

**2021 JOINT TECHNICAL CORRECTIONS**

**HB 1507**

# 2021 JOINT STANDING COMMITTEE MINUTES

## Technical Corrections Committee Pioneer Room, State Capitol

HB 1507  
11/8/2021

A BILL for an Act to amend and reenact section 15.1-21-01, subsection 1 of section 15.1-21-02, and section 15.1-21-02.2 of the North Dakota Century Code, relating to computer science and cybersecurity required instruction and graduation requirements; and to provide an effective date.

Co-Chair J. Lee called the hearing to order, Vice Chair, Patten, Senators H. Anderson, Schaible, Dwyer, Kannianen, Vedaa, Bakke, Co-Chair Weisz, Vice Chair Porter, Representative Dockter, Richter, Louser, O'Brian, Roers Jones, Hanson present [2:49]

### Discussion Topics:

- Cyber attacks
- Cyber security graduation requirements
- Teacher training and recruiting
- Education and workforce development stakeholders
- MISO class reports

**Rich Wardner**, Senator [2:52], introduces the bill in favor and provided an amendment #21.1134.01001 #11835.

**Shawn Riley**, CIO for North Dakota [2:59] testifies in favor.

**Katie Rolston**, Director, Workforce Development Division, Department of Commerce provides testimony in favor #11802 [3:05]

**Mike McHugh**, Mandan resident provides testimony in favor #11799 [3:10]

**Justin Forde**, President, Technology Council of North Dakota provides testimony in favor #11776 [3:14]

**Maggie Glennon**, Code.org provides testimony in favor #11803 [3:18]

**Rudy Martinson**, ND Hospitality Industry testifies in favor [3:20]

**Kirsten Baesler**, ND Superintendent provides testimony in favor #11944 and #12196 [3:21]

**Steve Madler**, Principal, Bismarck High School provides testimony in opposition #11858 [3:43]

**Mark Andresen**, Principal, Mandan High School provides testimony in opposition #11859 [3:59]

**Mike Heilman**, Executive Director for the North Dakota Small Organized Schools provides testimony in opposition #11795 [4:06]

**Aimee Copas**, Executive Director of the NDCEL provides testimony in opposition #11857 [4:12]

**Alexis Baxsley**, North Dakota School Board Association testifies in opposition [4:21]

**Additional written testimony:**

**Jill Louters**, Superintendent, New Rockford Sheyenne School District submitted testimony in opposition #11787.

**Co-Chair J. Lee** adjourned the hearing [4:23]

*Sheldon Wolf, Committee Clerk*

21.1134.01001  
Title.

Prepared by the Legislative Council staff for  
Senator Wardner

November 8, 2021

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1507

Page 1, line 1, replace the first "section" with "sections 15.1-02-04 and"

Page 1, line 1, replace the first comma with "and"

Page 1, line 1, remove the second comma

Page 1, line 2, remove "and section 15.1-21-02.2"

Page 1, line 2, after "to" insert "the duties of the superintendent of public instruction to report to the legislative management and"

Page 1, line 3, remove "and graduation requirements"

Page 1, after line 5, insert:

**"SECTION 1. AMENDMENT.** Section 15.1-02-04 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-02-04. Superintendent of public instruction - Duties. (Effective through June 30, 2023)**

The superintendent of public instruction:

1. Shall supervise the provision of elementary and secondary education to the students of this state.
2. Shall supervise the establishment and maintenance of schools and provide advice and counsel regarding the welfare of the schools.
3. Shall supervise the development of course content standards.
4. Shall supervise the assessment of students.
5. Shall serve as an ex officio member of the board of university and school lands.
6. Shall keep a complete record of all official acts and appeals.
7. As appropriate, shall determine the outcome of appeals regarding education matters.
8. Shall direct school district annexation, reorganization, and dissolution and employ and compensate personnel necessary to enable the state board of public school education to carry out its powers and duties regarding school district annexation, reorganization, and dissolution.
9. Shall facilitate a process to review and update annually the statewide prekindergarten through grade twelve education strategic vision. The process must include input and participation from a steering committee that includes representatives of all state-level entities receiving state education funding and education stakeholder groups. Each steering



committee member entity receiving state education funds shall provide components of the entity's strategic plan which are aligned to the statewide strategic vision. The steering committee shall prepare a collaborative report of the strategic plans of each committee member entity receiving state education funds. The superintendent shall provide the collaborative report and any updates to the strategic vision to the legislative management during each interim and to a joint meeting of the education standing committees during each regular legislative session.

