

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. CARNEY. 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.

SCHOOL SOCIAL WORK WEEK

Ms. WOOLSEY. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 182) expressing support for designation of the week of March 1 through March 8, 2009, as "School Social Work Week".

The Clerk read the title of the resolution.

The text of the resolution is as follows:

H. RES. 182

Whereas the importance of school social work through the inclusion of school social work programs has been recognized in the current authorizations of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) and the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

Whereas school social workers serve as vital members of a school's educational team, playing a central role in creating partnerships between the home, school, and community to ensure student academic success;

Whereas school social workers are especially skilled in providing services to students who face serious challenges to school success, including poverty, disability, discrimination, abuse, addiction, bullying, divorce of parents, loss of a loved one, and other barriers to learning;

Whereas there is a growing need for local educational agencies to offer the mental health services that school social workers provide when working with families, teachers, principals, community agencies, and other entities to address students' emotional, physical, and environmental needs so that students may achieve behavioral and academic success;

Whereas to achieve the goal of the No Child Left Behind Act of 2001 (Public Law 107-110) of helping all children reach their optimal levels of potential and achievement, including children with serious emotional disturbances, schools must work to remove the emotional, behavioral, and academic barriers that interfere with student success in school;

Whereas fewer than 1 in 5 of the 17,500,000 children in need of mental health services actually receive these services, and research indicates that school mental health programs improve educational outcomes by decreasing absences, decreasing discipline referrals, and improving academic achievement;

Whereas school mental health programs are critical to early identification of mental health problems and in the provision of appropriate services when needed;

Whereas the national average ratio of students to school social workers recommended by the School Social Work Association of America is 400 to 1; and

Whereas the celebration and of "School Social Work Week" during the week of March 1 through March 8, 2009, highlights the vital role school social workers play in the lives of

students in the United States: Now, therefore, be it

Resolved, That the House of Representatives—

(1) supports the designation of "School Social Work Week";

(2) honors and recognizes the contributions of school social workers to the successes of students in schools across the Nation; and

(3) encourages the people of the United States to observe "School Social Work Week" with appropriate ceremonies and activities that promote awareness of the vital role of school social workers, in schools and in the community as a whole, in helping students prepare for their futures as productive citizens.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from California (Ms. WOOLSEY) and the gentleman from Utah (Mr. BISHOP) each will control 20 minutes.

The Chair recognizes the gentlewoman from California.

GENERAL LEAVE

Ms. WOOLSEY. Mr. Speaker, I request 5 legislative days during which Members may revise and extend their remarks and insert extraneous material on H. Res. 182 into the RECORD.

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

There was no objection.

Ms. WOOLSEY. Mr. Speaker, I yield myself as much time as I may consume.

Mr. Speaker, I rise today in support of H. Res. 182, a resolution to recognize the week of March 1 through March 8, 2009, as National School Social Work Week.

School social workers, Mr. Speaker, have long played a critical role in schools and the community as a whole. They are professionals who work with children to address their emotional, mental, social and developmental needs.

School social workers help students build their confidence as learners, which is particularly important for elementary students who are just starting out on their academic careers.

During middle school, students face what is often a difficult transition from childhood to adolescence. For these students, school social workers help engage teachers, administrators, parents and students in the delivery of programs and services to help those students navigate these challenges and achieve success.

In high school, students begin exploring and defining their independence. These students face additional challenges along the way, including pressure to participate in risky behavior. School social workers help them with navigating these difficult decisions.

On top of this, school social workers must be responsive to the range of challenges that young people face every day, such as poverty, disability, discrimination, abuse, addiction, bullying, divorce of parents, loss of a loved one and other barriers to learning. School social workers are also on the front lines when disaster strikes, such

as the Southern California wildfires, such as Hurricane Katrina or 9/11.

