

dedicated themselves to continuing their own education in an effort to improve the quality of the education they provide to our region's students.

RECOGNITION OF PASTOR PAUL  
GOLATT

**HON. CARRIE P. MEEK**

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, October 9, 2002*

Mrs. MEEK of Florida. Mr. Speaker, I rise today to commend a dedicated Pastor and leader in my district as he celebrates his fifteenth Pastor's Appreciation Day on October 6th, 2002.

Pastor Paul Golatt, Jr. is the Pastor of Macedonia Church of God in Christ and the Superintendent of the North Miami District of the Church of God in Christ. He also serves his community as an employee for the United States Postal Service.

Pastor Paul Golatt, Jr. was ordained by Bishop Jacob Cohen in Fort Pierce, Florida during the Jurisdictional Holy Convocation in 1969. After many sermonettes, faithful services and training under the leadership of the late Pastor Paul Golatt Sr., he was appointed the first Assistant Pastor of the Macedonia Church of God in Christ. Upon the passing of his father and Pastor in December 1987, Paul Golatt, Jr. was appointed Pastor of Macedonia Church of God in Christ. On September 4, 1999, he was officially appointed and installed as District Superintendent of the North Miami District Church of God in Christ, by the Jurisdictional Prelate, Bishop Jacob Cohen.

Pastor Paul Golatt, Jr. continues to devote his life by extending benevolence to people in need. In addition to providing churches and communities with school supplies for children, he frequently donates food, clothing and money to communities and to orphanages in Haiti. He also finds the time to conduct joint services on holidays, including Easter, Thanksgiving and Christmas, with neighboring churches.

Pastor Paul Golatt, Jr. is a remarkable man whose personal achievement and community service are an example to us all. He is a father, Superintendent, Mail Carrier, an Organist, Choir Director, Recording Artist, Counselor, Secretary, Singer, Jurisdictional Adjutant, caring and compassionate Shepherd, praying servant and "A Man After God's Own Heart". (Jeremiah 3:15)

Mr. Speaker, I am proud to recognize Pastor Paul Golatt, Jr. for his humanitarian efforts which have touched the lives of so many people. I ask my colleagues to join me in honoring this congenial man of God. His faith, courage and kindness are an inspiration to all who have been touched by him.

HONORING DAVID MIHALIC

**HON. GEORGE RADANOVICH**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, October 9, 2002*

Mr. RADANOVICH. Mr. Speaker, I rise today to honor Dave Mihalic, a true leader in the National Park Service, as he approaches his January 3, 2003 retirement.

Dave Mihalic has served 33 years protecting and managing America's National Parks. His career with the Park Service ends at the helm of our nation's crown jewel, Yosemite National Park. As superintendent of Yosemite, Dave proved his strength and fairness in implementing a long-stalled management plan. Yosemite holds a dear place in my heart and I want to thank Dave for both his friendship and leadership in the park.

Dave was a seasoned leader even before Yosemite. He served as the assistant superintendent of the Great Smoky Mountains National Park in North Carolina and Tennessee, and superintendent of Glacier National Park in Montana, Mammoth Cave National Park in Kentucky and Yukon-Charley National Preserve in Alaska. Among his many management accomplishments, Dave established crucial community relationships and park partnerships, earning him two "Superintendent of the Year Awards" and a reputation as a leader who gets things done. In addition to running several of our National Parks, Dave also helped here in Washington, DC, when he worked as Chief of Policy in the Department of the Interior.

Mr. Speaker, I rise today to honor Dave Mihalic for his vision and unending pursuit of National Park protection. I invite my colleagues to join me in thanking him for his many contributions to our National Lands and wishing him and his family continued success.

INTRODUCTION OF THE IDEA PAPERWORK REDUCTION ACT OF 2002

**HON. RIC KELLER**

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, October 9, 2002*

Mr. KELLER. Mr. Speaker, I rise today to introduce the "IDEA Paperwork Reduction Act of 2002." This legislation will increase the quality instruction time a teacher can spend with their students in the classroom while also ensuring that special education students are receiving a quality education.

Due to the approaching reauthorization of the Individuals with Disabilities Education Act, IDEA, I went and toured local schools in my district of Orlando, FL last year to get a first-hand understanding of the problems that parents, teachers and administrators face implementing a successful special education program. I heard many familiar complaints being made about discipline and funding of the program, but what really took me by surprise was when a teacher took me into an office where he showcased a typical day's work of filling out all of the required forms for a special education student. I was shocked to learn that teachers spend so much of their time complying with process instead of being able to teach and assist students in the classroom.

