

States foreign assistance commodities to be made available for their intended purposes before they expire.

S. 2376

At the request of Mr. CRUZ, the name of the Senator from Florida (Mrs. MOODY) was added as a cosponsor of S. 2376, a bill to amend title 18, United States Code, to include rioting in the definition of racketeering activity.

S. 2452

At the request of Ms. CANTWELL, the names of the Senator from New Mexico (Mr. LUJÁN) and the Senator from New Mexico (Mr. HEINRICH) were added as cosponsors of S. 2452, a bill to amend the Indian Law Enforcement Reform Act to provide for advancements in public safety services to Indian communities, and for other purposes.

S. 2621

At the request of Mrs. CAPITO, the name of the Senator from Florida (Mr. SCOTT) was added as a cosponsor of S. 2621, a bill to amend the Public Health Service Act to reauthorize support for State-based maternal mortality review committees, to direct the Secretary of Health and Human Services to disseminate best practices on maternal mortality prevention to hospitals, State-based professional societies, and perinatal quality collaboratives, and for other purposes.

S. 2663

At the request of Mr. ROUNDS, the name of the Senator from Indiana (Mr. BANKS) was added as a cosponsor of S. 2663, a bill to amend the Bank Holding Company Act of 1956 to generally permit holding merchant banking investments of up to 15 years.

S. 2667

At the request of Mr. BOOKER, the name of the Senator from Washington (Ms. CANTWELL) was added as a cosponsor of S. 2667, a bill to prevent violence in the West Bank and authorize the imposition of sanctions with respect to any foreign person endangering United States national security and undermining prospects for a two-state solution by committing illegal violent acts.

S. 2721

At the request of Mr. LANKFORD, the name of the Senator from Pennsylvania (Mr. MCCORMICK) was added as a cosponsor of S. 2721, a bill to provide for a period of continuing appropriations in the event of a lapse in appropriations under the normal appropriations process, to establish procedures and consequences in the event of a failure to enact appropriations, and for other purposes.

S. 2722

At the request of Mr. RICKETTS, the name of the Senator from Colorado (Mr. HICKENLOOPER) was added as a cosponsor of S. 2722, a bill to promote the energy security of Taiwan, and for other purposes.

S. 2731

At the request of Mr. SCHIFF, the name of the Senator from Connecticut

(Mr. BLUMENTHAL) was added as a cosponsor of S. 2731, a bill to amend the Internal Revenue Code of 1986 and the Social Security Act to provide that an individual engaged in a labor dispute may receive unemployment benefits.

S. 2813

At the request of Mr. RISCH, the names of the Senator from Utah (Mr. LEE) and the Senator from South Carolina (Mr. GRAHAM) were added as cosponsors of S. 2813, a bill to amend chapter 44 of title 18, United States Code, to prohibit capacity-based restrictions on firearm magazines, and for other purposes.

S. 2840

At the request of Mr. HAGERTY, the name of the Senator from Montana (Mr. DAINES) was added as a cosponsor of S. 2840, a bill to amend the Investment Company Act of 1940 to postpone the date of payment or satisfaction upon redemption of certain securities in the case of the financial exploitation of specified adults, and for other purposes.

S.J. RES. 38

At the request of Ms. HIRONO, the name of the Senator from Maryland (Mr. VAN HOLLEN) was added as a cosponsor of S.J. Res. 38, a joint resolution establishing the ratification of the Equal Rights Amendment.

S.J. RES. 71

At the request of Mr. KAINE, the names of the Senator from Maryland (Mr. VAN HOLLEN) and the Senator from Massachusetts (Mr. MARKEY) were added as cosponsors of S.J. Res. 71, a joint resolution terminating the national emergency declared with respect to energy.

S.J. RES. 78

At the request of Mr. SCHIFF, the name of the Senator from California (Mr. PADILLA) was added as a cosponsor of S.J. Res. 78, a joint resolution proposing an amendment to the Constitution of the United States relating to the authority of Congress and the States to regulate contributions and expenditures intended to affect elections and to enact public financing systems for political campaigns.

