

Sixty-ninth  
Legislative Assembly  
of North Dakota

**SENATE BILL NO. 2213  
with House Amendments**

**SENATE BILL NO. 2213**

Introduced by

Senators Schaible, Axtman

Representatives Heinert, Jonas, Richter

1 A BILL for an Act to create and enact a new section to chapter 15.1-13 and two new sections to  
2 chapter 15.1-21 of the North Dakota Century Code, relating to mathematics curriculum,  
3 professional development, screening and intervention, related administrative rules and reporting  
4 requirements, and mathematics instructor competency; to provide for a legislative management  
5 report; to provide for a department of public instruction mathematics screening pilot program; to  
6 provide an appropriation; and to provide an effective date.

7 **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

8 **SECTION 1.** A new section to chapter 15.1-13 of the North Dakota Century Code is created  
9 and enacted as follows:

10 **Teaching license - Mathematics instruction competency.**

- 11 1. The board shall ensure a candidate for teacher licensure, who will be certified to be a  
12 secondary mathematics teacher, demonstrates competencies in direct and explicit  
13 mathematics instruction and pedagogy.
- 14 2. A candidate satisfies the requirements of this section if the candidate demonstrates:  
15 a. The candidate has received training in mathematics instruction competencies  
16 from an accredited or approved program; or  
17 b. Mastery of the topics under subdivision a of subsection 1 of section 3 of this Act.
- 18 3. The board may issue a provisional license for up to two years to a teacher licensure  
19 candidate who does not meet the requirements of this section.

20 **SECTION 2. AMENDMENT.** The new section to chapter 15.1-13 of the North Dakota  
21 Century Code, as created by section 1 of this Act, is amended and reenacted as follows:

1       **Teaching license - Mathematics instruction competency.**

2       1. The board shall ensure a candidate for teacher licensure, who will be certified to be  
3       aan elementary education or secondary mathematics teacher, or both, demonstrates  
4       competencies in direct and explicit mathematics instruction and pedagogy.

5       2. A candidate satisfies the requirements of this section if the candidate demonstrates:

6       a. The candidate has received training in mathematics instruction competencies  
7       from an accredited or approved program; or

8       b. Mastery of the topics under subdivision a of subsection 1 of section 3 of this Act.

9       3. The board may issue a provisional license for up to two years to a teacher licensure  
10      candidate who does not meet the requirements of this section.

11      **SECTION 3.** A new section to chapter 15.1-21 of the North Dakota Century Code is created  
12      and enacted as follows:

13      **Mathematics curriculum - Professional development and intervention.**

14      1. Each school district and nonpublic school shall:

15      a. Ensure the portion of its curriculum which is related to mathematics is based on  
16      evidence and research, includes differentiated instruction, is aligned to the state  
17      standards, and focuses on:

18      (1) Foundational skills, including:

19          (a) Numbers and operations;

20          (b) Algebraic reasoning;

21          (c) Geometry and measurement; and

22          (d) Data, probability, and statistics; and

23      (2) Competencies, including:

24          (a) Problem solving;

25          (b) Connections; and

26          (c) Reasoning and proof.

27      b. Provide continuing professional development for teachers of mathematics,  
28      including special education teachers, and school leaders which:

29      (1) Focuses on best practices in mathematics instruction, including:

30          (a) Explicit and differentiated instruction;

31          (b) Data-driven decisionmaking; and

- 1                               (c) The topics under subdivision a.
- 2                               (2) Includes evidence-based programming on the science of mathematics
- 3                               which aligns with the topics under subdivision a.
- 4                               c. Implement formative assessments at regular intervals, adjust teaching practices
- 5                               accordingly, and provide targeted interventions for each student who needs
- 6                               additional support.
- 7                               d. Implement a research-based intervention program suggested by the state and
- 8                               adopted by the school board, which uses high-quality supplemental materials that
- 9                               incorporate evidence-based instructional strategies adopted by the school board.
- 10                              2. To be approved by the superintendent of public instruction, certify each school or
- 11                              nonpublic school shall:
- 12                              a. Ensure the placement of qualified teachers in grades four through eight;
- 13                              b. Have integrated mathematics instruments used to identify deficiencies in the
- 14                              skills under subdivision a of subsection 1; and
- 15                              c. Have integrated evidence-based instruction and assessment resources to
- 16                              support mathematics development and mastery.

17       **SECTION 4. AMENDMENT.** The new section to chapter 15.1-21 of the North Dakota  
18 Century Code, as created by section 3 of this Act, is amended and reenacted as follows:

19       **Mathematics curriculum - Professional development and intervention.**

- 20       1. Each school district and nonpublic school shall:
- 21           a. Ensure the portion of its curriculum which is related to mathematics is based on
- 22           evidence and research, includes differentiated instruction, is aligned to the state
- 23           standards, and focuses on:
- 24           (1) Foundational skills, including:
- 25               (a) Numbers and operations;
- 26               (b) Algebraic reasoning;
- 27               (c) Geometry and measurement; and
- 28               (d) Data, probability, and statistics; and
- 29           (2) Competencies, including:
- 30               (a) Problem solving;
- 31               (b) Connections; and