10. Shall administer a student loan forgiveness program for individuals teaching at grade levels, in content areas, and in geographical locations identified as having a teacher shortage or critical need.
11. Shall facilitate the development and implementation of a North Dakota learning continuum in collaboration with the department of career and technical education, upon the recommendation of the kindergarten through grade twelve education coordination council.
12. Shall collaborate with education and workforce development stakeholder groups to determine how best to integrate computer science and cybersecurity into the high school graduation requirements under section 15.1-21-02.2, beginning July 1, 2025. Before September 1, 2022, the superintendent shall report to the legislative management any recommended statutory changes required to implement computer science and cybersecurity as high school graduation requirements.

**Superintendent of public instruction - Duties. (Effective after June 30, 2023)**

The superintendent of public instruction:

1. Shall supervise the provision of elementary and secondary education to the students of this state.
2. Shall supervise the establishment and maintenance of schools and provide advice and counsel regarding the welfare of the schools.
3. Shall supervise the development of course content standards.
4. Shall supervise the assessment of students.
5. Shall serve as an ex officio member of the board of university and school lands.
6. Shall keep a complete record of all official acts and appeals.
7. As appropriate, shall determine the outcome of appeals regarding education matters.
8. Shall direct school district annexation, reorganization, and dissolution and employ and compensate personnel necessary to enable the state board of public school education to carry out its powers and duties regarding school district annexation, reorganization, and dissolution.

9. Shall facilitate a process to review and update annually the statewide prekindergarten through grade twelve education strategic vision. The process must include input and participation from a steering committee that includes representatives of all state-level entities receiving state education funding and education stakeholder groups. Each steering committee member entity receiving state education funds shall provide components of the entity's strategic plan which are aligned to the statewide strategic vision. The steering committee shall prepare a collaborative report of the strategic plans of each committee member entity receiving state education funds. The superintendent shall provide the collaborative report and any updates to the strategic vision to the legislative management during each interim and to a joint meeting of the education standing committees during each regular legislative session.
10. Shall facilitate the development and implementation of a North Dakota learning continuum in collaboration with the department of career and technical education, upon the recommendation of the kindergarten through grade twelve education coordination council."

Page 2, line 13, after "II" insert "and one unit for which algebra II is a prerequisite"

Page 2, line 13, after "and" insert "or"

Page 2, line 14, overstrike "for which algebra II is a prerequisite" and insert immediately thereafter "of computer science and cybersecurity, unless this requirement is met under paragraph 3 of subdivision c"

Page 2, line 14, remove "and"

Page 2, remove lines 15 and 16

Page 3, remove lines 10 through 31

Page 4, remove lines 1 through 31

Page 5, remove lines 1 through 27

Page 5, line 28, replace "This" with "Section 1 of this Act becomes effective upon filing of this Act with the secretary of state. Sections 2 and 3 of this"

Page 5, line 28, replace "becomes" with "become"

Renumber accordingly



**November 8, 2021**

**Joint Technical Corrections Committee**

**HB 1507**

**Katie Ralston, Director of Workforce Division, ND Department of Commerce**

Hello, Chairman Weisz and members of the Joint Technical Corrections Committee. My name is Katie Ralston, and I have served as the director of the workforce division at the North Dakota Department of Commerce since January 2020. In my role, I also have the pleasure of serving as the director of the industry-led Workforce Development Council. I'm here in support of House Bill 1507, because preparing today's students for tomorrow's jobs is crucial to sustaining a talent pipeline for North Dakota employers, and even more important for the success of our future employees.

Lack of available workforce is arguably one of North Dakota's greatest challenges right now. The problem is multifaceted and centered around a lack of people and a mismatch of skills needed to fill our open jobs. Preparing for the workforce starts with our youngest learners and it's important that we give them opportunities to develop the skills they need to be successful when they enter the world of work.