AMENDMENT NO. 2968

At the request of Mr. BLUMENTHAL, the name of the Senator from Ohio (Mr. MORENO) was added as a cosponsor of amendment No. 2968 intended to be proposed to S. 2296, an original bill to authorize appropriations for fiscal year 2026 for military activities of the Department of Defense, for military construction, and for defense activities of the Department of Energy, to prescribe military personnel strengths for such fiscal year, and for other purposes.

AMENDMENT NO. 3592

At the request of Mr. WELCH, the name of the Senator from Washington (Ms. CANTWELL) was added as a cosponsor of amendment No. 3592 intended to be proposed to S. 2296, an original bill to authorize appropriations for fiscal year 2026 for military activities of the

Department of Defense, for military construction, and for defense activities of the Department of Energy, to prescribe military personnel strengths for such fiscal year, and for other purposes.

AMENDMENT NO. 3756

At the request of Mr. KAINE, the names of the Senator from Maryland (Mr. VAN HOLLEN), the Senator from Vermont (Mr. WELCH), the Senator from Oregon (Mr. MERKLEY) and the Senator from Oregon (Mr. WYDEN) were added as cosponsors of amendment No. 3756 intended to be proposed to S. 2296, an original bill to authorize appropriations for fiscal year 2026 for military activities of the Department of Defense, for military construction, and for defense activities of the Department of Energy, to prescribe military personnel strengths for such fiscal year, and for other purposes.

AMENDMENT NO. 3873

At the request of Ms. BALDWIN, the name of the Senator from Minnesota (Ms. SMITH) was added as a cosponsor of amendment No. 3873 intended to be proposed to S. 2296, an original bill to authorize appropriations for fiscal year 2026 for military activities of the Department of Defense, for military construction, and for defense activities of the Department of Energy, to prescribe military personnel strengths for such fiscal year, and for other purposes.

AMENDMENT NO. 3892

At the request of Mr. BOOKER, the name of the Senator from New Hampshire (Mrs. SHAHEEN) was added as a cosponsor of amendment No. 3892 intended to be proposed to S. 2296, an original bill to authorize appropriations for fiscal year 2026 for military activities of the Department of Defense, for military construction, and for defense activities of the Department of Energy, to prescribe military personnel strengths for such fiscal year, and for other purposes.

STATEMENTS ON INTRODUCED BILLS AND JOINT RESOLUTIONS

By Mr. LANKFORD (for himself, Mr. SCOTT of South Carolina, Mr. CASSIDY, Mr. SCOTT of Florida, Mr. CRAMER, Mr. HAWLEY, Mr. GRASSLEY, Ms. LUMMIS, Mrs. HYDE-SMITH, Mr. CRUZ, Mr. COTTON, Mr. BUDD, Mr. YOUNG, Mrs. BLACKBURN, Mr. BANKS, Mrs. BRITT, Mr. CRAPO, Mr. TLLIS, Mr. DAINES, Mr. RISCH, Mrs. CAPITO, Mr. GRAHAM, Mr. ROUNDS, Mr. RICKETTS, Mr. KENNEDY, and Mr. CORNYN):

S. 2859. A bill to amend the Higher Education Act of 1965 to ensure campus access at public institutions of higher education for religious groups; to the Committee on Health, Education, Labor, and Pensions.

Mr. LANKFORD. Mr. President, this week, I filed a bill, as I do multiple different weeks. I don't come every week

to be able to talk about the bills that I file, but I want to be able to talk about this a little bit and some context that comes into it.

I also don't come to this floor very often and read an entire bill to this body, but I want to do that today. It is not long. It is literally just half a page. But it reaffirms something that I think should be pretty simple for all of us but for some reason has become controversial in the past few decades.

Here is the whole bill. It says:

None of the funds made available under this Act may be provided to any public institution of higher education that denies to a religious student organization any right, benefit, or privilege that is otherwise afforded to other student organizations at the institution (including full access to the facilities of the institution and official recognition of the organization by the institution) because of the religious beliefs, practices, speech, leadership standards, or standards of conduct of the religious student organization.