I think I speak on behalf of most Members here, when I say that IDEA was never intended to take teachers' time away from the classroom, rather it was intended to make sure that special education students were able to receive the same classroom instruction as their general education peers. Unfortunately, over time the paperwork trail has grown as states and local districts try to ensure that they have complied with the federal law. The threat

of being sued has encouraged an overabundance of paperwork in order to document the school's compliance with the law. When did "process" overshadow the importance of actual quality instruction and results?

When a principal testifies that their IEP Teams spend an average of 83.5 hours filling out paperwork in preparation to sit down for an Individualized Education Plan, IEP, with a student's parents—something makes me wonder about the 83.5 hours taken away from classroom instruction time. IEP's are of course an important aspect of IDEA, but there can be some commonsense reforms put in place to reduce the redundancy of the process.

The "IDEA Paperwork Reduction Act of 2002" will call for a study by the Department of Education to be furnished within 6 months of authorization to determine where the burden is stemming from, and provide suggestions to mitigate the issue. The Department will be required to issue a streamlined IEP for school districts to use as a model. It will also call for a pilot program for 10 states to enter into an agreement with the Department of Education to perform their own paperwork reduction programs to see if any reforms can stem from State innovation. The legislation will implement a pilot program to create a 3-year IEP review process. This would allow the process to occur at natural transition points for the child instead of every year, but there will always be a safeguard in place for parents to request an IEP review at any point within the 3 years to ensure that their child is receiving all of the services they deem necessary.

These commonsense reforms included in the "IDEA Paperwork Reduction Act of 2002" will ensure that IDEA is results-driven, not process-driven. The legislation will improve the academic achievement of special education students, 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 2002."

Thank you and I reserve the balance of my time.

INTRODUCTION OF THE IDEA PAPERWORK REDUCTION ACT OF 2002

**HON. JOHN A. BOEHNER**

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, October 9, 2002*

Mr. BOEHNER. Mr. Speaker, today I am proud to join my colleague Representative RIC KELLER in introducing the IDEA Paperwork Reduction Act of 2002. This legislation will go a long way in providing school districts and administrators the relief they need from the IDEA paperwork burden, and in reducing time spent by teachers on non-instructional activities, as required under the Individuals with Disabilities Act (IDEA).

One year ago, the House Education and the Workforce Committee began 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 about 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 dedicate their careers to educating children with special needs.

The goal of this Committee is to ensure that all students receive a quality education. Currently, teachers are forced to spend too much time on an overwhelming paperwork burden and not enough time on important needs, like lesson plans and parent-teacher conferences. This bill will help teachers move beyond simply having enough time to comply with regulations and allow them to focus on what is really important, reach achievement for our students with special needs. The current paperwork structure provides a real threat to ensuring that the maximum available resources are focused on a quality education for students with special needs.

Currently, there's a growing shortage of qualified teachers, particularly in special education. Special education teachers are being driven out of the profession in frustration over the seemingly endless stream of red tape and paperwork associated with IDEA. This year, President Bush signed the No Child Left Behind Act into law. NCLB requires that all children with special needs who attend federally funded schools have the opportunity to learn from a highly qualified special education teacher. States must submit a plan to ensure all special education teachers are highly qualified by the end of the 2005–2006 school year. We must do all we can to ensure that every child with special needs is receiving a quality education.

In our hearings, the Committee heard from school principals, administrators, and others voicing frustrations with their schools' efforts to provide services to students as required by their individualized education programs (IEPs) when paperwork requirements compete with available instructional time. In Fairfax County, Virginia, for example, professionals spend on average 83.5 hours on paperwork for a student who qualifies for service under IDEA, from initial referral to development of the IEP—all this before a student even starts to receive services under IDEA. As one principal testified at a hearing earlier this year, "teachers find themselves between a rock and a hard place . . . 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."

According to the Council for Exceptional Children (CEC), "too often in special education practice, compliance-related documentation is stressed over thoughtful decision-making for children and youth and their families. No barrier to delivering quality services is more problematic to special educators than paperwork." CEC estimates that 4 hours of pre-meeting time is needed for review and revision of the average IEP going into each IEP meeting. In addition, CEC reports that a majority of special educators estimate that they spend a day or more each week on paperwork, and eighty-three percent report spending from half to one-and-a-half days per week in IEP-related meetings.

Teacher quality is perhaps the most important factor in ensuring the progress of students with special needs. We're asking a lot of America's special education teachers, and they deserve our full support. That's why Representative KELLER's bill is so important.