It is concerning that only 3.9% of our students graduate with a foundational computer science class. This trend will only perpetuate another problem that we're working to address right now: North Dakota adults who lack foundational digital literacy skills. In fact, 32% of unemployed adults in our state lack these skills which is disqualifying them from 72.2% of open jobs right now. What this number doesn't speak to are the number of employed individuals who struggle in their work, because they don't have the basic computer and cybersecurity skills needed to perform daily functions using the technology they have at their fingertips. That's an incredible skill mismatch and one that we need to address with students now, to prevent this problem from progressing in the future.

Today, nearly every job is an IT job and reliance on technology will increase across all industries. When reviewing North Dakota's most in-demand jobs, it's easy to see how nearly all interact with technology through the devices used, email and the internet, not just in the work that's performed in these jobs, but in the training programs designed to prepare workers in these fields. Having foundational digital skills is already expected in the same way as strong communication skills, ability to work with others, punctuality, and more and it's important that we equip our students for success in the workplace.

By passing HB 1507, we will support the creation of a talent pipeline that has the skills that North Dakota employers need to fill their open jobs, maintain operations, and grow. Thank you for the opportunity to share my support for this bill. I am happy to answer your questions.

Chairman and members of the committee, I am Mike McHugh and I reside in rural Mandan, and I have a Master's degree in Instructional Design and Technology as well as 5 children in K-12 education. I am in favor of this bill because I believe that all students deserve access to education which will make them more prepared for the 21<sup>st</sup> century workplace.

If it wasn't noticed before, we have seen over the last year and a half how the use of computers is not only helpful, but necessary to live and work in today's world. The big question here is "Does current K-12 education equip every student with the requisite skills to become innovators and problem-solvers, to succeed in this world where computers and technology impact nearly every job and every industry?" Schools around the state and nation have been working hard to develop a curriculum that prepares students to be productive citizens in the 21<sup>st</sup> century. Having a basic understanding of computational thinking is critical to the success of our students as they graduate and become productive members of society in nearly any profession. These computational thinking skills taught through computer science can be utilized in nearly every occupation and also be useful in developing Communication, Collaboration, Critical Thinking and creativity skills, or the 4 C's which are important in many schools today.

I believe that every student should have a foundational knowledge of computer science. Having attended Governor's Summit on Innovative Education, as well as Google's Innovative Education Academy and other study on the topic, I know that the idea of using computer science to help students learn 21<sup>st</sup> century skills is shared among leaders in the state and nationally. Through the study of computer science students will not only be better prepared to enter the many jobs in IT which exist right here in North Dakota, but also further developing the 4 C's or the skills of critical thinking, collaboration, communication, and creativity. In my own house, as two of my children were exploring starting a business selling fishing lures, it didn't take long before they were asking questions like, "how will I communicate with customers?" and "How can we make our business look good to the public?" They quickly realized they needed a website and an email address. Very quickly they were wishing they had some additional knowledge about how computers work and think, in addition to the many other questions they had about being an entrepreneur. We all wished they had received some basic knowledge of this in their school education.

Not having computer science being offered in our 21<sup>st</sup> century schools can be compared to handing out textbooks but not requiring students to have a knowledge of reading. Students will be using computers for the rest of their lives. I ask you to consider adding computer science to the curriculum for our students. I understand that you will likely here opposition on this bill from school administrators, but I do not think you will find a parent who opposes adding these critical skills to their child's education, at all levels and all schools in our state. This is not a burdensome requirement for schools, but rather an opportunity to adapt the minimum standard for education in our state to those skills needed by students now and in the future. This curriculum will prepare our students to be career ready in the 21<sup>st</sup> century, will help fill important jobs in North Dakota in IT as well as many other fields such as unmanned aircraft systems and most importantly these skills will aid our children in learning the Math, science, and literacy skills already needed. This is good for our students and good for our state. Thank you for your time.