Now, this should be pretty simple for us as Americans. We should treat religious organizations on a college campus the same as every other organization. The university shouldn't be able to reach into some organizations and say "Because you are religious, we need to tone you down" or "Because you are religious, we need to pick your leadership for you because we want to pick your leadership."

I will tell you, most Americans would say "No one does that anyway"—except they did. Under the Biden administration, this became an issue, where multiple different colleges and universities would reach into different religious organizations on campus and would deny them access to be able to be on campus and use campus facilities at all or they would say: We don't like the way you pick your leadership. You need to have a broader perspective of leadership from multiple different perspectives of the campus. It can't just be your particular faith in your religious organization.

It became the most bizarre set of ideas that came out of the Department of Education to say a Jewish organization had to pick non-Jewish leaders to be the leadership of their organization or non-Christians had to also be selected as leaders of their Christian organization on campus.

We are like, what in the world? What happened to the basic right of association and affiliation that is a constitutionally protected right?

That never happened to nonreligious organizations; it seemed to only happen to religious organizations.

So while we have common agreement on this as Americans and while that rule is now not being applied under the Trump administration, I raise a very simple bill to say: Why can't we, as all Americans, agree that religious organizations on college campuses should be treated exactly the same as every other organization on any college campus? That should be basic.

So I bring a very simple bill to be able to resolve that one big issue and

to say let's make this once and for all just a policy that we have as Americans.

Now, I bring this up because it needs to be addressed, but I also bring this up because next week, there is a significant event that is going to happen all around the country—quite frankly, all around the world—that some people won't even notice but, quite frankly, is Earth-shattering.

Thirty-five years ago, a group of students gathered around a flagpole early in the morning to be able to pray for their school. It was in 1990. It ended up being about 46,000 total students in 4 different States, including my State of Oklahoma, that just kind of gathered. The word kind of spread organically that one Wednesday morning in September, students—high school and middle school students—would just go and do one day publicly what they do privately other days; that is, pray for their teachers, pray for their faculty at school, pray for each other, pray for their parents, and pray for the Nation.

So in September of 1990, around 46,000—we don't know the exact number—students in 4 different States just quietly gathered to pray. Now, that may not seem like a big deal, but in 1990, there was a great debate that was still spinning on this issue. In fact, that year, that September day, at at least one of those gatherings, the sheriff's department came out and arrested the students for praying—praying—on their school campus before class started.

The result of that was that the next September, a million students showed up to pray—a million, documented. From almost every State in America, teenagers showed up at their high school or their middle school campus just to be able to pray. They didn't have teachers with them; they didn't have youth pastors with them—just students. They gathered at their pole. It was a simple thing called See You at the Pole—just that simple. They would encourage each other just to be able to show up that one day in September to be able to pray publicly for their parents, for their Nation, for their campus, and for what was going on in their community.

It became the largest student prayer movement that we know of in the history of the Nation. Year after year in September, one Wednesday, students from around the Nation would gather. It was about 3 years later that it started spreading globally, to where literally students from around the world were just going to their flagpole, and they would just gather to be able to pray.

Now, people have said over the years: Why a flagpole? Well, it is because every school has a flagpole, and so it became just a common cry. It kind of seems like "See you at the principal's office" doesn't ring as true. But it was just like, what does every single campus have? Every single campus has a flagpole. So that simple statement,

"See you at the pole," became really a challenge to say "See you at a spot where we can pray."

There is a lot going on in the country right now—a lot. There is a lot of anger, there is a lot of frustration, and there are a lot of questions about what happens next.

For 35 years, students have gone to their flagpole and have prayed for the Nation. My simple request of them again this year is to do it again. This Nation could use some prayer. This Nation could use a generation rising up to be able to say: No one is going to stop us from praying.

It is the most simple request that we have—to not go to government but to go to God and say: We need your help. We need your intervention.

