

these unique individuals who are extremely brilliant, who are out there doing a wonderful job, not only for the private sector but for the public sector.

In conclusion, I just want to believe that the National Collegiate Cyber Defense Competition is poised to expand and grow as cyber security becomes increasingly important for the public and the private sectors throughout the country and throughout the world. I hope this body will continue its strong work in supporting the cyber security profession while making sure we are providing the resources to train the next generation of cyber security professionals.

I want to take this opportunity to thank the chairwoman for allowing this particular legislation of recognition to come forward. Thank you very much.

Mrs. BIGGERT. Mr. Speaker, I urge the support of this resolution.

I have no further requests for time, and I yield back the balance of my time.

Ms. HIRONO. Once again, I would like to encourage all of my colleagues to support H. Res. 1244, the National Collegiate Cyber Defense Competition, and I congratulate all of the participants and the winners of this very important competition.

I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from Hawaii (Ms. HIRONO) that the House suspend the rules and agree to the resolution, H. Res. 1244, as amended.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the yeas have it.

Ms. HIRONO. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

RECOGNIZING SPECIAL EDUCATION TEACHERS

Ms. HIRONO. Mr. Speaker, I move to suspend the rules and agree to the concurrent resolution (H. Con. Res. 284) recognizing the work and importance of special education teachers, as amended.

The Clerk read the title of the concurrent resolution.

The text of the concurrent resolution is as follows:

H. CON. RES. 284

Whereas, in 1972, the United States Supreme Court ruled that children with disabilities have the same right to receive a quality education in the public schools as their non-disabled peers and, in 1975, the United States Congress passed Public Law 94-142 guaranteeing students with disabilities the right to a free appropriate public education;

Whereas, according to the Department of Education, approximately 6,600,000 children (roughly 13 percent of all school-aged children) receive special education services;

Whereas there are over 370,000 highly qualified special education teachers in the United States;

Whereas the work of special education teachers requires them to be able to interact and teach students with specific learning disabilities, hearing impairments, speech or language impairments, orthopedic impairments, visual impairments, autism, combined deafness and blindness, traumatic brain injury, and other health impairments;

Whereas special education teachers are dedicated, possess the ability to understand a diverse group of students' needs, and have the capacity to be innovative in their teaching methods for their unique group of students and understanding of the differences of the children in their care;

Whereas special education teachers must have the ability to interact and coordinate with a child's parents or legal guardians, social workers, school psychologists, occupational and physical therapists, and school administrators, as well as other educators to provide the best quality education for their students;

Whereas special education teachers help to develop an individualized education program for every special education student based on the student's needs and abilities; and

Whereas these unique individuals dedicate themselves so special education students are prepared for daily life after graduation: Now, therefore, be it

Resolved by the House of Representatives (the Senate concurring), That the Congress—

(1) recognizes the amount of work it requires to be a special education teacher; and
(2) commends special education teachers for their sacrifice and dedication while providing the quality life skills to individuals with special needs.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from Hawaii (Ms. HIRONO) and the gentleman from Illinois (Mrs. BIGGERT) each will control 20 minutes.

The Chair recognizes the gentlewoman from Hawaii.

GENERAL LEAVE

Ms. HIRONO. Mr. Speaker, I request 5 legislative days during which Members may revise and extend and insert extraneous material on House Concurrent Resolution 284 into the RECORD.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from Hawaii?

There was no objection.

Ms. HIRONO. I yield myself such time as I may consume.

Mr. Speaker, I rise today in support of House Concurrent Resolution 284, which recognizes the work and importance of special education teachers in our public education system. They serve a unique role in our country's schools, and their hard work equips students with disabilities with high-quality instruction and important life-long skills.

The historic ruling in *Mills v. Board of Education of the District of Columbia* ruled that all students with disabilities must be offered a public education regardless of the cost, and it was critical in setting the stage for our current special education system. Today, the Individuals with Disabilities Education Act upholds this legacy by working to ensure the education of all students with disabilities. It is important for us

to continue working towards equal access to education for more than 6.6 million American students.

