

Coach Paterno is also a winner off the football field. He contributes immensely to the Penn State community through charitable donations and volunteering. He and his wife Sue have personally contributed over \$4 million to various departments and colleges within Penn State.

Many of you may not know that his love for sports extends beyond football. Coach Paterno and his wife have been adamant supporters of the Special Olympics and, in fact, are in the Special Olympics Hall of Fame.

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He is also the national spokesperson for the Charcot-Marie-Tooth Association, a group that raises awareness of CMT, a neurological disorder which affects more than 2 million people worldwide. Paterno uses his star power to encourage donations to this worthy cause. At the "Honor a Star, Be a Star" Gala in 2009, Coach Paterno raised a record \$350,000 for CMT research.

Mr. Speaker, I ask my colleagues to support this resolution and once again congratulate Coach Paterno on his 400th win as Penn State Nittany Lions' head football coach. Coach Paterno has excelled as a well-rounded mentor to young players who continue to translate their skills on the football field to rewarding lives after college.

I thank Representative THOMPSON for his leadership in bringing this resolution forward.

Mr. Speaker, I reserve the balance of my time.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise today to honor a living legend who has walked on the sidelines of Penn State football games since 1950, Coach Joe Paterno.

To many who watch football, his name is iconic. Joe Paterno, or JoePa as he is known by many, is forever linked with rolled up khakis and black shoes and thick, broad-rimmed glasses and traditional plain blue and white uniforms with no names on the back.

Since starting at Penn State as an assistant coach in 1950 and becoming head coach in 1966, other college football programs have seen their coaches come and go. In Paterno's tenure at Penn State, Presidents and Congresses have come and gone, dating back to the Dwight Eisenhower administration.

In his build-up to 400 wins, Paterno began winning before many coaches on other teams were born. He has turned Penn State football into a powerhouse program, one of only seven football programs in history to have more than 800 wins.

But what makes Joe Paterno so different and well respected by his fellow coaches, players and fans is the manner in which he led and built the program. Paterno emphasizes success with honor on and off the field.

When asked what the milestone meant to Joe, his wife, Sue Paterno,

responded that the milestones were not important to the Penn State coach; but, rather, the most important thing to Joe was, to quote, "The young men you develop."

Under Joe Paterno, Penn State has had one of the highest graduation rates in college football. In 2009, the graduation rate was 89 percent, the highest of all football teams in the Associated Press Top 25. Paterno has also had 15 Hall of Fame scholar-athletes, 34 first-team Academic All-Americans with 44 overall, and 18 NCAA Postgraduate Scholarship winners.

Joe Paterno has donated millions of his own money back to Penn State University and helped raise hundreds of millions more for need-based scholarships and libraries, one of which is now named the Paterno Library. He is heavily involved in the Special Olympics and is also a national spokesperson for the Charcot-Marie-Tooth Association.

So today we honor Joe Paterno on reaching a historic milestone, his 400th win. He now has the most wins of any coach in Division I-A Football Subdivision history. Along the way he passed other legendary coaches such as Bear Bryant and Bobby Bowden, both of whom Joe Paterno called friends.

At Penn State there is a saying: "We are Penn State." As an alumnus, I know it well and have heard it echo through Beaver Stadium in State College on game day. But what this one coach has done for one school, one program, thousands of players and coaches and the sport altogether has resonated throughout the country. Joe Paterno is Penn State. Joe Paterno is college football.

I urge my colleagues to commend Joe Paterno on this milestone by supporting this resolution.

Mr. Speaker, I yield back the balance of my time.

Ms. HIRONO. It is clear that Coach Paterno is not only an exemplary coach, but he is an exemplary human being and a model to us all. I urge my colleagues to support this resolution.

Mr. Speaker, 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. 1715.

The question was taken.

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

Mr. THOMPSON of Pennsylvania. 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 35TH ANNIVERSARY OF THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT

Ms. HIRONO. Mr. Speaker, I move to suspend the rules and agree to the concurrent resolution (H. Con. Res. 329) recognizing the 35th anniversary of the enactment of the Education for All Handicapped Children Act of 1975.

The Clerk read the title of the concurrent resolution.