I am always proud of a group of students at a high school football game that finish the game or that start the game just taking a knee to be able to pray for each other, pray for safety, and then go out and hit each other as hard as they possibly can on the football field. But it is always fun for me to be able to watch the sportsmanship that begins with two teams that gather together to pray, and it is almost always just one player on each of the teams that drops that idea and says: We should do this. Our team should do this.

It is not led by the coaches. It is not led by the teachers. It is led by students that just say: Let's ask God to help us in this.

I am always impressed when I am on high school and junior high campuses as I walk around the campus during lunch, and I see everyone kind of gathering for lunch and all the conversation happening, and I will see a couple students over in the corner, as they sit down at their lunch, to be able to just bow their heads for just a simple moment to be able to thank God for their food.

I am always impressed when I hear about groups of students that get together on a regular basis just to be able to have Bible study together, just to be able to pray for each other. They face a lot of pressure. They face a lot of challenges in this day and age. It is resetting and centering when they actually stop to say: Let's pray about that.

I am tremendously impressed that for 35 years—now a second generation of students are gathering at their flagpoles the fourth Wednesday of September to be able to just pray for each other, pray for their teachers, pray for their school, and this time, an earnest plea to God to help our Nation.

I am proud of students of faith and how they gather to be able to say: These days are dark, but we believe in a God who gives light, and we will choose to be a light on our own campus and do what we can to be able to serve each other and to be able to serve our schools.

Those are the role models that we need in a new generation. Those are the folks that we look forward to seeing what they do in the days ahead.

As fun as it is to me, students that are gathering this year are the children of the first generation that gathered 35 years ago to start a movement to be able to pray. Thirty-five years ago, I was a youth minister. I was a part of that first See You at the Pole in 1990. I was in leadership, helping organize students in getting the word out, to be able to say “What can we do”—what can we do—to serve each other and the Nation?” The obvious answer began with “Let’s pray.”

See You at the Pole was born. It wasn’t my idea. It was a group of students’ idea. I just got to help fan the flame.

Students of this Nation need the encouragement of this body to be able to say “well done” and set a fresh new example; be the next generation of leaders; be the people who will rise up and do what is right; be the role models that are desperately needed; be individuals who will actually not only have a faith but live your faith—all the principles of the faith.

We can certainly use individuals in our Nation right now who are living the most basic principles of loving God with all your heart, soul, mind, and strength and loving your neighbor as yourself.

To the students of this Nation, I would encourage them to “see you at the pole” next Wednesday morning.

This coming Wednesday morning, September 24, you can be assured I am going to be parked across the street from a campus watching a group of students pray for a Nation that needs help. I will join them and say, “God help us. We need your help.” I will see you at the pole.

By Mr. PADILLA (for himself and Mr. SCHIFF):

S. 2871. A bill to take certain Federal land in the State of California into trust for the benefit of the Pit River Tribe, and for other purposes; to the Committee on Indian Affairs.

Mr. PADILLA. Mr. President, I rise today to introduce the Pit River Land Transfer Act of 2025. This bill would transfer 584 acres of Federal land, administered by the Forest Service, to the Secretary of the Interior to be held in trust for the Pit River Tribe, California.

The Pit River Tribe consists of 11 autonomous bands traditionally inhabiting the area surrounding the Pit River and its tributaries. They are known for their deep spiritual connection to the land, with a rich cultural heritage centered around fishing, hunting, and seasonal gatherings. Today, they continue to preserve their traditions while engaging in efforts to reclaim ancestral lands and promote tribal sovereignty.

The proposed land to be transferred is known as the Four Corners Property, located in Shasta County. Today, the Four Corners Federal land is located in the ancestral territory of the Tribe, which the Tribe has historically used and has an ongoing relationship with.

This legislation is a commonsense step forward that will empower the Tribe to better serve their communities and empower Tribal self-growth. I want to thank Senator SCHIFF for co-sponsoring this bill, and I also want to thank Republican Congressman DOUG LAMALFA for introducing companion legislation in the House.

BY MR. PADILLA:

S. 2881. A bill to provide for the transfer of administrative jurisdiction over certain Federal land in the State of California, and for other purposes; to the Committee on Energy and Natural Resources.