More than 370,000 dedicated, hard-working, and highly professional special education teachers currently serve our Nation's students. These teachers educate students with many different disabilities, helping those with learning disabilities, autism, combined deafness and blindness, traumatic brain injuries, hearing, visual, speech, language or orthopaedic impairments, and other types of health impairments. Through specific training and teaching practices, special educators can help these students learn regardless of their physical barriers.

Special educators have earned and rightfully deserve our recognition. They dedicate their time and professional careers to serving students who need specific and individual education plans not offered by a traditional education setting. Special education teachers also recognize that these students are no less deserving than any other students of a high-quality public education. For these reasons and many others, special education teachers are particularly special public servants.

Mr. Speaker, I want to thank Representative SESSIONS for introducing this resolution.

Once again, I express support for House Concurrent Resolution 284, which will recognize the immense contributions of America's special education teachers. So I urge my colleagues to support this resolution.

I reserve the balance of my time.

Mrs. BIGGERT. I yield myself such time as I may consume.

Mr. Speaker, I rise today in support of House Concurrent Resolution 284, recognizing the work and importance of special education teachers.

Special education teachers work with children and youth who are facing a variety of disabilities. Some special education teachers work with students with severe cognitive, emotional or physical disabilities, primarily teaching them life skills and basic literacy. Many special education teachers work with children with mild to moderate disabilities, using or modifying the general education curriculum to meet a child's individual needs and providing required remedial instruction.

These gifted educators work with students who are struggling with speech or language impairments, intellectual disabilities, autism, combined deafness and blindness, traumatic brain injury, and many other health impairments.

Special education teachers design and teach appropriate curricula, assign work geared toward each student's needs and abilities, and, of course, grade papers and homework assignments. They are involved in a student's behavioral, social and academic development, helping each student to develop emotionally and to interact effectively in social situations. Preparing special education students for

daily life after graduation is also an important aspect of the job.

Special education teachers help general educators adapt curriculum materials and teaching techniques to meet the needs of students with disabilities. They coordinate the work of teachers, teacher assistants and related personnel, such as therapists and social workers, to meet the individualized needs of the student within inclusive special education programs.

Whether teaching a class of special education students or working with individual students in a general classroom, special education teachers ensure that all students have access to a quality education. Today, we salute them for their commitment and dedication.

I support this resolution, and I ask my colleagues to do the same.

I yield back the balance of my time.

Ms. HIRONO. Mr. Speaker, in closing, among the cadre of our educators all across our country who deserve our thanks and recognition, our special education teachers occupy a particularly special place.

I urge my colleagues to support this resolution.

Mr. SESSIONS. Mr. Speaker, it gives me great pleasure to discuss H. Con. Res. 284, legislation to recognize the work and importance of special education teachers in America.

In 1972, the United States Supreme Court ruled that children with disabilities have the right to the same quality public school education as their nondisabled peers. To fulfill this promise, in 1975 the United States Congress passed the Education of all Handicapped Children Act (EHA), which we now know as the Individuals with Disabilities Education Act or IDEA, guaranteeing students with disabilities the right to a quality and appropriate public education.

It has been almost 40 years that children with special needs were granted the right and opportunity to obtain an education equal to every other child's in our country.

IDEA provides these individuals the opportunity to improve their quality of life through education while translating that to job skills in the real world.

Speaking as the parent of a child with special needs, I will always be grateful and indebted to the individuals we are honoring in today's resolution. They have dedicated their lives to improving the education of those students who begin with an intellectual or physical disadvantage than their peers.

According to the Department of Education approximately 6,600,000 children receive special education services; this is about 13 percent of our Pre-K, Elementary & Secondary student population in the United States combined.

In our school systems there are roughly 370,000 highly qualified special education teachers who wake up every day ready to educate children with special needs, while extending a hand to support the parents of these students during difficult times.

Distinct from the rest of their colleagues in the teaching profession, special education teachers work with students who have a range of disabilities that can consist of specific learn-

ing disabilities, physical impairments, speech or language impairments, autism, and other health and mental impairments.

While learning to engage and attend to every individual student's needs, special education teachers must also interact and coordinate with a child's parents or legal guardians, social workers, school psychologists, occupational and physical therapists, and school administrators, as well as other educators to provide the best quality education for their students.

