

to regulate offshore drilling operations. Requires the Commission to develop recommendations to ensure that offshore drilling is overseen by career professionals who will give safety the highest priority, and not be improperly influenced by political appointees or the regulated industry.

FUNDING FOR AGENCY RESPONSE ACTIVITIES

Authorized Level of Coast Guard Personnel: H.R. 5629 authorizes an end-of-year strength for active-duty Coast Guard personnel of 47,300 for fiscal year 2011, of which not less than 300 personnel shall be assigned to implement the activities required of the Coast Guard by this Act.

Authorization of Appropriations from the Oil Spill Liability Trust Fund: H.R. 5629 specifically authorizes appropriations from the Oil Spill Liability Trust Fund for the Coast Guard, EPA, and DOT to carry out this Act.

HONORING THE SERVICE OF MARINES CHRISTOPHER ARNOLD, JOEL RANGEL, AND CLAYTON YOUNG

HON. JOHN B. LARSON

OF CONNECTICUT

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 29, 2010

Mr. LARSON of Connecticut. Madam Speaker, I rise to honor Master Sergeant Christopher Lee Arnold, Master Sergeant Joel Ascension Rangel, and Gunnery Sergeant Clayton Roy Young of the Marine Battle Color Detachment who are each retiring after more than 20 years of service in the Marine Corps.

The Battle Color Detachment features the U.S. Marine Drum and Bugle Corps, the Silent Drill Platoon, and the Marine Corps Color Guard. All are attached to Marine Barracks, Washington, DC, also known as the "Oldest Post of the Corps." These Marines appear in hundreds of ceremonies annually across the country and abroad.

I would like to express my personal gratitude to these three Marines who were a part of the Marine Battle Color Detachment when they visited Connecticut's First Congressional District in October of 2008. In conjunction with a traveling replica of the Vietnam Memorial Wall during its 25th anniversary, they gave a moving performance before the residents of the Connecticut State Veterans Home and over 3,000 attendees at Rentschler Field in East Hartford. These Marines have performed and helped facilitate many events such as these in Connecticut, across the country and around the world. Everywhere the Marine Corps Battle Color Detachment performs, they instill in all an enormous amount of pride for our Armed Forces and the nation as a whole. This Congress and the people of the United States of America owe these three recently retired Marine NCO's a significant debt of gratitude for all of their service:

Master Sergeant Christopher Lee Arnold began his enlistment on July 1, 1990 and will retire on July 31, 2010 after twenty years of service.

Master Sergeant Joel Ascension Rangel began his enlistment on September 12, 1989 and will retire on June 30, 2010 after twenty years of service.

Gunnery Sergeant Clayton Roy Young began his enlistment on August 15, 1988 and will retire on August 31, 2010 after twenty-two years of service.

RECOGNIZING SPECIAL EDUCATION TEACHERS

SPEECH OF

HON. ENI F.H. FALEOMAVAEGA

OF AMERICAN SAMOA

IN THE HOUSE OF REPRESENTATIVES

Monday, June 28, 2010

Mr. FALEOMAVAEGA. Mr. Speaker, I rise today before you, expressing my strong support for H. Con. Res. 284, appreciating the work and recognizing the special education teachers of our nation.

First, I would like to thank Congressman PETE SESSIONS of Texas and all of the co-sponsors, for recognizing these important people in our education system. I would also like to extend my gratitude to Chairman GEORGE MILLER and Ranking Member JOHN KLINE of the Committee on Education & Labor for supporting this resolution. This bill recognizes the profound dedication that these teachers have for their students, and the general community.

I would like to commend our special education teachers for continuing a phenomenal job. Not only do I respect their enduring patience and commitment, I applaud them on how much they have contributed to their local education systems. On a daily basis, these individuals must be able to motivate their students and push them past their limitations, and at the same time help them to mature and become productive members of society.

Not only have these teachers helped the many special needs students to achieve in school, but they have also formed a support system for the many parents and families. They are the warm counsel to the students and their loved ones. They are entrusted to help the students succeed in their education. These teachers continue to encompass a genuine and dedicated work ethic.

In American Samoa's education system, we have implemented a significant amount of special education programs into our schools. Importantly, we have integrated the special needs students in the mainstream education system. I would personally like to commend those teachers, for their enthusiasm and effort with our children. We, as the Congress, must continue to provide the tools and support for the special needs teachers and their students, especially during these times of economic strife.

We are reminded that in 1972 the United States Supreme Court granted children with disabilities with the same right to receive 'quality' education. Without our special education teachers and the efforts of many others to provide for the children with special needs, this clearly would not have been possible.

Even as these individuals are faced with maybe, the most emotional and mentally stressful challenges, their continuous work in fostering and assisting our children is inspiring.

I strongly urge my colleagues to pass this resolution.

RECOGNIZING SPECIAL EDUCATION TEACHERS

SPEECH OF

HON. SHEILA JACKSON LEE

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Monday, June 28, 2010

Ms. JACKSON LEE of Texas. Mr. Speaker, I rise before you today in support of H. Con. Res. 284, "Recognizing the work and importance of special education teachers." I would like to thank my colleague from Texas for shedding light on this very demanding and vital occupation.

Special education teachers teach students with both physical and mental impairments. A physical impairment is defined by the Americans with Disabilities Act (ADA) as: "Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine."

A mental impairment is defined by the ADA as: "Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities."

Neither the statute nor the regulations list all diseases or conditions that make up "physical or mental impairments," because it would be impossible to provide a comprehensive list, given the variety of possible impairments. However, the number of disabilities covered by the ADA continues to grow, as has the number of people diagnosed with learning disabilities. For example, it is estimated that between 3 and 5 percent of children have met criteria for diagnosis of Attention Deficit Hyperactivity Disorder (ADHD). This represents approximately 2 million children in the United States, and means that in a classroom of 25 to 30 children, it is likely that at least one will have ADHD. In total, according to the U.S. Department of Education, approximately 6,500,000 children (roughly 10 percent of all school-aged children) receive special education services.

Mr. Speaker, it is said that "The highest cost of an education is not getting one." 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 nondisabled peers. Because of this ruling, special education teachers had to be prepared to handle these students and their individual needs.

Special education teachers work with children and young adults who have a range of disabilities. A small number of special education teachers work with students with severe cognitive, emotional, or physical disabilities, primarily teaching them life skills and basic literacy. However, the majority of special education teachers work with children with mild to moderate disabilities, modifying the general education curriculum to meet the individual needs of the child and providing required corrective instruction. Today there are over 370,000 highly qualified special education teachers in the United States.

Special education teachers use various techniques to promote learning. Depending on