Mr. PADILLA. Mr. President, I rise to introduce the Ackerson Meadow Land Exchange Act. This legislation will facilitate a simple land exchange between the National Park Service and the U.S. Forest Service in the Sierra Nevada.

This bill would transfer 160 acres of Stanislaus National Forest land to the National Park Service to be managed as part of Yosemite National Park and transfer 170 acres of National Park land to the Forest Service to manage as part of Stanislaus National Forest. The land in the exchange is known as Ackerson Meadow.

Ackerson Meadow is one of the largest midelevation meadows in the Sierra Nevada. It is an ecologically and regionally critical wildlife corridor, and the scenic meadow is an important habitat for the State endangered great grey owl and little willow flycatcher, as well as a suite of additional at-risk wildlife species. In 2016, a coalition of conservation groups donated Ackerson Meadow to Yosemite National Park; however, it is almost completely surrounded by Stanislaus National Forest and only partially contiguous to the rest of Yosemite National Park.

The current configuration of land management presents logistical challenges to both NPS and Forest Service; therefore, both Agencies, as well as local stakeholders, support this land exchange.

I look forward to working with my colleagues to pass this straightforward legislation to better manage the land in and around Ackerson Meadow.

By Mr. DURBIN:

S. 2889. A bill to promote minimum State requirements for the prevention and treatment of concussions caused by participation in school sports, and for other purposes; to the Committee on Health, Education, Labor, and Pensions.

Mr. DURBIN. Mr. President, I ask unanimous consent that the text of the bill be printed in the RECORD.

There being no objection, the text of the bill was ordered to be printed in the RECORD, as follows:

S. 2889

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 “Protecting Student Athletes from Concussions Act of 2025”.

SEC. 2. MINIMUM STATE REQUIREMENTS.

(a) MINIMUM REQUIREMENTS.—Each State that receives funds under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) and does not meet the requirements described in this section, as of the date of enactment of this Act, shall, not later than the last day of the fifth full fiscal year after the date of enactment of this Act (referred to in this Act as the “compliance deadline”), enact legislation or issue regulations establishing the following minimum requirements:

(1) LOCAL EDUCATIONAL AGENCY CONCUSSION SAFETY AND MANAGEMENT PLAN.—Each local educational agency in the State, in consultation with members of the community in which such agency is located, shall develop and implement a standard plan for concussion safety and management that—

(A) educates students, parents, and school personnel about concussions, through activities such as—

(i) training school personnel, including coaches, teachers, athletic trainers, related services personnel, and school nurses, on concussion safety and management, including training on the prevention, recognition, and academic consequences of concussions and response to concussions; and

(ii) using, maintaining, and disseminating to students and parents—

(I) release forms and other appropriate forms for reporting and record keeping;

(II) treatment plans; and

(III) prevention and post-injury observation and monitoring fact sheets about concussion;

(B) encourages supports, where feasible, for a student recovering from a concussion (regardless of whether or not the concussion occurred during school-sponsored activities, during school hours, on school property, or during an athletic activity), such as—

(i) guiding the student in resuming participation in athletic activity and academic activities with the help of a multi-disciplinary concussion management team, which may include—

(I) a health care professional, the parents of such student, a school nurse, relevant related services personnel, and other relevant school personnel; and

(II) an individual who is assigned by a public school to oversee and manage the recovery of such student;

(ii) providing appropriate academic accommodations aimed at progressively reintroducing cognitive demands on the student; and

(iii) if the student’s symptoms of concussion persist for a substantial period of time—

(I) evaluating the student in accordance with section 614 of the Individuals with Disabilities Education Act (20 U.S.C. 1414) to determine whether the student is eligible for services under part B of such Act (20 U.S.C. 1411 et seq.); or

(II) evaluating whether the student is eligible for services under section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794); and

(C) encourages the use of best practices designed to ensure, with respect to concussions, the uniformity of safety standards, treatment, and management, such as—

(i) disseminating information on concussion safety and management to the public; and

(ii) applying uniform best practice standards for concussion safety and management to all students enrolled in public schools.

