

Whereas the D-Day landing was the largest combined arms amphibious assault in history, consisting of—

- (1) approximately 132,600 members of the Allied Expeditionary Force, including 57,500 members of the United States Armed Forces;
- (2) more than 23,000 airborne troops supporting the seaborne landings;
- (3) approximately 7,000 naval vessels; and
- (4) more than 14,000 sorties by Allied aircraft;

Whereas soldiers of 6 divisions (3 from the United States, 2 from the United Kingdom, which included troops of Free France, and 1 from Canada) and 3 British armored brigades stormed ashore in 5 main landing areas on beaches in Normandy, which were code-named “Utah”, “Omaha”, “Gold”, “Juno”, and “Sword”;

Whereas, of the approximately 10,000 Allied casualties incurred on the first day of the landing, more than 6,000 were members of the United States Armed Forces;

Whereas the Allied assault and following operations were supported by ships, aircraft, and troops from Australia, Belgium, Czechoslovakia, Free Norway, Greece, the Netherlands, New Zealand, and the Polish Armed Forces in the West;

Whereas the advanced age of the last remaining veterans of, and the gradual disappearance of any living memory of, World War II and the Normandy landings make it necessary to increase activities intended to pass on the history of those events, particularly to younger generations;

Whereas the young people of Normandy and the United States have displayed unprecedented commitment to, and involvement in, celebrating—

- (1) the veterans of the Normandy landings; and
- (2) the freedom brought by those veterans in 1944;

Whereas the significant material remains of the Normandy landings found on the Normandy beaches and at the bottom of the sea in the territorial waters of France, such as shipwrecks and various items of military equipment, bear witness to the remarkable and unique nature of the material resources used by the Allied forces to execute the Normandy landings;

Whereas 5 Normandy beaches and a number of sites on the Normandy coast, including Pointe du Hoc, were the scene of the D-Day landings and constitute, and will for all time constitute—

- (1) a unique piece of world heritage; and
- (2) a symbol of peace and freedom, the unspoiled nature, integrity, and authenticity of which must be protected at all costs; and

Whereas the world owes a debt of gratitude to the members of the “Greatest Generation” who assumed the task of freeing the world from Nazi and Fascist regimes and restoring liberty to Europe: Now, therefore, be it

Resolved, That the Senate—

(1) recognizes the 80th anniversary of the amphibious landing of the Allies on D-Day, June 6, 1944, at Normandy, France, during World War II;

(2) expresses gratitude and appreciation to the members of the United States Armed Forces who participated in the D-Day operations;

(3) thanks the young people of Normandy and the United States for their involvement in events celebrating the 80th anniversary of the Normandy landings with the aim of making future generations aware of the acts of heroism and sacrifice performed by the Allied forces;

(4) recognizes the efforts of France and the people of Normandy to preserve for future generations the unique world heritage represented by the Normandy beaches and the

sunken material remains of the Normandy landings by inscribing those beaches and remains on the United Nations Educational, Scientific and Cultural Organization (UNESCO) World Heritage List; and

(5) requests that the President issue a proclamation calling on the people of the United States to observe the 80th anniversary of the Normandy landings with appropriate ceremonies and programs to honor the sacrifices made by their fellow countrymen to liberate Europe.

SENATE RESOLUTION 723—CELEBRATING 40 YEARS OF UNIVERSAL DESIGN FOR LEARNING

Ms. HASSAN (for herself and Mr. CASEY) submitted the following resolution; which was considered and agreed to:

S. RES. 723

Whereas, in 1975, Congress enacted the Education for All Handicapped Children Act of 1975 (Public Law 94-142; 89 Stat. 773), later renamed the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), to support States and localities in protecting the rights of, and meeting the individual needs of, infants, toddlers, children, and youth with disabilities, and their families;

Whereas the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) has helped students with disabilities receive an education in neighborhood schools, rather than in separate schools and institutions, and efforts have since grown to make education programs more effective and inclusive for all learners;

Whereas, in 1984, uniform Federal accessibility standards were established to improve access to, and function of, public walkways, transportation, housing, and other public services;

Whereas Federal accessibility standards for Universal Design for Learning help ensure that all people can use public services to the greatest extent possible without the need for adaptation, specialization, or retrofitting;

Whereas dedicated education researchers, neuroscientists, and experts in child development have applied the principles of Universal Design for Learning to educational settings by exploring ways to use new technologies, flexible methods, and varied learning materials to provide better educational experiences for students with disabilities;

Whereas the Universal Design for Learning framework—

(1) is intentional in ensuring that learning experiences and environments harness technology, the learning sciences, and instructional practices to remove barriers to learning in all settings, such as physical, digital, or blended, and recognizes that not all individuals learn in the same way;

(2) is based on the 3 principles of multiple means of engagement, multiple representations of content or recognition, and multiple means of action and expression;

(3) supports creating flexible learning environments and experiences that anticipate learner variability and acknowledge that variability across all learners is the norm rather than the exception; and

(4) supports educators in their professional learning and application of new skills in all K-16 teaching environments, including general and special education, career and technical education, and science, technology, engineering, and math;

Whereas Congress has recognized the value of Universal Design for Learning in—

(1) the Higher Education Opportunity Act (Public Law 110-315; 122 Stat. 3078);

(2) the Every Student Succeeds Act (Public Law 114-95; 129 Stat. 1802);

(3) the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.); and

(4) the Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224; 132 Stat. 1563); and

Whereas the Department of Education, Department of Labor, and National Science Foundation, in partnership with public and private organizations and State and local entities, demonstrate the principles of Universal Design for Learning through programs and initiatives—

(1) to support the professional learning of K-16 administrators and classroom instructors in general education, special education, English language education, career and technical education, and science, technology, engineering and math education;

(2) to expand educational opportunity and reengage youth, young adult, and adult learners with significant or multiple barriers to learning;

(3) to increase postsecondary opportunities for adults seeking new or expanded opportunities and completion of 2-year and 4-year career and technical education, and science, technology, engineering, and math programs;

(4) to expand the knowledge of postsecondary and career and technical education faculty and adult literacy instructors of Universal Design for Learning to ensure greater engagement and success of adult learners;

(5) to strengthen K-16 and adult learning experiences and improve education and career outcomes through use of blended learning: Now, therefore, be it

Resolved, That the Senate—

(1) recognizes the important role of Universal Design for Learning in professional development for all educators to help break down barriers to learning for all children, youth, and adults;

(2) commends the leadership, innovation, and commitment of several generations of researchers, educators, parents, and others committed to expanding access and opportunity to education and employment for all individuals, including those historically marginalized due to race, language, income, or disability; and

(3) celebrates 40 years of innovative research and practice leading to the creation and widespread adoption of Universal Design for Learning in the United States.

SENATE RESOLUTION 724—DESIGNATING MAY 2024 AS “NATIONAL BRAIN TUMOR AWARENESS MONTH”

Mr. DAINES (for himself, Mr. MARKEY, Mr. RUBIO, and Ms. SINEMA) submitted the following resolution; which was considered and agreed to:

S. RES. 724

Whereas it is estimated that more than 90,000 individuals in the United States will be diagnosed with a primary brain tumor in 2024, and an estimated 94,390 individuals in the United States were diagnosed with a primary brain tumor in 2023;

Whereas it's estimated that more than 1,000,000 individuals are living with a brain tumor in the United States;

Whereas, in the United States, brain tumors are—

(1) the leading cause of death from cancer in children who are under 14 years of age and teens who are under 19 years of age; and

(2) the second-leading cause of death from cancer in young adults who are between 15 and 39 years of age;