The text of the concurrent resolution is as follows:

H. CON. RES. 329

Whereas the Education for All Handicapped Children Act of 1975 (Public Law 94-142), which amended the State grant program under part B of the Education of the Handicapped Act (Public Law 91-230), was enacted into law 35 years ago on November 29, 1975;

Whereas the Education for All Handicapped Children Act of 1975 established the Federal policy of ensuring that all children, regardless of the nature or severity of their disability, have available to them a free appropriate public education in the least restrictive environment;

Whereas the Education of the Handicapped Act of 1975 was further amended by the Education of the Handicapped Act Amendments of 1986 (Public Law 99-457) to create a preschool grant program for children with disabilities 3 to 5 years of age and an early intervention program for infants and toddlers with disabilities from birth through age 2;

Whereas the Education of the Handicapped Act Amendments of 1990 (Public Law 101-476) renamed the statute as the Individuals with Disabilities Education Act (IDEA);

Whereas the IDEA was amended in 1997 to ensure children with disabilities are involved, and make progress, in the general education curriculum and are included in all general State and district-wide assessment programs;

Whereas IDEA was amended in 2004 to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and support them in transitioning to further education, employment, and independent living;

Whereas IDEA currently serves an estimated 342,000 infants and toddlers, 709,000 preschoolers, and 5,890,000 children 6 to 21 years of age;

Whereas IDEA has assisted in a dramatic reduction in the number of children with developmental disabilities who must live in State institutions that are away from their families, costly, inappropriate, and isolated;

Whereas the number of children with disabilities who complete high school with a standard diploma has grown significantly since the enactment of IDEA;

Whereas the number of children with disabilities who enroll in college as freshmen has more than tripled since the enactment of IDEA;

Whereas IDEA has raised the Nation's expectations about the abilities of children with disabilities by requiring access to the general education curriculum;

Whereas improvements to IDEA made in 1997 and 2004 changed the focus of a child's individualized education program from procedural requirements placed upon teachers and related services personnel to educational results for that child, thus improving academic achievement;

Whereas IDEA, along with the Elementary and Secondary Education Act of 1965, holds schools accountable for the academic performance of students with disabilities;

Whereas IDEA requires full partnership between parents of children with disabilities and education professionals in the design and implementation of the educational services provided to children with disabilities;

Whereas IDEA has supported the classrooms of this Nation by providing Federal resources to the States and local schools to help meet their obligation to educate all children with disabilities;

Whereas while the Federal Government has not yet met its commitment to fund part B of IDEA at 40 percent of the average per pupil expenditure, it has made significant increases in part B funding by increasing the appropriation by 81 percent since 2001, which is an increase of over \$5,160,000,000;

Whereas IDEA has supported, through its discretionary programs, more than 4 decades of research, demonstration, and training in effective practices for educating and assessing children with disabilities, enabling teachers, related services personnel, and administrators to effectively meet the instructional and assessment needs of children with disabilities of all ages;

Whereas the challenges associated with providing a free appropriate public education to every child with a disability continue despite 35 years of IDEA implementation, including low expectations and an insufficient focus on applying replicable research on proven methods of teaching and learning for children with disabilities, requiring a continued commitment to improvement; and

Whereas IDEA continues to serve as the framework to marshal the resources of this Nation to implement the promise of full participation in society of children with disabilities: Now, therefore, be it

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

(1) recognizes the 35th anniversary of the enactment of the Education for All Handicapped Children Act of 1975 (Public Law 94-142);

(2) acknowledges the many and varied contributions of children with disabilities and their parents, teachers, related services personnel, and administrators; and

(3) reaffirms its support for the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) so that all children with disabilities have—

(A) access to a free appropriate public education; and

(B) an equal opportunity to benefit from the general education curriculum and be prepared for further education, employment, and independent living.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from Hawaii (Ms. HIRONO) and the gentleman from Pennsylvania (Mr. THOMPSON) 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 329 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 as much time as I may consume.

Mr. Speaker, I rise today in support of House Concurrent Resolution 329, which recognizes the 35th anniversary of the Education for All Handicapped Children Act of 1975, later renamed the

Individuals with Disabilities Education Act. This historic statute guarantees that all children, regardless of the nature of their disability, have the right to a free, appropriate public education.

Prior to IDEA, many children with disabilities were placed in segregated institutions with no expectation for success. As a result of IDEA, children with disabilities have been increasingly included in general education settings and have had the opportunity to receive the same education as their non-disabled peers.

Over the years, the original bill has been amended several times to bolster educational opportunities for children with disabilities. An amendment in 1986 created preschool grant programs for children ages 3 to 5 and early intervention programs for those under the age of 3.

In 1997 IDEA was again amended to ensure that students with disabilities have access to the general education curriculum and are fully included in State assessments. In 2004, all students with disabilities were guaranteed to receive an education that considers their transition to higher education, employment and independent living.