**Testimony of Justin Forde**  
President  
Technology Council of North Dakota

**In Support of HB 1507**  
Nov. 8, 2021

Members of the Joint Technical Committee,

My name is Justin Forde. I am the senior director of government relations for Midco and serve as the president of the Technology Council of North Dakota (TechND), whose mission is to promote the use, growth and development of technology in North Dakota. I am here today on behalf of TechND to voice the technology industry's support of HB 1507 which makes computer and cyber science courses available to all K-12 students statewide and incorporates computer and cyber science as a graduation requirement. Developing workforce is the top priority for TechND's members, representing business, education and government, and this effort is one tool in preparing students for the careers of the future.

Computer science drives job growth and innovation throughout our economy and society. Computing occupations are the number one source of all new wages in the U.S. and make up over half of all projected new jobs in STEM fields. Computing is used all around us and in virtually every field, including industries essential to North Dakota's economy, such as energy, agriculture, finance and health care. It is foundational knowledge that all students need.

However, only 44% of all public high schools in North Dakota teach a foundational course. This is below the 47% national average. Additionally, only 3.9% of students graduate with even a foundational computer science course. This is of concern to TechND given there are currently 1,550 vacant computing jobs in North Dakota with an average salary of more than \$73,000. Over the next decade, 7,500 new and replacement technology positions will be needed in North Dakota across ALL industries. It doesn't matter if a student wants to be a doctor or run the family farm, technology impacts everything. North Dakota has the opportunity to develop the skills of our students to leverage technology and turn those skills into a true competitive advantage.

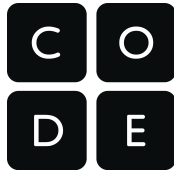
Understanding the significant impact computer science has on our workforce, TechND has been a long-time supporter of the Department of Public Instruction's (DPI) efforts to increase availability of computer and



cyber science courses, including providing industry insight in DPI's adoption of the K-12 computer and cybersecurity standards in 2019, which made North Dakota the first to create such standards.

We encourage you to support this initiative during this Special Session as North Dakota has a unique opportunity to act now as to not miss a one-time opportunity to use ESSER funding to cover the costs associated with getting computer and cyber science in every K-12 school across the state.

On behalf of TechND, I urge your favorable consideration of HB 1507 to provide North Dakota students with foundational skills necessary for virtually all future jobs in North Dakota, the nation and the world.



#11803

November 8, 2021

**Re: HB 1507; Support**

Dear Members of the Joint Technical Committee,

My name is Maggie Glennon with Code.org, a nonprofit organization dedicated to expanding access to computer science courses for all students. **Code.org supports HB 1507.**

The components of this bill are essential to ensure that all students have a foundational understanding of computer science necessary for our modern world. Computing is a foundational skill for K–12 students. It develops students' computational and critical thinking skills and teaches them how to create—not just use—new technologies. In addition to the more than 1,500 currently open computing jobs in North Dakota, computing skills are increasingly valued in every sector, including agriculture, design, and manufacturing jobs. These open jobs will continue to grow, and without the necessary skills to fill them, our students will get left behind. Today, just 43% of high schools in North Dakota teach computer science and only 15 schools offered an AP Computer Science course in 2019–2020.

But this goes far beyond just preparing students for jobs. While not every student will become a computer scientist or even pursue a STEM career, all will benefit from learning fundamental CS concepts and practices. Multiple studies show that students learning computer science in primary school perform better in reading, math, and science; score better on standardized AP exams in secondary school, and; are 17% more likely to enroll in university. Computer science education promises to significantly enhance student preparedness for the future of work and active citizenship.

I ask for your full support of HB 1507. Thank you for your efforts in providing students in North Dakota with the foundational computer science instruction that they need. If you have any questions, please email Maggie Glennon at [maggie@code.org](mailto:maggie@code.org).

Sincerely,

Maggie Glennon  
Director of State Government Affairs, Code.org  
[www.code.org](http://www.code.org)

**NDLA, S TRN - Wolf, Sheldon**

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**From:** Baesler, Kirsten K.  
**Sent:** Tuesday, November 9, 2021 7:42 AM  
**To:** NDLA, S TRN - Wolf, Sheldon  
**Subject:** HB1507 Testimony

WHY include it in the special session budget? - If we don't act now, we will miss out on this one-time opportunity for ND to use its ESSER funding from Covid relief packages to pay the costs

How we arrived at \$2M

- The source of this funding is NDDPI's state set-aside ESSER funding from Covid 19 relief packages with a deadline spend date of 2024
- The \$2M will train and credential one existing teacher per 200 students, so each of our buildings has an adequate number of qualified teachers (720 teachers across North Dakota) at an average cost of \$500 per elementary teacher and \$6000 for high school and middle school

Why the policy change?

