

born, the family returned to American Samoa where Junior grew up for several years before returning to the San Diego area.

Junior attended Oceanside High School where he lettered in football, basketball, as well as in track and field for the Oceanside Pirates. In football, he was a starter at linebacker and tight end, and received numerous awards for his achievements as a student athlete. In 1987, the year he graduated, Parade Magazine selected Seau to its high school all-American team. He was also named California Interscholastic Federation San Diego Section Defensive Player of the Year, All-North County, Avocado League Offensive Player of the Year, as well as being named to California's all-academic team, with a 3.6 grade point average. After graduating high school, Seau played for the University of Southern California Trojans from 1987 to 1990, and in 2009, would be inducted into the USC Hall of Fame.

In the 1990 NFL draft, Junior was drafted into the First Round and 5th Overall Pick by the San Diego Chargers. Seau immediately became the heart and soul of the Chargers' defense, earning the nickname "Tasmanian Devil" for his passion and explosive athletic skill on the field. In the locker room and on the field, Seau had an innate ability to motivate his teammates. He was named the NFL's Defensive Player of the Year in 1998 and 1999, and was voted the Chargers' Most Inspirational Player in 1997 and 2002. Junior played in 12 consecutive Pro Bowls from 1991 to 2002, the most of any player in the history of the Chargers, and he tied for the third longest streak ever in the NFL. He was also selected All-Pro six times in his career, and led the Chargers to their first ever Super Bowl appearance in 1995.

After 13 years in San Diego, Junior played 3 years for the Miami Dolphins where he received the Miami Dolphins' Don Shula Leadership Award for 2 consecutive years. After only 1 day of retirement in 2006, he answered the call by the New England Patriots, and became defensive co-captain during the Patriots' 18 0 season, which took the team to the Super Bowl in 2008. Junior finally retired in 2010, having played 20 seasons in the NFL and finishing with a career of 1,849 tackles, 56.5 sacks, 18 interceptions, three forced fumbles, and 21 pass deflections.

Junior Seau is widely acknowledged as one of the best linebackers in NFL history, but his passion and success in football was paralleled in his community involvement and in his work off the field.

In 1992, Junior established the Junior Seau Foundation, giving San Diego area youth ongoing support for programs that inspired them to face life's challenges with enthusiasm, hope and dignity. Since its inception, the foundation has distributed nearly \$4 million to organizations providing services to children and young adults, including

over \$800,000 in scholarships through the Scholars of Excellence program and over \$330,000 in Junior's "Shop with a Jock" program, which provides for underprivileged youth to shop alongside a professional college athlete for Christmas gifts for their families. In April 2007, The Wall Street Journal ranked the Junior Seau Foundation, as the 13th largest Professional Athlete Foundation based on assets.

As much as he was an outstanding football player, Junior will also be remembered as a humanitarian, as a supporter for those who needed help the most, as a dear friend, and as a motivational figure. He was a charismatic leader who could not walk into a room without having an effect on those around him. He was loved by everyone who knew him, and his magnetism both on and off the field impacted fans nationwide and any individual he encountered.

When one speaks of Samoans in the NFL, Mr. Speaker, Junior Seau is one of the first names that comes to mind. Junior was an ambassador for Asian and Pacific Americans, and through his success, he was able to broaden the public's understanding and appreciation of our Polynesian people.

Reaching the NFL is a dream of many young men, but Junior Seau gave young Samoan men an image of success in the league—something that they could aspire to.

In closing today, I would like to offer words of comfort to the Seau family, especially Mr. Tiaina Seau Sr. and Mrs. Luisa Seau, Junior's parents, as well as Junior's children, his siblings, and his extended family, or as we say in Samoan his aiga.

In the Book of Romans, Chapter 12, Verse 15 we are called to "rejoice with those who rejoice, and weep with those who weep." In all of Junior's amazing accomplishments throughout his life, we have rejoiced with the Seau family, sharing your joy. And now in this time of great sorrow, we stand with you, though with heavy hearts, sharing in your grief.

la manuia lau faigamaga. (Have a blessed journey home), Junior.

THE KEEPING ALL STUDENTS SAFE ACT

The SPEAKER pro tempore. The Chair recognizes the gentleman from California (Mr. GEORGE MILLER) for 5 minutes.

Mr. GEORGE MILLER of California. Mr. Speaker, last year, I reintroduced the Keeping All Students Safe Act, to protect children from abusive seclusion and restraint practices in school.