Currently, IDEA serves about 350,000 infants and toddlers, 700,000 preschoolers, and 5.9 million children ages 6 through 21. In Hawaii nearly 18,000 students receive IDEA services in grades K-12. Since the enactment of IDEA, the number of students with disabilities graduating from high school with a regular diploma and enrolling in college has increased dramatically. However, we still face challenges in providing a free and appropriate education to children with disabilities, and student outcomes remain too low.

As we celebrate the successes of IDEA, we must continue to improve access to free and appropriate education for students with disabilities. We must ensure that all students are held to high expectations and have the opportunity to succeed.

Mr. Speaker, I would like to thank my fellow Members for cosponsoring this legislation and again express my support for House Concurrent Resolution 329, which recognizes the 35th anniversary of the enactment of the Education for All Handicapped Children Act of 1975, also known as the Individuals with Disabilities Education Act. I urge my colleagues to join me in supporting this resolution.

Mr. Speaker, I reserve the balance of my time.

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Mr. THOMPSON of Pennsylvania. I yield myself such time as I may consume.

Mr. Speaker, I rise today in support of House Concurrent Resolution 329, which recognizes the 35th anniversary of the enactment of the Individuals with Disabilities Education Act, or IDEA.

Thirty-five years ago, President Gerald Ford signed the Education for All

Handicapped Children Act into law. This historic legislation, now known as the Individuals with Disabilities Education Act, was a major milestone in the quest to end the chronic exclusion and miseducation of students with exceptional needs. More than any other law to date, this legislation helped open the door to fairness and access for millions of children with disabilities and paved the way to greater educational access.

As recent as 40 years ago, most States excluded students with disabilities from public schools. All that began to change in 1971. In *PARC v. Pennsylvania*, a class-action lawsuit filed in my home State, the U.S. District Court ruled, for the first time, that the State had a legal duty to educate students with intellectual disabilities, and that the U.S. Constitution guarantees of equal protection and due process prevent schools from excluding disabled children solely on the basis of their disabilities. This monumental decision was followed by similar decisions in 27 States and the District of Columbia.

During this time and shortly thereafter, Congress amended the Elementary and Secondary Education Act to include funds for the education of disabled children and created a Bureau of Education for the Handicapped within the U.S. Office of Education. It also boosted funding for States under the Education for the Handicapped Act of 1970 and required States to detail their plans for achieving the goal of full educational opportunities for disabled students. It also passed section 504 of the Rehabilitation Act of 1973, which granted specific protections to disabled students. But it wasn't until 1975, with the passage of the Education for All Handicapped Children Act, that States and school districts were required to provide a free appropriate public education to students with disabilities.

Under the law, each child must have an Individualized Education Program, or IEP, that details the range of services to be provided and where a student's education is to take place, with a heavy preference for the mainstreaming of disabled children whenever possible. The law also mandates that districts establish procedures for ensuring that parents are involved in the development of each IEP and they have a voice in the district's decisions about the range of services it will provide.

In 2004, Congress passed the Individuals with Disabilities Education Improvement Act to reauthorize the law. During this latest renewal, we worked to strengthen the focus on academic achievement through the development of the child's IEP, gave parents more control over the education of their children, fostered better communication between parents and school district officials, and supported high-quality special education teachers.

While there is still much work that remains, including meeting the Federal

commitment to provide 40 percent of the excess cost of educating students with disabilities, there is no doubt that IDEA has been an important part of ensuring that students with disabilities are able to become full and productive members of society.

Mr. Speaker, I urge my colleagues to support House Concurrent Resolution 329.

I yield back the balance of my time.
Ms. HIRONO. Once again, I urge all of my colleagues to support this resolution, and 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. 329.

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.

SPECIAL ORDERS

The SPEAKER pro tempore. Under the Speaker's announced policy of January 6, 2009, and under a previous order of the House, the following Members will be recognized for 5 minutes each.

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Indiana (Mr. BURTON) is recognized for 5 minutes.

(Mr. BURTON of Indiana addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

BRANDON RANDOLPH MICHAEL

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Texas (Mr. POE) is recognized for 5 minutes.

Mr. POE of Texas. Mr. Speaker, I recently got a letter from a grieving family in Florida. Their young 21-year-old son was killed 3 years ago in a senseless homicide by an illegal. The family is still seeking justice, however. This is their son's story.