- Students want it, and parents want their child's school to teach computer science and cybersecurity
- But even after five years of the legislators and NDDPI allowing it to count for a math or science credit, encouraging training, and incentivizing schools, ND is still behind the national average
  - Only 15 ND high schools offer AP Computer Science (194 high schools)
  - Only 43% of ND high schools teach even a foundational computer science class (Significantly behind the rest of the nation.)
  - Only 112 ND students took AP computer science exams in the entire State of North Dakota last year
    - Only 1 of those test-takers was Native American
    - Only 22 test-takers were female
  - Only 3.9% of our high school graduates have taken even a foundational computer science or cybersecurity course
- Just as local superintendents understand it is their responsibility to ensure that all students in their districts have equitable access and encouragement to take classes that lead to high-paying, in-demand jobs. The State has the responsibility to make decisions that lead to equitable access to this learning in the 483 school buildings across North Dakota

NDDPI, NDIT, NDUS, and ND Commerce have been partnering for five years to bring us to this point.

- All courses are available through ND EduTech, ND Center for Distance Education, Bismarck State Polytechnic College, and NDUS Dakota Digital Academy to train all necessary teachers.
- We have established ND Computer & Cyber Security Learning Standards for every grade K-12 (The first State to include cybersecurity)



While HB1507 appears to be a K-12 education-focused bill, it is much more. HB1507 is a **workforce and economic development solution for the State.**

- The State with the highest number of open IT jobs is California. The second most common location for IT jobs is “Remote.”
- ND will have to do this eventually. If we don’t prepare our ND students, we will be outsourcing our talent rather than growing the talent that can remain in North Dakota and provide services for every other State in the nation
- Computing jobs are the #1 source of new wages in the US
- We currently have a knowledge deficit and need to import employees, fill them with out-of-state citizens, or leave them unfilled, resulting in lost state revenue. (1,603 open computing jobs in ND, but 152 computer science graduates in 2018)
- This education leads to high-paying, in-demand jobs

Starting to teach Computer Science and Cybersecurity in High School or even Middle School is too late.

- Computer science is foundational (like reading, writing, and math), and it affects every career field
- Just like we teach kindergarteners to plant a seed in soil and watch it grow, or teach them how the electrical circuit works in 5<sup>th</sup> grade, so must we teach our students how the internet works and how to use its potential and protect themselves from its potential.
- Computer science is not just about learning technology and coding; it is about logic, problem-solving, and creativity
- [Multiple studies show](#) that students learning computer science [in elementary school](#) perform better in reading, math, and science.
- 50% of Americans rank computer science as one of the two most important subjects of study after reading and writing
- 54% of children rank computer science as a favorite class (3<sup>rd</sup> only to Art, Design, and Performing Arts)

HB1507 is a State Safety and Security issue.

Young children must understand digital citizenship and cybersecurity

- 90% of our State’s schoolchildren now have a school-issued iPad, laptop, or tablet to complete their schoolwork.
- These devices use the State’s STAGE Network for hours every day, opening our State network to security risks with users who aren’t educated on its potential power and danger.
- 19% of children age 8 had a smartphone in 2019, up from 11% in 2015
- 53% of children age 11 had a smartphone in 2019, up from 32% in 2015

I ask for your full support of HB1507.

If I can be of assistance or have any questions, please feel free to contact me via email or phone.

Thank you for your support and dedication to the State of North Dakota.