(2) POSTING OF INFORMATION ON CONCUSSIONS.—Each public elementary school and

each public secondary school shall post on school grounds, in a manner that is visible to students and school personnel, and make publicly available on the school website, information on concussions that—

(A) is based on peer-reviewed scientific evidence (such as information made available by the Centers for Disease Control and Prevention);

(B) shall include information on—

(i) the risks posed by sustaining a concussion;

(ii) the actions a student should take in response to sustaining a concussion, including the notification of school personnel; and

(iii) the signs and symptoms of a concussion; and

(C) may include information on—

(i) the definition of a concussion;

(ii) the means available to the student to reduce the incidence or recurrence of a concussion; and

(iii) the effects of a concussion on academic learning and performance.

(3) **RESPONSE TO CONCUSSION.**—If an individual designated from among school personnel for purposes of this Act, one of whom must be in attendance at every school-sponsored activity, suspects that a student has sustained a concussion (regardless of whether or not the concussion occurred during school-sponsored activities, during school hours, on school property, or during an athletic activity)—

(A) the student shall be—

(i) immediately removed from participation in a school-sponsored athletic activity; and

(ii) prohibited from resuming participation in school-sponsored athletic activities—

(I) on the day the student sustained the concussion; and

(II) until the day the student is capable of resuming such participation, according to the student's written release, as described in paragraph (4); and

(B) the designated individual shall report to the parent or guardian of such student—

(i) any information that the designated school employee is aware of regarding the date, time, and type of the injury suffered by such student (regardless of where, when, or how a concussion may have occurred); and

(ii) any actions taken to treat such student.

(4) **RETURN TO ATHLETICS.**—If a student has sustained a concussion (regardless of whether or not the concussion occurred during school-sponsored activities, during school hours, on school property, or during an athletic activity), before such student resumes participation in school-sponsored athletic activities, the school shall receive a written release from a health care professional, that—

(A) states that the student is capable of resuming participation in such activities; and

(B) may require the student to follow a plan designed to aid the student in recovering and resuming participation in such activities in a manner that—

(i) is coordinated, as appropriate, with periods of cognitive and physical rest while symptoms of a concussion persist; and

(ii) reintroduces cognitive and physical demands on such student on a progressive basis only as such increases in exertion do not cause the reemergence or worsening of symptoms of a concussion.

(5) **RETURN TO ACADEMICS.**—If a student enrolled in a public school in the State has sustained a concussion, the concussion management team (as described under paragraph (1)(B)(i)) of the school shall consult with and make recommendations to relevant school personnel and the student to ensure that the student is receiving the appropriate academic supports, including—

(A) providing for periods of cognitive rest over the course of the school day;

(B) providing modified academic assignments;

(C) allowing for gradual reintroduction to cognitive demands; and

(D) other appropriate academic accommodations or adjustments.

(b) **NONCOMPLIANCE.**—

(1) **FIRST YEAR.**—If a State described in subsection (a) fails to comply with subsection (a) by the compliance deadline, the Secretary of Education shall reduce by 5 percent the amount of funds the State receives under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) for the first fiscal year following the compliance deadline.

(2) **SUCCEEDING YEARS.**—If the State fails to so comply by the last day of any fiscal year following the compliance deadline, the Secretary of Education shall reduce by 10 percent the amount of funds the State receives under that Act for the following fiscal year.

(3) **NOTIFICATION OF NONCOMPLIANCE.**—Prior to reducing any funds that a State receives under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) in accordance with this subsection, the Secretary of Education shall provide a written notification of the intended reduction of funds to the State and to the appropriate committees of Congress.

SEC. 3. RULE OF CONSTRUCTION.

Nothing in this Act shall be construed to affect civil or criminal liability under Federal or State law.

SEC. 4. DEFINITIONS.

