

**FIRST ENGROSSMENT**

**ENGROSSED SENATE CONCURRENT  
RESOLUTION NO. 4019**

Introduced by

Senators Boschee, Axtman

Representatives Richter, Schreiber-Beck

1 A concurrent resolution directing the Legislative Management to consider studying reading and  
2 mathematics proficiency rates among students in the state with disabilities and the effectiveness  
3 of current educational policies, programs, and resource allocations in addressing any  
4 disparities.

5 **WHEREAS**, North Dakota recognizes the importance of providing equitable and sufficient  
6 funding to meet the needs of students requiring special education services; and

7 **WHEREAS**, over the past 50 years, the Education for All Handicapped Children Act [Pub. L.  
8 94-142; 89 Stat. 773], later reauthorized as the Individuals with Disabilities Education Act of  
9 1990 [20 U.S.C. 1400 et seq.] has ensured children with disabilities have the right to a free,  
10 appropriate public education and has significantly expanded access to education for millions of  
11 students, reduced discriminatory practices, and established critical frameworks for  
12 individualized learning plans and inclusion in general education settings; and

13 **WHEREAS**, approximately 16 percent of the student population in the state has been  
14 identified as having disabilities and receiving special education services; and

15 **WHEREAS**, the North Dakota Kindergarten through Grade Twelve Education Coordination  
16 Council has established the goal to reduce the disparity in achievement for students with  
17 disabilities, students in poverty, and Native American students; and

18 **WHEREAS**, transparency and accessibility for parents to review and understand their  
19 child's special education services and contracts are essential for fostering trust and ensuring  
20 quality education;

21 **NOW, THEREFORE, BE IT RESOLVED BY THE SENATE OF NORTH DAKOTA, THE**  
22 **HOUSE OF REPRESENTATIVES CONCURRING THEREIN:**

1 That the Legislative Management consider studying reading and mathematics proficiency  
2 rates among students in the state with disabilities and the effectiveness of current educational  
3 policies, programs, and resource allocations in addressing any disparities; and

4 **BE IT FURTHER RESOLVED**, the study include an examination of academic disparities,  
5 analyzing the latest student performance data on statewide reading and mathematics  
6 assessments to identify trends and disparities affecting students with disabilities and comparing  
7 the subgroup performance to overall state proficiency rates; and

8 **BE IT FURTHER RESOLVED**, the study include an identification of contributing factors,  
9 evaluating systemic barriers contributing to low proficiency rates, including funding for special  
10 education services, limited access to trained teachers and support staff, geographic disparities  
11 between rural and urban areas, and accessibility of evidence-based curriculum and instructional  
12 strategies; and

13 **BE IT FURTHER RESOLVED**, the study include an assessment of existing policies and  
14 programs, reviewing the implementation and impact of current state and federally funded  
15 programs and identifying gaps in policy, funding, and program effectiveness; and

16 **BE IT FURTHER RESOLVED**, the study include the engagement of stakeholders, soliciting  
17 input from parents and families of students with disabilities to ensure parent involvement in  
18 decisionmaking, educators, school administrators, special education professionals, and  
19 advocacy groups focused on disability rights; and

20 **BE IT FURTHER RESOLVED**, the study include research of best practices, examining  
21 successful models and initiatives in states that have effectively reduced proficiency disparities  
22 and exploring innovative approaches in early literacy, numeracy, and equitable education  
23 practices; and

24 **BE IT FURTHER RESOLVED**, the study include consideration of actionable policy and  
25 funding recommendations aimed at reducing proficiency disparities, expanding access to high-  
26 quality, evidence-based educational programs, enhancing transparency in costs and resource  
27 allocation, and improving accountability and data transparency; and

28 **BE IT FURTHER RESOLVED**, that the Legislative Management report its findings and  
29 recommendations, together with any legislation required to implement the recommendations, to  
30 the Seventieth Legislative Assembly.