INTRODUCTION OF THE INDIAN AND ALASKA NATIVE FOSTER CARE AND ADOPTION

HON. DAVE CAMP
OF MICHIGAN
IN THE HOUSE OF REPRESENTATIVES
Wednesday, June 27, 2001

Mr. CAMP. Mr. Speaker, today, I am pleased to be joined by Representatives HAYWORTH, KILDEE and BONIOR to introduce legislation to correct an inequity in the laws affecting many Native American children. This effort is also supported by the National Indian Child Welfare Association, American Public Human Services Association, and National Congress of American Indians.

Every year, for a variety of often tragic reasons, thousands of children across the country are placed in foster care. To assist with the cost of food, shelter, clothing, daily supervision and school supplies, foster parents of children who have come to their homes through state court placement receive money through Title IV–E of the Social Security Act. Additionally, states receive funding for administrative training and data collection to support this program. Unfortunately, due to a legislative oversight, many Native American children who are placed in foster care by tribal courts do not receive foster care and adoptive services to which all other income-eligible children are entitled.

Not only are otherwise eligible Native children denied foster care maintenance payments, but this inequity also extends to children who are adopted through tribal placements. Currently, the IV–E program offers limited assistance for expenses associated with adoption and the training of professional staff and parents involved in the adoption. These circumstances, sadly, have meant that many Indian children receive little Federal support in attaining the permanency they need and deserve.

In many instances, these children face insurmountable odds. Many come from abusive homes. Foster parents who open their doors to care for these special children deserve our help. These generous people who take these children into their homes should not have to sleeplessly worry about whether they have the resources to provide nourishing food or a warm coat, or even adequate shelter for these children. This legislation will go a long way to ease their concerns.

EXTENSIONS OF REMARKS

Wednesday, June 27, 2001

Mr. PORTMAN. Mr. Speaker, I rise today to call to the attention of the House of Representatives Len’s distinguished career because he had an active role in securing the American Heritage River designation for the Upper Susquehanna-Lackawanna Watershed in 1998. Working closely with my office, Len was an invaluable assistant in compiling a great deal of information and working with local elected officials and other interested parties. I wish him all the best.

HONORING DR. JERRY SASSON,
PRINCIPAL OF TERRACE PARK ELEMENTARY SCHOOL UPON HIS RETIREMENT

HON. ROB PORTMAN
OF OHIO
IN THE HOUSE OF REPRESENTATIVES
Wednesday, June 27, 2001

Mr. PORTMAN. Mr. Speaker, I rise today to pay tribute to Jerry Sasson, a friend and constituent, who is retiring after 11 years as principal of Terrace Park Elementary School (TPES) in the Second District of Ohio.

Jerry is a special kind of principal because he is a special kind of person. He has been called a one-of-a-kind educator, who spends time in the classroom every day, knows the name and face of every one of his 300 students, writes a personal, handwritten birthday card to each student every year, and sends students notes at home to recognize personal accomplishments. He encourages kindness and respect among students, teachers and parents, and is aware of each student’s specific challenges and talents.

An Ohio native, Jerry received his Doctor of Education in Educational Leadership from the University of Cincinnati in 1992. He graduated with a Master of Education in Guidance and Counseling and a Bachelor of Science in Education from the University of Dayton. Jerry received his school psychology certificate from Xavier University in 1972. Jerry began his career as a high school English teacher at Fenwick High School in Middletown, Ohio, and went on to become Fenwick’s Director of Guidance and Counseling. From 1972 through 1979, he served the Hamilton County Office of Educational Services as a school psychologist and, in 1979, he joined the Mariemont, Ohio City School District as Director of Special Services, a position he retained while serving as principal. In 1990, he became the principal of TPES, a school within the Mariemont School District.

Jerry is well known for his regular column on parenting, Parent Pride, which appears in the publication of the Mariemont City School District. He tackles tough subjects such as tolerance, assertiveness, morals and responsibility. He’s not afraid to tell us as parents that the best way to raise happy, productive children is to create and maintain home, school and community environments that focus on nurturing and support for all. Jerry believes that most difficult school-related issues—such as bullying, behavior problems, or violence—are not just school issues, but family and community issues, too. And he’s right: schools can create zero tolerance policies, but it all comes...