

“(8) NOTIFICATION REQUIRED.—At the beginning of each school year, each local educational agency, State educational agency, or other State agency, as the case may be, shall notify each parent of a child with a disability in the agency’s jurisdiction that such parent may, under paragraph (1)(B)(vi), include individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate, as part of the individualized education program team for such child.”.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Florida (Mr. BEAN) and the gentleman from Virginia (Mr. SCOTT) each will control 20 minutes.

The Chair recognizes the gentleman from Florida.

GENERAL LEAVE

Mr. BEAN of Florida. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and insert extraneous materials on H.R. 4259.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Florida?

There was no objection.

Mr. BEAN of Florida. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise today in support of H.R. 4259, the Think Differently about Education Act of 2023.

America’s children are our Nation’s future leaders, and they deserve to be equipped with the resources they need to succeed in the classroom. This is something that everyone can and should agree on. Every child, including children with learning differences, has unique needs that must be met and understood by teachers and school administrators.

H.R. 4259 builds on existing progress achieved by the Individuals with Disabilities Education Act by adding another layer of critical protections for parents of children with disabilities.

Under this legislation, educational agencies would be required to properly inform parents of their right to bring in outside experts who can advocate for the best interests of their children when it comes to their education. Specifically, Mr. Speaker, this bill will improve families’ ability to advocate for their children to receive an education that allows them to flourish.

Mr. Speaker, this is a solution that safeguards parental rights and reaffirms the fundamental role of parents in the care, upbringing, and education of their children. The simple truth is that every child has the potential to flourish when given the right support.

Mr. Speaker, I urge my colleagues to support the bill.

Mr. Speaker, I withdraw the motion to suspend the rules and agree to the bill H.R. 4259.

The SPEAKER pro tempore. The motion is withdrawn.

THINK DIFFERENTLY ABOUT EDUCATION ACT OF 2023

Mr. BEAN of Florida. Mr. Speaker, I move to suspend the rules and pass the

bill (H.R. 4259) to amend the Individuals with Disabilities Education Act to require notification with respect to individualized education program teams, and for other purposes, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 4259

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the “Think Differently about Education Act of 2023”.

SEC. 2. NOTIFICATION REQUIREMENT FOR IEP TEAMS.

Section 614(d)(1)(B) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(1)(B)) is amended—

(1) in clause (iv), by redesignating subclauses (I) through (III) as items (aa) through (cc), respectively (and by conforming the margins accordingly);

(2) by redesignating clauses (i) through (vii) as subclauses (I) through (VII), respectively (and by conforming the margins accordingly);

(3) in the matter preceding subclause (I), as so redesignated, by striking “The term” and inserting the following:

“(i) IN GENERAL.—The term”; and

(4) by adding at the end the following:

“(ii) NOTIFICATION REQUIRED.—Within a reasonable timeframe prior to the first convening of the individualized education program team for a child with a disability for a school year, the local educational agency that serves such child shall notify the parent of such child that such parent may, under clause (i)(VI), include other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate, as part of the individualized education program team.”.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Florida (Mr. BEAN) and the gentleman from Virginia (Mr. SCOTT) each will control 20 minutes.

The Chair recognizes the gentleman from Florida.

GENERAL LEAVE

Mr. BEAN of Florida. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and include extraneous material on H.R. 4259.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Florida?

There was no objection.

Mr. BEAN of Florida. Mr. Speaker, I reserve the balance of my time.

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Mr. SCOTT of Virginia. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, today I rise in support of H.R. 4259, the Think Differently about Education Act.

The bill requires schools to notify parents of their rights under the Individuals with Disabilities Education Act. Parents can invite experts with specialized knowledge of their child to attend the child’s individualized education program meeting. This is important because key decisions are being made about their child’s education in this meeting.

This proposal actually restates present law, but it ensures that parents

are aware of and can exercise a right they have under current law.

However, I want to make it clear that I am not advocating for further amendments to the Individuals with Disabilities Education Act at this time.

Mr. Speaker, I support this bill and encourage my colleagues to do the same, and I reserve the balance of my time.

Mr. BEAN of Florida. Mr. Speaker, I yield 5 minutes to the gentleman from New York (Mr. MOLINARO), the bill’s sponsor.

Mr. MOLINARO. Mr. Speaker, I am very grateful that my Think Differently about Education Act has come to the floor today.