In this Act:

(1) **CONCUSSION.**—The term “concussion” means a type of mild traumatic brain injury that—

(A) is caused by a blow, jolt, or motion to the head or body that causes the brain to move rapidly in the skull;

(B) disrupts normal brain functioning and alters the mental state of the individual, causing the individual to experience—

(i) any period of observed or self-reported—

(I) transient confusion, disorientation, or impaired consciousness;

(II) dysfunction of memory around the time of injury; or

(III) loss of consciousness lasting less than 30 minutes; or

(ii) any 1 of 4 types of symptoms, including—

(I) physical symptoms, such as headache, fatigue, or dizziness;

(II) cognitive symptoms, such as memory disturbance or slowed thinking;

(III) emotional symptoms, such as irritability or sadness; or

(IV) difficulty sleeping; and

(C) can occur—

(i) with or without the loss of consciousness; and

(ii) during participation in any organized sport or recreational activity.

(2) **HEALTH CARE PROFESSIONAL.**—The term “health care professional” means an individual—

(A) who has been trained in diagnosis and management of concussion in a pediatric population;

(B) who is registered, licensed, certified, or otherwise statutorily recognized by the State to provide such diagnosis and management; and

(C) whose scope of practice and experience includes the diagnosis and management of traumatic brain injury among a pediatric population.

(3) **LOCAL EDUCATIONAL AGENCY; STATE.**—The terms “local educational agency” and “State” have the meanings given such terms in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(4) **RELATED SERVICES PERSONNEL.**—The term “related services personnel” means individuals who provide related services, as defined under section 602 of the Individuals with Disabilities Education Act (20 U.S.C. 1401).

(5) **SCHOOL-SPONSORED ATHLETIC ACTIVITY.**—The term “school-sponsored athletic activity” means—

(A) any physical education class or program of a school;

(B) any athletic activity authorized during the school day on school grounds that is not an instructional activity;

(C) any extra-curricular sports team, club, or league organized by a school on or off school grounds; and

(D) any recess activity.

SUBMITTED RESOLUTIONS

SENATE RESOLUTION 401—SUPPORTING THE DESIGNATION OF SEPTEMBER 19, 2025, AS “NATIONAL STILLBIRTH PREVENTION AND AWARENESS DAY”, RECOGNIZING TENS OF THOUSANDS OF FAMILIES IN THE UNITED STATES THAT HAVE ENDURED A STILLBIRTH, AND SEIZING THE OPPORTUNITY TO KEEP OTHER FAMILIES FROM EXPERIENCING THE SAME TRAGEDY

Mr. MERKLEY (for himself, Mr. BOOKER, Mr. GRASSLEY, Mr. CASSIDY, Mr. DAINES, Mr. HEINRICH, Mr. KING, and Mr. WYDEN) submitted the following resolution; which was referred to the Committee on Health, Education, Labor, and Pensions:

S. RES. 401

Whereas more than 21,000 pregnancies in the United States end in stillbirth each year, and the lack of access to maternal health care services has exacerbated the crisis;

Whereas racial disparities persist in birth outcomes, with Black, American Indian and Alaska Native, Native Hawaiian and Other Pacific Islander, and Hispanic families at the greatest risk of losing a baby to stillbirth;

Whereas, according to the Centers for Disease Control and Prevention, the annual number of stillbirths far exceeds the number of deaths from the top 5 leading causes of death among children under 15 years of age combined, including unintentional injuries, congenital anomalies, preterm birth, homicide, and Sudden Infant Death Syndrome;

Whereas stillbirths are devastating and have a profound and lifelong impact on the families who endure them;

Whereas losing a baby to stillbirth is linked to an increased risk of maternal morbidity and mortality;

Whereas, with increased awareness and better data collection, the United States will be able to better understand why stillbirths in the United States are happening at an alarming rate and identify what can be done to combat this crisis;

Whereas proven stillbirth prevention efforts have the power to save thousands of babies every year, and innovations in stillbirth prevention could save thousands of additional families nationwide every year from the heartache of losing a baby;

Whereas recognizing “National Stillbirth Prevention and Awareness Day” is an opportunity to increase awareness, support evidence-based prevention efforts, promote research, encourage improved data collection