Two years ago, this legislation passed the House with bipartisan support. Unfortunately, it never became law, and the incidents of students who are being abused or inappropriately restrained while in school continue to occur. We cannot sit idly by. Congress must step up to the plate and protect our Nation's children. In recent months, we've been hearing more disturbing stories of students who are being dangerously restrained by teachers and staff while in school. In several

of these cases, students have suffered serious injuries or have even died as a result of their injuries.

In December, in Kentucky, 9-year-old Christopher Baker, who has autism, was stuffed into a duffel bag at school as punishment. In Connecticut, children have been afraid to go to school because they've heard other students screaming in small, windowless rooms. The students in these elementary schools refer to these rooms as "scream rooms."

In Texas, 10-year-old Lukas Hines, who suffers from seizures, dyslexia, and ADHD, was put in a choke hold while riding home on a Texas school bus. For 4 minutes, the school supervisor refused to release him into the care of his mother, and instead kept him in the dangerous choke hold.

Then, on April 18, at the Leake and Watts School in New York, 16-year-old Corey Foster was restrained by the school staff, who were trying to remove him from a basketball court. Witnesses reported that several staff members piled on top of him. Corey told the staff he could not breathe. Tragically, while he was being restrained, he went into cardiac arrest and died.

Corey's story is far too similar to a story I learned of several years ago. That was the story of Cedric, a 14-year-old in Texas. Cedric was restrained, facedown, with his teacher sitting on top of him. He yelled out that he couldn't breathe. Minutes later, Cedric died on the floor of his classroom.

□ 1020

Tragedies like Cory's and Cedric's need to stop. In March, the Department of Education released nationwide data showing that tens of thousands of children are subject to restraint and seclusion in school each year.

This map shows that 31 States have had reports of abusive incidents since the last time that we tried to enact the Keeping All Students Safe Act. No corner of the country is immune from abuse. It is widespread, and it has gone on far too long. This map shows that we need a nationally driven reform, because where States have enacted, students are still subject to the worst practices in these educational settings.

According to the report released last month, only 30 States have any meaningful protection for the use of seclusion and restraint in school. Only 18 States prohibit restraint that restricts breathing. Only 16 States limit the use of restraining to emergencies involving immediate risk or harm. Only 16 States ban the use of mechanical restraints. And only 24 States have any requirement that their parents be notified that their child was restrained or secluded in school. In fact, children can go to school day after day, be restrained, be secluded, be locked in dark rooms, kept in those rooms where they urinate on themselves, and their parents are never notified.

When parents are excluded from the information about their students,

where is that a matter of good public policy? The child and their safety should not depend upon what State they live in. The Federal Government, this Congress, needs to set minimum standards and model standards.

We have the Federal laws in place to prevent seclusion and restraint abuses that happen in hospitals and other health facilities, but children do not have any Federal protection against these potentially dangerous and torturous practices when they're in school.

Schools are supposed to be a safe place, a place for children to learn, a place for children to socialize, and parents should never have to worry about the safety of their children when they're at school. No child should be forced to suffer abuse, neglect, injury, or even death while they're trying to learn.

The Keeping All Students Safe Act would set minimum safety standards for the use of restraint and seclusion in schools and provide training and support for school personnel to reduce the use of seclusion and restraint. It makes it illegal to strap children to chairs, put children in duffel bags, or restrict their breathing. Seclusion restraint practices should only be used in emergency situations by trained staff and should end as soon as the emergency has passed. This legislation makes it clear that there's no room for torture and abuse in America's schools.

News reports showing children being tied up with duct tape, sat on by staff, locked in rooms for hours at a time is unacceptable. Our children deserve better. This legislation won't bring back Corey or Cedric, but it can prevent future abuses from occurring.

I've called upon the chairman of the Committee on Education and the Workforce to mark up this important legislation so we can move forward on passing this critical legislation into law. Our children deserve nothing less.

MOTHER'S DAY

The SPEAKER pro tempore. The Chair recognizes the gentleman from Pennsylvania (Mr. KELLY) for 5 minutes.

Mr. KELLY. Mr. Speaker, this week we're very busy in the House, and last night we didn't get out until well beyond midnight. But there's also something that's happening this week that's very important not only to this body, but the whole Nation, and that's Mother's Day.

The father of our Nation, George Washington, said of his mother:

All I am I owe to my mother. I attribute all my success in life to the moral, intellectual, and physical education I received from her.

The role a mother plays in her child's life is unlike anything else. She is the life-giver, the caregiver, and the source of strength and guidance throughout her children's life. She wipes away the tears, she cleans the scrapes, and heals

the hurts we all experience. And not just through our childhood, but beyond. We owe everything to our moms, and they deserve the recognition and respect they've rightly earned.