This builds off of an initiative we launched in my home county about a decade ago. We launched the ThinkDIFFERENTLY initiative as a means of embracing every one of every ability, creating a community that is more welcoming and supportive. The focus has been to break down barriers and create opportunities for those with intellectual, physical, and developmental disabilities.

ThinkDIFFERENTLY is simply a call to action. This bill, the Think Differently about Education Act, builds on the success of that ThinkDIFFERENTLY initiative.

This bill requires that public schools, K–12, notify parents of a child with a disability about their right to a third-party advocate in IEP meetings. Individualized education program plans are a document that outlines the educational needs of children with a disability, tailored specifically for them in coordination with the school, the parent or guardian, and the child.

The Individuals with Disabilities Education Act, commonly known as IDEA, requires public schools to develop an IEP plan for every student with a disability. IDEA also entitles that the child and parent are able to bring a third-party advocate to the IEP meeting. However, in most cases, sadly, parents are unaware of their rights. Because of that, CSE meetings are conducted without parents knowing what resources, support, and educational opportunities might be available to their children.

In many cases, this leaves parents and guardians who are not always familiar with IDEA and everything that should be included in an IEP confused and, sadly, left out, their children losing great opportunity, which is also often self-interested. Many times, school districts are focused on financial benefits instead of providing the direct benefits of a quality and full education to those with disabilities.

Now, I know this firsthand as the parent of a child with a disability. While my daughter, Abigail, now 20 years old, continues to benefit from quality education in our home school district, too many families like ours have had to navigate this system without the knowledge of and partnership of a third-party advocate.

My bill would ensure that parents are fully aware of their rights to bring a third-party advocate to an IEP meeting to ensure that their child is getting the most comprehensive and disability-specific IEP plan possible.

Mr. Speaker, this is a very basic, commonsense bill that builds on the need to ensure that every one of every ability has their right to pursue a fulfilled life, a pursuit of happiness.

For those living with intellectual, physical, and developmental disabilities, far too often, they are restrained and restricted from doing so because they are not provided the broad access to a quality education.

In this case, we simply remind school districts that parents have the right to have a third party standing beside them navigating that system, and in the end, I think more individuals with disabilities will attain the education opportunities they so deserve.

Mr. BEAN of Florida. Mr. Speaker, I reserve the balance of my time.

Mr. SCOTT of Virginia. Mr. Speaker, I am prepared to close, and I reserve the balance of my time.

Mr. BEAN of Florida. Mr. Speaker, I yield 5 minutes to the gentlewoman from Indiana (Mrs. HOUCHIN), who serves on the Committee on Education and the Workforce and is celebrating her birthday today.

Mrs. HOUCHIN. Mr. Speaker, I rise today to speak in support of a critical piece of legislation, the Think Differently about Education Act, as a proud cosponsor.

This bill is about empowering families, ensuring transparency, and providing the necessary support to students with disabilities as they navigate their educational journey.

Each year, in thousands of schools across the Nation, individualized education program meetings, or IEP meetings, are taking place. Parents and school staff come together to develop a personalized plan that addresses the unique needs of every child.

However, many parents face these meetings feeling overwhelmed and unsure. Some may not realize they have a right to bring an advocate, therapist, or lawyer to help them through the process. Unfortunately, most parents sit in these meetings without the support they deserve.

This is where the Think Differently about Education Act steps in, a simple, commonsense solution, but one that can make a world of difference. It would require K-12 schools to inform parents of their right to bring a third-party advocate to IEP meetings.

By empowering parents with this knowledge, we can ensure they are fully supported as they advocate for their child's education.

This isn't just about informing parents. It is about creating a culture where families feel supported and engaged in their child's educational journey.

Every child deserves a quality education that meets their unique needs,

and every family deserves to be empowered to advocate for their child.

Mr. Speaker, I urge my colleagues to support the Think Differently about Education Act so that we can support more families on this journey.

Mr. SCOTT of Virginia. Mr. Speaker, I yield myself the balance of my time.

Mr. Speaker, the Think Differently about Education Act is a bipartisan bill that requires schools to notify parents of their right under the Individuals with Disabilities Education Act to bring an expert with specialized knowledge or expertise regarding their child to individualized education program meetings.

While parents clearly have this right under current law, they might not always be appropriately informed about their rights. This legislation ensures that parents will know that they can include experts who can assist them in shaping an IEP that meets the student's individual needs.