Representative KELLER's proposed amendments to IDEA will help bring good teachers to classrooms by identifying and simplifying burdensome statutory provisions in IDEA, and it will do so while preserving the quality of education provided to children with special needs. They are innovative, provide much-needed flexibility to the nation's special education system, and will be, I believe, non-controversial in nature.

This legislation streamlines and increases the effectiveness of many provisions within IDEA. It directs the Secretary of Education 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 allows states that receive funds under Part B of IDEA to permit local educational agencies in each state to develop a three-year IEP (in lieu of an annual IEP) for each child with a disability. Representative KELLER's bill would also create a pilot program allowing the Secretary to waive paperwork requirements under IDEA to 10 states based on their proposals for reducing paperwork and non-classroom time spent fulfilling statutory and regulatory requirements. These initiatives, and others in the bill, will promote innovation and provide much-needed flexibility for states as they implement IDEA and its accompanying federal, state, and local regulations.

The IDEA Paperwork Reduction Act of 2002 will take us one step closer to reducing burdensome rules under IDEA and allowing teachers and administrators the time to do their job of educating children with special needs more efficiently and effectively. I urge my colleagues to support this legislation.

#### EXPRESSING SUPPORT FOR PRESIDENT'S 2002 NATIONAL DRUG CONTROL STRATEGY

SPEECH OF

**HON. CHARLES B. RANGEL**

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

*Monday, October 7, 2002*

Mr. RANGEL. Mr. Speaker, I rise today in advocacy of H. Res. 569, legislation expressing support for the President's 2002 National Drug Control Strategy to reduce illegal drug use in the United States.

Nearly 20,000 Americans, many of them children, die from drug related incidences every year. This ongoing drug menace is the gravest threat to our youth whether they are killed by drug overdoses or are caught in the crossfire of rival drug gangs.

When some claim that Iraq poses the most imminent threat to our national security, I see a more imminent threat in the well-established link between the profits from illegal drug dealing and the financing of many of the world's leading terrorist organizations. These organizations include the Taliban, al-Qaeda, and the Fuerzas Armadas Revolucionarias de Colombia.

It is because of these threats that I am proud of the efforts of law enforcement in the eradication of illegal drug use. In supporting this bill we honor the efforts of those who fight on the front lines of the Nation's struggle

against illegal drug use. The drug menace is truly a threat to our homeland security.

#### RECOGNIZING ACHIEVEMENTS AND LIFE OF DR. ROBERTO CRUZ

**HON. ZOE LOFGREN**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, October 9, 2002*

Ms. LOFGREN. Mr. Speaker, today, I rise to recognize the achievements and life of Dr. Roberto Cruz, founder and first President of the National Hispanic University (NHU) in San Jose, California. I am proud to have known Dr. Cruz for over 20 years, and have seen first hand tireless work to establish and expand NHU, one of only three Hispanic universities in the nation, and the only one west of Chicago.

Born and raised in Corpus Christi, Texas, Dr. Cruz received his bachelor's degree from Wichita State University in 1964 thanks to a football scholarship. A star middle linebacker and center, Dr. Cruz passed on opportunities to play football professionally in order to teach junior high school in Stockton California.

Seeing the need to improve the educational system, he went on to earn his doctorate from the University of California at Berkeley in 1971. That same year, he established the Bay Area Bilingual Education League (BABEL), a consortium of schools and educational institutions developing bilingual education for students in Oakland and Berkeley. By 1976 he was an education professor at Stanford University, where he was appalled at how few Latinos enrolled at colleges.

In 1981, Dr. Cruz and a group of loyal supporters established The National Hispanic University in a two-room building in Oakland, California. The goal was to address the learning needs of Hispanics and other minorities, especially non-native English speakers. Over the last 20 years, he has built NHU into a quality, accredited, private four-year university for all.

In the few weeks before he passed away on September 4, San Jose's planning commission approved his ambitious proposal to transform the private college, housed in an old elementary school, into a three-story, \$18 million full-fledged university campus.

A few weeks earlier, NHU made history by becoming the first Hispanic four-year university to be accredited by the prestigious Western Association of Schools and Colleges (WASC), an organization that only accredits 155 colleges and universities from among 3,000 institutions in the region. With this accreditation NHU joins Stanford and the University of California as a nationally and regionally accredited and recognized institution.

Dr. Roberto Cruz left us a legacy of young people who have a future because, through the power of education, he let them have one. He proved that *Si se puede!*

#### RECOGNIZING THE ACHIEVEMENTS OF THE REPUBLIC OF CHINA ON ITS NATIONAL DAY

**HON. DARRELL E. ISSA**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, October 9, 2002*

Mr. ISSA. Mr. Speaker, I rise today to congratulate President Chen Shui-bian, Vice