There is a growing need for school districts to expand their support services in schools. Less than one in five of the 17.5 million children in need of mental health services actually receive them. Many students go underserved, primarily because the national average ratio of students to school social workers is far beneath the 400 to 1 ratio recommended by the School Social Work Association of America.

Mr. Speaker, this resolution serves to recognize the importance of the school social worker and acknowledge the priceless role that they play in guiding our students' success in the ever changing world of the 21st century.

I urge my colleagues to pass this resolution.

I reserve the balance of my time.

Mr. BISHOP of Utah. Mr. Speaker, I rise to support this bill and yield myself such time as I may consume.

Mr. Speaker, I rise today in support of House Resolution 182, expressing support for the designation of the week of March 1 as School Social Work Week to promote awareness of the vital role that school social workers play in schools and in the community as a whole and in helping students to prepare for their future as productive citizens.

From time to time, students face certain challenges in achieving academic success. Emotional, social and behavioral problems can be serious impediments to learning and can have a harmful effect not just on the individual student but others in the school setting. Schools, families and communities must work collaboratively to assist students with achieving positive academic and behavioral outcomes. School social work services provide a comprehensive approach to meeting the needs of students through early identification, through prevention, intervention, counseling, as well as support.

School social workers are trained, qualified professionals who meet State requirements to practice social work specifically in a school setting. They provide direct services to students who experience academic and social difficulties while developing relationships that will help to bolster self-esteem and reward positive behavior. School social workers support teachers by offering options for addressing students' needs and by participating on the student support team. They also work with students and their families and communities to coordinate services.

According to statistics by the National Mental Health Association, 17.5 million children are in need of some kind of mental health services, and these workers address those needs. School social workers help students who otherwise might not receive services due to inaccessibility or lack of availability of services. I commend these dedicated professionals for the

service they provide in our school setting, and I ask my colleagues to support this resolution.

I reserve the balance of my time.

□ 1315

Ms. WOOLSEY. Mr. Speaker, I am pleased to recognize for 5 minutes the gentleman from Rhode Island (Mr. KENNEDY).

Mr. KENNEDY. Mr. Speaker, I would like to commend the gentlewoman from California (Ms. WOOLSEY), and I rise today in support of House Resolution 182, supporting the School Social Work Week.

I introduced this resolution in order to recognize and support the critical, unsung work performed by school social workers in and across this country. School social workers bring unique knowledge and skills to schools and to the student services team all across this country. They work together to achieve the goals as a Nation that every child needs in order to succeed in school.

Each day across this country, school social workers can be found assisting educators to understand family, cultural and community factors affecting students as well as meet the demands of providing quality education for students of diverse backgrounds.

Each day, they can be found working with administrators to design and implement effective prevention programs and policies that address school attendance, teen pregnancy, school violence, and school safety issues, as well as child abuse and neglect, special education and more.

Each day, school social workers can be found working with parents so that they may effectively participate in their child's education as well as improve parenting skills, understand special education services as well as access school and community services related to their child's needs.

In health care, we must treat the whole person, and in education, we must do the same, so that is where school social workers recognize the need to connect the school and home in order to relate to the needs of the children. It is a shame that fewer than 1 in 5 of the 17 million children in need of mental health services actually receive them. Improved and expanded school mental health programs would help provide these services, the kinds of services that so many students desperately need and that are precisely the kind of services that school social workers can provide.

As our economy continues to struggle and families all over the country are losing their homes and jobs, the need for school social workers only becomes magnified. When you think about the fact that we are fighting a war overseas and an economic war here at home, you think about the fact that our schools are our bases. We would not think twice about making sure that our military is provided with the latest of armaments and with the best

of training. Then why would we not think of providing the same for our teachers and our school social workers? They are the ones who are making sure that our students are not left behind in the field of battle.