Mr. Speaker, I support the bill and encourage my colleagues to support it as well.

Mr. Speaker, I yield back the balance of my time.

Mr. BEAN of Florida. Mr. Speaker, I yield myself the balance of my time.

Mr. Speaker, all children, including children with learning disabilities, deserve a high-quality education that prepares them for full participation in society.

H.R. 4259, the Think Differently about Education Act of 2023, builds upon the Individuals with Disabilities Education Act, which gives teachers, parents, and schools the tools to ensure students in special education receive the opportunities they deserve.

H.R. 4259 would make it easier for families to ensure their children will have the tools they need to succeed in school. Every child has the potential to flourish when just given the right support.

Mr. Speaker, I urge my colleagues to support this bill, and I yield back the balance of my time.

The SPEAKER pro tempore (Mr. DUNCAN). The question is on the motion offered by the gentleman from Florida (Mr. BEAN) that the House suspend the rules and pass the bill, H.R. 4259, as amended.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the bill, as amended, was passed.

A motion to reconsider was laid on the table.

STOP CAMPUS HAZING ACT

Mr. OWENS. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 5646) to amend the Higher Education Act of 1965 to require institutions of higher education to disclose hazing incidents, and for other purposes, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 5646

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the “Stop Campus Hazing Act”.

SEC. 2. INCLUSION OF HAZING INCIDENTS IN ANNUAL SECURITY REPORTS.

(a) STATISTICS ON HAZING INCIDENTS.—

(1) IN GENERAL.—Section 485(f)(1)(F) of the Higher Education Act of 1965 (20 U.S.C. 1092(f)(1)(F)) is amended—

(A) in clause (i)(IX), by striking “and” after the semicolon;

(B) in clause (ii), by striking “and” after the semicolon;

(C) in clause (iii), by striking the period at the end and inserting “; and”; and

(D) by adding at the end the following:

“(iv) of hazing incidents that were reported to campus security authorities or local police agencies.”.

(2) COMPILATION OF HAZING INCIDENTS.—Section 485(f)(7) of the Higher Education Act of 1965 (20 U.S.C. 1092(f)(7)) is amended by inserting after the second sentence the following: “For hazing incidents referred to in clause (iv) of paragraph (1)(F), such statistics shall be compiled per each single hazing incident and in accordance with the definition of the term ‘hazing’ in paragraph (6)(A)(vi), and if the same person or persons commit more than one hazing act, and the time and place intervals separating each such act are insignificant, such acts shall be reported as a single hazing incident.”.

(3) BEGINNING OF COMPILATION OF HAZING STATISTICS.—Not later than January 1 of the first year after the date of enactment of this Act, each eligible institution participating in any program under title IV of the Higher Education Act of 1965 (20 U.S.C. 1070 et seq.), other than a foreign institution of higher education, shall begin to collect statistics on hazing incidents for the purpose of complying with clause (iv) of section 485(f)(1)(F) of such Act, as added by paragraph (1) of this subsection.

(4) DEFINITION OF HAZING.—Section 485(f)(6)(A) of the Higher Education Act of 1965 (20 U.S.C. 1092(f)(6)(A)) is amended by adding at the end the following:

“(vi) The term ‘hazing’, for purposes of reporting statistics on hazing incidents under paragraph (1)(F)(iv), means any intentional, knowing, or reckless act committed by a person (whether individually or in concert with other persons) against another person or persons regardless of the willingness of such other person or persons to participate, that—

“(I) is committed in the course of an initiation into, an affiliation with, or the maintenance of membership in, a student organization; and

“(II) causes or creates a risk, above the reasonable risk encountered in the course of participation in the institution of higher education or the organization (such as the physical preparation necessary for participation in an athletic team), of physical or psychological injury including—

“(aa) whipping, beating, striking, electronic shocking, placing of a harmful substance on someone's body, or similar activity;

“(bb) causing, coercing, or otherwise inducing sleep deprivation, exposure to the elements, confinement in a small space, extreme calisthenics, or other similar activity;

“(cc) causing, coercing, or otherwise inducing another person to consume food, liquid, alcohol, drugs, or other substances;

“(dd) causing, coercing, or otherwise inducing another person to perform sexual acts;

“(ee) any activity that places another person in reasonable fear of bodily harm