

will ensure that IDEA is results-driven, not process-driven. The legislation will improve the academic achievement of special education students and empower parents, while also doing away with an overly prescriptive and burdensome process for teachers. It will enable teachers to save valuable classroom instruction time for exactly that—classroom instruction. I encourage my colleagues to call my office to cosponsor the "IDEA Paperwork Reduction Act of 2003".

INTRODUCTION OF THE IDEA PAPERWORK REDUCTION ACT OF 2003

HON. JOHN A. BOEHNER

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, January 29, 2003

Mr. BOEHNER. Mr. Speaker, today I am proud to join my colleague Representative RICK KELLER in introducing the IDEA Paperwork Reduction Act of 2003. This legislation will go a long way in providing relief from the IDEA paperwork burden, and in reducing time spent by teachers on non-instruction activities, as required under the Individuals with Disabilities Education Act (IDEA).

Last year, the House Education and the Workforce Committee conducted an aggressive series of hearings exploring major issues that would likely be addressed in the Committee's reauthorization of IDEA. Numerous witnesses at these hearings testified to the need for the Department of Education to identify and simplify burdensome regulations under IDEA and for Congress to adopt statutory changes that would provide relief to the nation's special education and general education teachers who labor with great dedication to educate children with special needs.

In our hearings, the Committee heard from school principals and administrators voicing frustrations about their schools' efforts to provide services to students as required by their IEPs when unnecessary paperwork requirements compete with the available instructional time. Teachers find themselves between a rock and a hard place, if you will, with unyielding demands made on their time. When something gives, the impact is either on the teacher or the student, two of our most valuable resources.

In fact, studies from the Department of Education show that we are facing a significant shortage of special education teachers, and many special educators leaving the field cite the burden of unnecessary paperwork as one of the primary reasons for their departure. This crushing burden of paperwork serves as a major disincentive for teachers to enter the field of special education, and as a result, too many of our children with special needs do not have a qualified teacher in the classroom.

Representative KELLER's proposed amendments to IDEA are an excellent start to the Education and the Workforce's effort to identify and simplify burdensome statutory provisions in IDEA. They are innovative and provide much-needed flexibility to the nation's special education system.

This legislation directs the Secretary of Education to submit a report to Congress detailing regulatory proposals he may find advisable for reducing both the IDEA paperwork burden on

teachers and administrators and the amount of non-classroom time spent by teachers and administrators in order to comply with the requirements of IDEA. It also directs the Secretary to identify, develop, and disseminate model forms for individualized education programs (IEPS), procedural safeguard notices, and prior written notice report requirements that incorporate all relevant Federal statutory and regulatory requirements under IDEA.

In addition, the legislation provides that local educational agencies may offer to parents the opportunity to develop a 3-year IEP (in lieu of an annual IEP) for each child with a disability, with IEP goals coinciding with natural transition points for the child. This would mean IEPs would be redeveloped close in time to the transition of a child with a disability from preschool to elementary grades, from elementary grades to middle or junior high school grades, from middle or junior high schools grades to high school grades, and from high school to post-secondary activities, but in no case longer than 3 years. In the "in-between" years, the law would provide for a streamlined annual IEP review focusing on the child's current levels of performance and progress toward meeting the measurable annual goals in the IEP, but a comprehensive review and revision of the IEP document would not be done every year.

Most importantly, this is a voluntary option for parents. Many parents will choose to use this flexibility, and some may not. But I agree with Representative KELLER that it is important to provide this flexibility and this choice to parents so that they can determine the best way to interact with their child's school.

Representative KELLER's bill would also allow the Secretary to grant waivers of paperwork requirements under IDEA to 10 States based on proposals submitted by States for addressing reduction of paperwork and non-classroom time spent fulfilling statutory and regulatory requirements. This will promote innovation and provide much-needed flexibility as States grapple with better implementing IDEA, and the Federal, State, and local regulations under it.

I am pleased to join my colleagues in introducing this bill, and I look forward to working with them to address these important ideas.

IN HONOR OF WILLIAM DWYER

HON. ROBERT MENENDEZ

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Wednesday, January 29, 2003

Mr. MENENDEZ. Mr. Speaker, I rise today to honor the many accomplishments of William Dwyer, who was recognized Friday, January 24, at Ireland's 32nd annual dinner dance held at the Hi-Hat Club in Bayonne, New Jersey.

A life-long Bayonne resident, William Dwyer has spent his career dedicated to the medical community. He has worked at Passaic General Hospital and Columbia Presbyterian Medical Center, and was a past president of the New Jersey Healthcare Human Resources Administrators. For almost 11 years, Mr. Dwyer has been the vice president of Human Resources, Risk Management, and Corporate Compliance, at Children's Specialized Hospital in Mountainside, New Jersey, the largest pedi-

atric rehabilitation hospital in the United States.

William Dwyer, an active member of the community, is currently the president of the Kiwanis Club of Mountainside, New Jersey, and head of the St. Andrew's Cub Scouts. He is a member of the following organizations: the Board of Directors of the Healthcare Employees Federal Credit Union; the Executive Committee of St. Peter's Prep parents organization; and the parent teacher organization of School 14. He is a past President of the St. Andrew's Parish Council, and past Vice President of the Bayonne Rangers; a New Jersey-based youth ice hockey organization. In addition, he has volunteered at the Bayonne Little League CYO and City Basketball Leagues.

William and his brother, Jim, founded the Irish singing group, The Bantry Boys, and recently celebrated their 20th anniversary of performing together. The band enjoys playing their Irish folk music for all, especially for the students of Bayonne elementary schools and the children at the Children's Specialized Hospital.

Bill attended Marist High School, and received his B.A. from St. Peter's College, and M.A. in Education from Seton Hall University.

William Dwyer, the youngest of four children born to Mary and John Dwyer, is married to the former Mary Reilly, and they have two children, Bill and Megan.

Today, I ask my colleagues to join me in honoring William Dwyer for his selfless dedication to Bayonne's residents and for brightening our days with music.

WILSON GREEN APPOINTED TO THE NATIONAL MUSEUM SERVICE BOARD

HON. J. RANDY FORBES

OF VIRGINIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, January 29, 2003

Mr. FORBES. Mr. Speaker, I would like to take this opportunity to honor a friend and advocate of the museum arts. Wilson Greene of Petersburg, Virginia, will be sworn in tonight to serve as a member of the National Museum Service Board. Mr. Greene will serve as one of fifteen members of this advisory board of the Institute of Museum and Library Sciences. As a member of the National Museum Service Board, Mr. Greene will work to ensure high quality museum programs and services to the public.

Mr. Greene has been the executive director of the Pamplin Historical Park in Petersburg, Virginia since 1992. Previously, Mr. Greene served as President and CEO of the Association for the Preservation of Civil War sites, for which he serves on the National Advisory Board. Mr. Greene has also worked for the National Park Service, serving at several significant historical sites.

Wilson Greene's devotion to academia is apparent as well. Mr. Greene has been a faculty member at several institutions of higher learning including: Mary Washington College, Germanna Community College, and St. Bernard Community College. Mr. Green is also the author of more than twenty-five publications dealing with Civil War and Southern History.

Based on his years of public service with the National Park service, commitment to education, and overall enthusiasm for the study of