

15 million young Americans without the aid of mentors.

Every child in our community should be given the opportunity to achieve their full potential. The role of mentors in a child's development cannot be understated. Mentors serve as role models, friends, and advisors helping our youth to develop important social skills, enhance emotional well being, improve cognitive skills, and plan for the future. A mentor can provide crucial guidance, and encouragement, which motivates and nurtures our youth.

Mentoring projects could be used to help control and lower the national high school dropout rate, which continues to be a major problem. An estimated 300,000 to 500,000 students in grades 10–12 leave school each year. If used effectively, I believe that mentoring programs could significantly lower the nation's high school dropout rate.

This month is National Mentoring Month. We must take this opportunity to recognize the importance of youth mentors and work to embrace and promote mentoring activities and programs.

Mr. Speaker, I would like to commend the efforts of the many mentors who provide the youth of our communities with the invaluable gifts of education and self-confidence.

IN HONOR OF JOHN L.  
MCGOLDRICK

**HON. ROBERT MENENDEZ**

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, January 29, 2003*

Mr. MENENDEZ. Mr. Speaker, I rise today to honor John L. McGoldrick for his outstanding contributions to our world community. He will be recognized at the American Jewish Committee Institute of Human Relations Award Dinner on Thursday, January 30, 2003, at the Hyatt Regency in Princeton, New Jersey.

Mr. McGoldrick is Executive Vice President of Bristol-Myers Squibb Company, Vice Chairman of the Company's Executive Committee, and responsible for global corporate policy. He is general counsel and director of the Bristol-Myers Squibb Foundation, and previously, served as a senior partner of the law firm of McCarter & English, LLP, where he sat on the Executive Committee.

A man with a global vision, Mr. McGoldrick played an integral part in Bristol-Myers Squibb's HIV/AIDS initiatives in Africa, including the "Secure the Future" program in Southern and Francophone Africa, and the ACCESS program making antiretroviral therapy more accessible in developing countries.

A man with both a national and local vision, Mr. McGoldrick has served as a director of the United States third largest passenger rail and bus company, the New Jersey Transit Corporation, since its founding in 1979. In addition, he has served as Vice Chairman, and is currently the senior ranking member of the board. He is director of Zimmer Holdings, Inc., the NYSE-listed manufacturer of artificial hips and knees, and a member of the Board of Directors of AdvaMed, the medical devices trade association. He has served on government reform commissions in New Jersey, leading Bristol-Meyers Squibb's efforts to support the State of New Jersey Commission on Holocaust education.

He is a member of the following organizations: the Aspen Institute on the World Economy; the Council on Foreign Relations; the World Economic Forum (Davos); the Association of General Counsel, the Council of Chief Legal Officers; the Executive Committee of the CPR Institute for Dispute Resolution; and the American Law Institute. He is a fellow of the American College of Trial lawyers, the American Bar Association, and of the American Academy of Appellate Lawyers.

Mr. McGoldrick graduated from Harvard College and earned his law degree from Harvard Law School.

Today, I ask my colleagues to join me in honoring John L. McGoldrick for exemplifying the American Jewish Committee's vision; he has made a global impact, and his exceptional leadership and many accomplishments in the fields of healthcare, education, and justice have truly made this world a better place.

TRIBUTE TO PAT SCHRIMSHER  
KING

**HON. ROBERT E. (BUD) CRAMER, JR.**

OF ALABAMA

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, January 29, 2003*

Mr. CRAMER. Mr. Speaker, I rise today to recognize an important member of my North Alabama community upon her retirement, Ms. Pat Schrimsher King. After more than 33 years of combined service with the McDonnell Douglas Corporation and the Boeing Company, Pat is retiring on January 31, 2003. Throughout her tenure, Pat has provided the leadership and guidance necessary for the success of many projects at the company and in her community.

One of Pat's major accomplishments during her time at Boeing is administrating the Boeing Employees Community Fund, ECF. Through her direction, the ECF has given hundreds of thousands of dollars to health and human service agencies throughout North Alabama. I commend Pat King for her coordination of this initiative that has helped bring North Alabama business together with the community to help make our region an even better place to live and work.

Pat will be missed by her many friends and fellow employees at Boeing, but I know she will remain active, continuing to work on a variety of projects that improve and enhance our community. I commend Pat for the inspiration she has given to her friends, family, and colleagues and for all that she has done to benefit the people of North Alabama. Mr. Speaker, I join the North Alabama community today in wishing Pat a happy and healthy retirement and sending her my sincere congratulations for a job well done.

INTRODUCTION OF THE IDEA PAPERWORK REDUCTION ACT OF 2003

**HON. RIC KELLER**

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, January 29, 2003*

Mr. KELLER. I rise today to introduce the "IDEA Paperwork Reduction Act of 2003". As

a Member of the House Education and Workforce Committee, I will be working with Chairman BOEHNER in the coming months to reauthorize the Individuals with Disabilities Education Act. Over the past year, I have heard from many teachers, in my home district of Orlando, Florida, about their concerns regarding the special education law. One issue was particularly troublesome to me because it seemed to be something that I felt could be easily solved—the paperwork burden for special education teachers. This legislation will work to pinpoint and alleviate the excess paperwork, thereby increasing 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.

Last year I toured local schools in my district of Orlando, FL, to get a first-hand understanding of the problems that parents, teachers and administrators face implementing a successful special education program. One 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.

The Individuals with Disabilities Education Act was never intended to take teachers' time away from the classroom, rather it was intended to ensure 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 2003" 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.

In addition, the legislation would allow local education agencies to offer parents the option of choosing a 3-year IEP—this would allow the process to occur at natural transition points for the child instead of every year. During a voluntary 3-year IEP, should the parent decide at any point during the 3 years that their child is not receiving adequate services, they can call for an IEP to be commenced within 30 days.

These commonsense reforms included in the "IDEA Paperwork Reduction Act of 2003"