

**Sixty-ninth Legislative Assembly of North Dakota  
In Regular Session Commencing Tuesday, January 7, 2025**

**SENATE CONCURRENT RESOLUTION NO. 4019  
(Senators Boschee, Axtman)  
(Representatives Richter, Schreiber-Beck)**

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

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

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

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

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

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

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

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

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

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

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

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


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


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

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

  
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President of the Senate

  
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Speaker of the House

  
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Secretary of the Senate

  
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Chief Clerk of the House

Filed in this office this 27<sup>th</sup> day of March, 2025,  
at 12:16 o'clock P M.

  
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Secretary of State