- 1 (c) Reasoning and proof.
- 2 b. Provide continuing professional development for teachers of mathematics,
- 3 including special education teachers, and school leaders which:
- 4 (1) Focuses on best practices in mathematics instruction, including:
- 5 (a) Explicit and differentiated instruction;
- 6 (b) Data-driven decisionmaking; and
- 7 (c) The topics under subdivision a.
- 8 (2) Includes evidence-based programming on the science of mathematics
- 9 which aligns with the topics under subdivision a.
- 10 c. Implement formative assessments at regular intervals, adjust teaching practices
- 11 accordingly, and provide targeted interventions for each student who needs
- 12 additional support.
- 13 d. Implement a research-based intervention program suggested by the state and
- 14 adopted by the school board, which uses high-quality supplemental materials that
- 15 incorporate evidence-based instructional strategies adopted by the school board.
- 16 e. For a student in kindergarten through grade three:
- 17 (1) Use a screening process for early identification of mathematics deficiencies
- 18 and characteristics of dyscalculia;
- 19 (2) Inform the student's parent or legal guardian about the screening process,
- 20 the student's results, and the importance of early intervention;
- 21 (3) Provide resources and guidance to the student's parent or legal guardian to
- 22 support mathematics learning at home; and
- 23 (4) If the student is identified as having characteristics of mathematics
- 24 deficiencies or dyscalculia, develop an education plan with
- 25 accommodations.
- 26 2. A school district or special education unit shall provide a screening process under
- 27 paragraph 1 of subdivision e of subsection 1 for a student upon request by a parent,
- 28 legal guardian, or teacher.
- 29 ~~2.3.~~ To be approved by the superintendent of public instruction, certify each school or
- 30 nonpublic school shall:
- 31 a. Ensure the placement of qualified teachers in grades four through eight;

- 1           b.    Have integrated mathematics instruments used to identify deficiencies in the
- 2                skills under subdivision a of subsection 1; and
- 3           c.    Have integrated evidence-based instruction and assessment resources to
- 4                support mathematics development and mastery.

5           **SECTION 5.** A new section to chapter 15.1-21 of the North Dakota Century Code is created  
6 and enacted as follows:

7           **Mathematics curriculum and professional development - Rules - Reports to the**  
8 **superintendent of public instruction and the legislative management.**

- 9           1.    The superintendent of public instruction, in collaboration with the kindergarten through  
10               grade twelve education coordination council, shall adopt rules to implement section 3  
11               of this Act, including rules to monitor implementation.
- 12           2.    The superintendent of public instruction and the regional education associations shall  
13               support school districts with implementation of section 3 of this Act. The  
14               superintendent of public instruction shall provide periodic reports to the legislative  
15               management on the implementation and effectiveness of section 3 of this Act in  
16               improving educational outcomes and student competency in mathematics and shall  
17               publish the reports submitted by school districts on the website of the department of  
18               public instruction.

19           **SECTION 6. PILOT PROGRAM - DEPARTMENT OF PUBLIC INSTRUCTION -**

20 **MATHEMATICS SCREENING TOOL - REPORT.** Beginning with the 2025-26 school year and  
21 continuing through the 2026-27 school year, the superintendent of public instruction shall  
22 establish and operate a pilot program to provide screening services for students in grades four  
23 through eight. The pilot program must include mathematics learning tools identifying student  
24 needs and measuring progress across multiple grades to evaluate and improve student learning  
25 and performance outcomes. The learning tools must be aligned with the 2023 North Dakota  
26 mathematics content standards, skills, and competencies. Up to \$300,000 of the appropriation  
27 under section 7 of this Act must be allocated for the pilot program. The superintendent shall  
28 compile data on the implementation of the pilot program, including student mathematics  
29 outcomes and the impact of each screening service and instrument used, and report the  
30 findings to the seventieth legislative assembly.

1       **SECTION 7. APPROPRIATION - DEPARTMENT OF PUBLIC INSTRUCTION -**  
2       **MATHEMATICS CURRICULUM AND PROFESSIONAL DEVELOPMENT.** There is  
3       appropriated out of any moneys in the general fund in the state treasury, not otherwise  
4       appropriated, the sum of \$1,500,000, or so much of the sum as may be necessary, to the  
5       department of public instruction for the purpose of providing support to schools and regional  
6       education associations to improve kindergarten through grade eight mathematics curriculum,  
7       instruction, and student achievement, for the biennium beginning July 1, 2025, and ending  
8       June 30, 2027. Funds must be directed toward district-level professional development, including  
9       training, instructional rounds, coaching, and workshops designed to improve mathematics  
10      instruction and student achievement. Funds must be directed to support partnerships with  
11      regional educational associations for the delivery of district-level training and coordination of this  
12      mathematics improvement initiative. Up to \$200,000 of the appropriation in this section must be  
13      allocated for state-level staffing or department of public instruction administrative expenses. Up  
14      to \$300,000 of the appropriation in this section must be allocated for the pilot program  
15      established under section 6 of this Act.

16      **SECTION 8. EFFECTIVE DATE.** Sections 2 and 4 of this Act become effective on July 1,  
17      2027.