals—Virginia Department of Education versus Riley. In the Virginia case the court held that the department's interpretation of the statute was incorrect and that services could be ceased to children with disabilities in certain circumstances.

In order to clarify congressional intent, the bill codifies the long held interpretation of the

department with language that would require a free appropriate public education for all children with disabilities, including those who are suspended or expelled. This will end the short-sighted practice of leaving children with disabilities without the educational tools they need to become active and successful members of society.

Another modification to current law contained in H.R. 5 is the provisions regarding the policies and procedures each State must have in effect with respect to personnel standards in order to be eligible for part B funding. The language contained in section 612(a)(15)(C) sets forth parameters by which a State may deal with a documented shortage of qualified personnel. In subparagraph (C), I want to clarify that the reference "consistent with state law," is intended to be applicable to the laws governing the profession or discipline. This policy should be applied to the most qualified individuals, who shall be supervised by qualified personnel within that profession or discipline, for each position—in other words, on a case by case basis. Further, shortages must be documented by any agency applying this new policy.

H.R. 5 also amended current law in the area of least restrictive environment. This bill codifies recent cases (*Greer v. Rome City School District*, 950 F.2d 688 (11th Cir. 1991); *Oberti v. Board of Education*, 995 F.2d 1204 (3d Cir. 1993); *Sacramento City Unified School District v. Holland*, 14 F.3d 1398 (9th Cir. 1994)) regarding the inclusion of children with disabilities in the general education classroom. This principle of inclusion is so fundamental and central to the purpose and principles of the bill and always has been. The bill underscores the strong presumption in the law recognized by innumerable courts, that children with disabilities should be educated with children without disabilities in the general education classroom. All children, whether or not disabled, benefit from such education. This is surely the best approach to eradicating the prejudice which has kept people with disabilities out of the work force and out of our communities generally—and surely the best way to guarantee equal educational opportunity for all children.

Research technology and experience with integration in the last two decades has flourished. It has demonstrated that children with the full range of disabilities can successfully be taught in the general education classroom—whether or not they are at grade level and whether or not they have disabilities that require them to partially complete tasks or participate in activities differently from other students. Educators have learned a great deal about modifying and adapting curriculum so that children like Rachel Holland with developmental disabilities are successfully receiving all of their education in the general education classroom. This bill is intended to further dismantle the walls of segregation.

Last, I would like to comment on the provisions in the bill which pertain to the provision of FAPE to juveniles who have been adjudicated as adults and are incarcerated in adult correctional facilities. Once this bill is signed into law by the President, States will be permitted to transfer the responsibility for educating juveniles with disabilities placed in adult correctional facilities from State and local educational agencies to other agencies deemed appropriate by the Governor and to allow for the modification of an individualized education