



# North Dakota Senate

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## Senator Donald Schaible

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**COMMITTEES:**  
Appropriations

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Good afternoon, Chairman Beard and The Education Committee, for the record, I am Senator Don Schaible, District 31. I am here today to introduce SB 2213 which I will call the "the Science of Math" bill. For years we have all heard of how dismal our reading and math assessments scores. Covid came and force isolation and distance or virtual learning which also greatly disrupted learning in our schools. In 2021 legislators from the House and Senate Education Committee along with many others worked together to find a realistic approach to change how we educate our students. We introduce the Science of reading which required reading to be taught by insuring Phonemic Awareness, Phonics, Oral Reading Fluency, Vocabulary and Comprehension. It was obvious that changes were needed to provide better results for our students. It has often been said that you learn to read till grade 3 and from then you read to learn. With the passage of HB 1388, which also was the k-12 funding bill sec 10 of that bill provided the road map for the science of reading. It provides for professional development for existing teachers to get to the standard required. It requires any new teacher to also be trained or demonstrate mastery of the topics. Even though the Science of Reading is still a work in progress, where accepted and implemented, we see very good improvement in our reading.

SB 2213 is an attempt to make the same improvements and implantation with our math instruction. It has been a work in progress this interim and review by a coalition of math instructors.

This bill was drafted in a way to mirror the approach that was used with the science of reading.

Sections 1 and 2 make sure that the new Mathematics instruction competency is part of a teacher's licensing. Section 1 pertains to grades 6-12, and Section 2 Section pertains grades 1-8.

Section 3 clarifies the skills that are required and what competencies which need to be accomplished. Foundation skills and Competencies which would be aligned with our math standards and would reenforces the expectation from those standards. This section also would requirement professional development, making sure a variety of methods are used insure understanding of the topic. This section also requires for assessments of student to make sure mastery of the subject and a plan intervention for each student who needs additional support.

Section 4 ads sub section 5 which provides for screening of students with mathematics deficiencies and provides a plan to address deficiencies and recommend accommodations. Requires that parents are informed of the screening process and also work with interventions that can be done at home.

Section 5 requires the Superintendent, along with the K-12 coordination council, shall develop rules to make this plan work, along with our REA's to provide support to implement these reading changes and also require reports to be made to legislative management.

Section 6 provides \$1,200,000 for professional development, coaching and support to implement these changes. This bill is a mandated change on our math instruction, and we don't want it to be an unfunded mandate. When we did the science of reading, COVID or ESSER dollars were used for that implementation. I am not a fan of state mandated requirements for schools but at some point, with as many resources that the state provides for education, it may be necessary to force the issue. I believe this is one of those instances where the state requires improvement and also supports that effort to ensure success.

Section 7 provides later effective dates for sections 2 and 4 of July 1, 2027 to give sufficient time to school to make these changes