In addition, these educators must produce innovative methods to maximize the learning capacity of each student, to make learning as easy as possible.

Recently I received a letter from a special education teacher in Texas,

Her name is Sunni McAsey and it reads

"I pick up my students from the bus stop 15 minutes before other teachers have students arrive in their classrooms. I am responsible for these students from the minute they arrive on campus until the minute they leave. Anything that happens with these kids is my sole responsibility. My students' abilities range from the intellectual capacity of a third grader to that of a 9 month old, all in one classroom, and each lesson that I create must be meaningful to every child in the room. My relationship with each child's parents is very close and I know more about each child than any teacher who teaches non-disabled students alone. I interact daily with parents who have accepted the cards dealt to them and are supportive of my work, but I have parents who are still grieving over their child's disability. My job includes so much more than most people are aware. I am a teacher, a nurse, a counselor, a parent, a disciplinarian, and everything else for these kids 8 hours a day. Why do I do it, you wonder? Because I truly love these kids. Even the slightest little gain is a big deal that we celebrate! Every gain is worth it in these kids' lives as well as their parents . . . Sincerely a teacher who wants to make a difference"

Mr. Speaker, teachers like Sunni McAsey deserve to be recognized for their hard work and dedication to educating our youth.

This resolution is the first of its kind in Congress to recognize the dedication and hard work that these educators put into their jobs, day in and day out.

My colleagues on both sides of the aisle recognize the importance of these teachers and their everyday work.

We are approaching almost 40 years in which children with special needs were given the right to obtain the same quality education as their non-disabled peers, and it's time we honored those providing that education.

I ask all of my colleagues to support this resolution that recognizes the work and importance of special education teachers in America.

Mr. HIRONO. I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from Hawaii (Ms. HIRONO) that the House suspend the rules and agree to the concurrent resolution, H. Con. Res. 284, as amended.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Ms. HIRONO. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

□ 1430

MAJOR GENERAL DAVID F. WHERLEY, JR. DISTRICT OF COLUMBIA NATIONAL GUARD RETENTION AND COLLEGE ACCESS ACT

Ms. NORTON. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 3913) to direct the Mayor of the District of Columbia to establish a District of Columbia National Guard Educational Assistance Program to encourage the enlistment and retention of persons in the District of Columbia National Guard by providing financial assistance to enable members of the National Guard of the District of Columbia to attend undergraduate, vocational, or technical courses, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 3913

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

SECTION 1. DISTRICT OF COLUMBIA NATIONAL GUARD EDUCATIONAL ASSISTANCE PROGRAM.

The Act entitled "An Act to provide for the organization of the militia of the District of Columbia", approved March 1, 1889 (sec. 49—101 et seq., D.C. Official Code) is amended by adding at the end the following new title:

"TITLE II—EDUCATIONAL ASSISTANCE PROGRAM

"SEC. 201. SHORT TITLE; FINDINGS.

"(a) SHORT TITLE.—This title may be cited as the 'Major General David F. Wherley, Jr. District of Columbia National Guard Retention and College Access Act'.

"(b) FINDINGS.—Congress makes the following findings:

"(1) The District of Columbia National Guard is under the exclusive jurisdiction of the President of the United States as Commander-in-Chief and, unlike other National Guards, is permanently federalized.

"(2) The District of Columbia National Guard is unique and differs from the National Guards of the several States in that the District of Columbia National Guard is responsible, not only for residents of the District of Columbia, but also for a special and unique mission and obligation as a result of the extensive presence of the Federal Government in the District of Columbia.

"(3) Consequently, the President of the United States, rather than the chief executive of the District of Columbia, is in command of the District of Columbia National Guard, and only the President can call up the District of Columbia National Guard even for local emergencies.

"(4) The District of Columbia National Guard has been specifically trained to address the unique emergencies that may occur regarding the presence of the Federal Government in the District of Columbia.

"(5) The great majority of the members of the District of Columbia National Guard actually live in Maryland or Virginia, rather than in the District of Columbia.