On August 15, 2007, Brandon Randolph Michael was on the way to his lunch break. This is Brandon's photograph right here. He was driving to the credit union to cash his payroll check. His vehicle was struck by a car driven by a twice-deported illegal named Mario Tellez. Brandon's car flipped over several times and landed on its hood. Brandon was thrown into a ditch.

The illegal driver, Mario Tellez, got out of his vehicle and calmly sat on the curb. He did nothing to help Brandon.

He did not call for aid. He did nothing but watch Brandon struggle when he took his last breaths.

Tellez refused to admit he was driving the vehicle, and Brandon's family had to go through a torturous, lengthy trial.

Brandon's family found out that Tellez had been in this country illegally for 7 years. He was working and sending his money back to Mexico, even after having already been deported two times.

It took a jury only 20 minutes to find him guilty of driving without a license and causing the death of another person, that being Brandon. The defendant was sentenced to only 2 years in the penitentiary, 2 years for taking the life of another individual.

Tellez has now served the 2 years for murdering Brandon Michael, and, upon release, he was deported yet again. But here is the rest of the story.

Tellez's friend, a Richard Curtis, admitted during the trial that he harbored the illegal fugitive for years and hid him out, and Curtis was never prosecuted.

It was Richard Curtis' automobile that Mario Tellez was driving when he killed Brandon Michael. Curtis worked for the Federal Government. And, get this. He worked for the IRS. Don't the laws apply to Federal bureaucrats as well as other people in this country?

So the family asked the Florida State Attorney's Office, ICE, State, and local law enforcement officers to enforce the law. The family is asking them to charge Richard Curtis with harboring, aiding, and abetting an illegal fugitive in this country.

But no one has prosecuted this apparent lawbreaker. And why not? No one seems to be talking. Brandon's family deserves some answers.

Brandon's parents, Mr. and Mrs. Robert Michael, wanted me to know how precious their son Brandon was to them.

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Here is what they said about him. They said he was a fun person to be around. He loved life, he celebrated with people, and he was seldom ever sad. He made others happy. He was looking forward to getting married and starting a family. And he was a Dallas Cowboys fan. He played the keyboard. And he played several different sports growing up, from T-ball as a small child to football in high school. He grew up with a loving middle-class family that raised him to respect people and respect the law.

Brandon loved giving to those that had less than him. He helped feed the hungry. He often called his friends and asked them for blankets, coats and shoes so he could give them away to the needy in his area. While in middle school, Brandon and his sister were pages for the local city council meetings. He worked hard for the car that he was driving on that dreadful day he was killed by a person illegally in this country.

Brandon loved animals and had just about every type during his childhood. He wanted to be a veterinarian.

This is a real American family, suffering real consequences because of lax immigration and border enforcement laws in this country. Brandon's life was cut short by a twice-deported illegal who should not have been in the country in the first place.

Brandon's family is a very close-knit group. They told me they have worked hard to raise children that loved the Lord and loved others and loved this country.

The family said others things. The father, Richard Michael, well, first of all, he defended this country for 20 years in the military, and the family feels as though our country has turned a deaf ear on their plight and their situation. Our government officials that they have trusted seem to have turned their backs on this case and Brandon's death.

The time to enforce the laws in this country is now, and they asked me how many American children such as their precious son have to be killed at the hands of illegals before our government gets serious about enforcing the laws of the land? They said, "We cannot afford to ignore this enormous problem any longer. We don't want another family to endure what we have been through and are still going through."

Mr. Speaker, Brandon Randolph Michael is worth the fight to get it right in this country, to enforce the laws that we have, to prosecute the guilty, to deport criminal aliens, and to secure the borders, because it is a national security issue to protect the lives of people like this.

And that's just the way it is.

RECOGNIZING NOVEMBER AS AMERICAN DIABETES MONTH

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

Mr. THOMPSON of Pennsylvania. Mr. Speaker, every minute, three people are diagnosed with diabetes. Every day, almost 200 people undergo an amputation because of the disease. Fifty people go blind and one hundred thirty people enter end-stage kidney disease programs. If current trends continue, one in three children will face a future with diabetes. That is one of the most frightening statistics I have read in a long time.

The disease is at epidemic proportions, with nearly 24 million children and adults living with the disease and another 57 million Americans with prediabetic conditions, according to the American Diabetes Association.

So what is the cost of this epidemic? Almost one in every five health care dollars is attributed to caring for someone with diabetes. Just in my district in Pennsylvania, a 2007 estimate says it cost more than \$323 million. Nationwide the price tag is \$218 billion and climbing, but that figure includes