Unfortunately, Mr. Speaker, too many of our children are left behind in the field of battle—in the field of battle of illiteracy, in the field of battle of mental health, in the field of battle of addiction, and in the field of battle of violence. These are the kids in our inner cities who are being held hostage to a different enemy, not the global war on terror, but to the enemy that is causing 35–40 percent of the students in our inner cities to not graduate from high school. That is an abomination, Mr. Speaker.

If we do not have more school social workers to make sure that they graduate, then our schools in this country are not going to be worth the teachers that we have in them, because they are not going to have the school social workers to do the job to help those teachers make sure that their students graduate. That is why we need school social workers: to make sure that those students graduate. It is an important complement to our education system. We need emotional and social development just as much as we need literacy and numeracy development. That is why we need social workers in our schools.

Now more than ever, while the economic pressure is on those families and social pressures are on those families and the burden is on those families, we need to reach out where we can, and that is through the schools. The school is where we reach those children and reach those families in dire need. That is where we need our social workers, and that is why we need to pass House Resolution 182. I ask for its consideration.

Mr. BISHOP of Utah. For some inexplicable reason, I have no one else here who is requesting time.

May I inquire of the gentlewoman if she is ready to close.

Ms. WOOLSEY. I am ready to close, Mr. Speaker.

Mr. BISHOP of Utah. In that case, I urge support of this resolution, and I yield back the balance of my time.

Ms. WOOLSEY. Mr. Speaker, I urge my colleagues to support Congressman KENNEDY's absolutely important legislation, H. Res. 182, that recognizes the week of March 1 through 8 as National School Social Work Week.

I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from California (Ms. WOOLSEY) that the House suspend the rules and agree to the resolution, H. Res. 182.

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. WOOLSEY. 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 ESTABLISHMENT OF COLLEGIATE PROGRAMS AT GALLAUDET UNIVERSITY

Ms. WOOLSEY. Mr. Speaker, I move to suspend the rules and agree to the concurrent resolution (H. Con. Res. 77) recognizing and honoring the signing by President Abraham Lincoln of the legislation authorizing the establishment of collegiate programs at Gallaudet University.

The Clerk read the title of the concurrent resolution.

The text of the concurrent resolution is as follows:

H. CON. RES. 77

Whereas, during 2009, the United States honored the 200th anniversary of the birth of President Abraham Lincoln;

Whereas, on July 4, 1861, President Lincoln stated in a message to Congress that a principal aim of the United States Government should be "to elevate the condition of men—to lift artificial weights from all shoulders—to clear the paths of laudable pursuit for all—to afford all, an unfettered start, and a fair chance, in the race of life";

Whereas, on April 8, 1864, President Lincoln signed into law the legislation (Act of April 8, 1864, ch. 52, 13 Stat. 45) authorizing the conferring of collegiate degrees by the Columbia Institution for Instruction of the Deaf and Dumb, which is now called Gallaudet University;

Whereas this law led for the first time in history to higher education for deaf students in an environment designed to meet their communication needs;

Whereas Gallaudet University was the first, and is still the only, institution in the world that focuses on educational programs for deaf and hard-of-hearing students from the pre-school through the doctoral level;

Whereas Gallaudet University has been a world leader in the fields of education and research for more than a century; and

Whereas, since 1869, graduates of Gallaudet University have pursued distinguished careers of leadership in the United States and throughout the world; Now, therefore, be it

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

(1) congratulates and honors Gallaudet University on the 145th anniversary of President Abraham Lincoln's signing of the law the legislation authorizing the establishment of collegiate programs at Gallaudet University; and

(2) congratulates Gallaudet University for 145 years of unique and exceptional service to the deaf citizens of the United States and the world deaf community.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from California (Ms. WOOLSEY) and the gentleman from Utah (Mr. BISHOP) each will control 20 minutes.

The Chair recognizes the gentlewoman from California.

GENERAL LEAVE

Ms. WOOLSEY. Mr. Speaker, I request 5 legislative days during which Members may revise and extend their remarks and insert extraneous material on H. Con. Res. 77 into the RECORD.