My mother raised my brothers and sisters and me with a level of tenderness shown by no other. She taught us the virtues of hard work, humility, and selflessness by living each of those virtues herself. My mom is no longer with me, but this weekend I will celebrate her and remember and honor the legacy she and every mother leaves behind.

Our Nation must always value the work that mothers do and their incalculable contribution to our society. If we ever fail to recognize the work both inside and outside the home, then we begin to lose sight and the strength of our Nation. Without our moms, we fail to realize the promise within each of us, for they are our greatest supporters. They are central to our lives and vital to our success.

Happy Mother's Day to every mother in America. We thank you, and we honor you for your invaluable service, endless love, and sacrifice.

CONGRATULATIONS TO LINCOLN HIGH SCHOOL

The SPEAKER pro tempore. The Chair recognizes the gentlewoman from Oregon (Ms. BONAMICI) for 5 minutes.

Ms. BONAMICI. Mr. Speaker, today I rise to congratulate Oregon's Lincoln High School on winning the 2012 National Finals of the We the People competition. These students worked diligently all year to achieve this honor, demonstrating outstanding teamwork and an impressive understanding of our country's Constitution.

We the People: The Citizen and the Constitution is a civic education curriculum in which students learn about our country and government while preparing for a mock congressional hearing. During the hearing, students are challenged to demonstrate their critical thinking skills, knowledge of current events, ability to work as a team, and understanding of the Constitution and its origins. After winning Oregon State's competition, the Lincoln High team traveled to Washington, D.C., to compete in the national finals. After 3 days of competition against classes representing 47 States, Washington, D.C., and the Northern Mariana Islands, Lincoln High School was declared the winner.

To the students of Lincoln High School—our future leaders—your hard work and dedication has not only brought you this award, it's made you outstanding citizens and models for your peers. Congratulations to the entire winning class: Avery Ballato, Catherine Barton, Marty Berger, Hallie Blashfield, Ryan Bloom, Danny Brillhart, John Carey, Julian Dann, Julia Eckelmann, Michael Field, Natina Gilbert, Nikhil Goyal, Kendra Hong, Robin Jayaswal, Katie Kelly, Si-

erra Killian, John Kim, Emma Lane, Duncan MacEachern, William Mao, Olnita Martini, Evan Neuhausen, Sara Newman, Vicki Niu, Sammy Purnell, Justin Richter, Beckett Rueda, Emma Simmons, Sage Smiley, Nita Sridharan, Eri Stern, Mara Strauss, Molly Walls, Carolyn Wheatley, Ajeya Woods, and Cole Zollinger.

Thank you to the Classroom Law Project for organizing the program in Oregon and for all you do to teach students about democracy.

And last, but certainly not least, I congratulate Tim Swinehart, the students' teacher, whose leadership was instrumental to Lincoln High School's success, as well as their coaches: Steve Griffith, Jason Trombley, Jeff Edmundson, Christy Splitt, Jennifer Hill, Ben O'Glasser, Jonathan Pulvers, and Alison Brody.

Great work, Lincoln High School. Congratulations.

IN MEMORY OF RICK EAGAN

The SPEAKER pro tempore. The Chair recognizes the gentlewoman from Ohio (Mrs. SCHMIDT) for 5 minutes.

Mrs. SCHMIDT. Mr. Speaker, I rise today in honor and in memory of a very dear friend of mine and a very dear friend of Brown County, County Commissioner Rick Eagan.

Rick's passion for community service spanned his entire life. He was a member of the Ripley Fire Department for almost 30 years. He served 14 years in local law enforcement. He was also a former council member and vice mayor of Ripley, Ohio.

But Rick didn't stop there. He wanted to do more. He wanted to be county commissioner because he felt he could lead the county forward. So he ran for commissioner and lost. He ran again and lost. They say the third time is the charm, and Rick decided to test that water. In 2010, he threw his hat in the ring. Unfortunately, very early on, he was involved in a very tragic automobile accident, one that nearly took his life. It took his leg; it took his ability to breathe, and he had a tracheotomy until a few weeks ago. He was in the hospital for nearly a year. He came out that August, campaigned, and miraculously won the election. His dream came true, and he began to serve his community in another way.

He loved his community; he loved his country, and he loved his family. He fought every day to make the world a better place. A few weeks ago, the doctors believed they could change his course and take the trach out and allow him to breathe normally again. And they did. But complications ensued, and we lost Rick this week.

□ 1030

I am so sad for our community to have lost such a dynamic and wonderful individual. Public servants like Rick are hard to come by. But I'm even saddened more by the fact that his wonderful wife, Margaret, and his children, Douglas and Tiffany, will no