Kirsten



**Kirsten Baesler**

State Superintendent  
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**NDLA, S TRN - Wolf, Sheldon**

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**From:** Baesler, Kirsten K.  
**Sent:** Tuesday, November 9, 2021 8:12 AM  
**To:** NDLA, S TRN - Wolf, Sheldon  
**Subject:** Closing for HB1507 testimony

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Computing is a foundational skill for K–12 students which develops students' skills including computational and critical thinking, logic, problem-solving, and creativity. It's crucial that—as educators—we ensure every student has the tools necessary to succeed. Equitable access to education is the backbone of this legislation. Computer science is foundational (like reading, writing, and math), and it affects every career field. Just like we teach kindergarteners to plant a seed in soil and watch it grow, or teach them how the electrical circuit works in 5th grade, so must we teach our students how the internet works and how to use its potential and protect themselves from its potential.

I hope you will support this critical legislation and give our students even more chances for success in education and beyond.

**Testimony in opposition – Steve Madler - Principal**

The forthcoming dialogue is a response in opposition to the proposed bill to amend and reenact 15.1-21-01, subsection 1 of 15.1-21-02 and 15.1-21-02.2 of NDCC relating to computer science and cybersecurity as required instruction and graduation requirements. I am in a unique position to share this stance as I have degrees in mathematics, computer science, and have spent the past 16 years of my career in high school administration. I have taught high school math courses ranging from pre-Algebra through PreCalculus in high school and CIS and Statistic courses at the collegiate level. However the bulk of my teaching load was in the realm of computer programming. In the late 90's, I developed the curriculum in Bismarck Public Schools to have a ½ unit Computer Programming I course (MISO-3 course # 23012), a ½ unit Computer Programming II course (MISO-3 course # 23015), and a ½ unit of AP Computer Science A (MISO-3 course # 23580). Obviously, the curriculum has grown over the past 20 years and we now have adopted AP Computer Principles, Cybersecurity, IT Essentials, and computer hardware courses through our CTE program. The only reason I share this background is to underscore that I have a vested interest in this curriculum and have a solid understanding of the student skillset needed to grow and succeed in this curriculum.

My first positional objection to the bill has to do with supplanting required math requirements. Granted this has been a 'may' option for the past few years, but our district has roughly 45 students who take AP Computer Science every year and we have yet to have a supplant request. The reason being is that if a student truly wants to pursue preparation and a pathway to an IT career, cutting out math requirements is an incredibly negligent approach. The reason being, typical college course requirements for a computer science degree include Calc I, Calc, II, Discrete Math, Linear Algebra and Statistics. Certainly, those in the field might have opinions as to the level of impact these courses have in IT careers but colleges, Higher Learning Commissions and post-secondary advisory boards set that stage (and have well-established reasons/research for doing so). I have no confidence that a student will be able to take Algebra I, Geometry, a computer programming/cybersecurity course and have the necessary skills to pursue a post-secondary degree in computer science.

My second positional objection to the bill has to do with the idea of 'if you don't do it in math, just use it to take care of a lab science'. Just because computer science has the word 'science' in it's name, does not insinuate that it all of a sudden becomes a lab science. I cannot imagine science, health science and engineering programs across the country would accept half of a chemistry course or half of a physics course in lieu of a computer science/cybersecurity course. In some regards, it is like saying band is a substitute for Spanish in the fine arts.



My third positional objection has to do with dilution of programming. As mentioned above, there is a skillset needed to do this work and the skillset has unique traits. To say all students will be able to show proficiency in computer programming and cybersecurity is like saying all students will run a 5 minute mile. Some can and some regardless of the accommodations or dilution of outcomes simply cannot. We have a duty to our students and stakeholders to develop an IT pathway that is robust and positions our completers to address this critical societal issue. Once it gets turned into a minimum graduation requirement for all, the reality of diminished returns shows up in spades. This statement may not be a popular statement, but you can ask any 20-40 year veteran math teacher if Algebra II is the same as Algebra II was 20 years ago and you will get an emphatic response of 'NO'. I see this being no different. We need to invest in high quality programming and need to develop the greatest minds to lead their generation through this crisis. Anything less will grow 'minimum requirement' programs; which will build generic skills; which equates to deficit skills for those pursuing this career pathway.

My last positional objection goes beyond curriculum and revolves around the crisis all ND schools face with critical staffing shortages. My current district (BPS) is the largest district in the state. We have an established program and 4 faculty who are credentialed to teach these courses (one at each high school and myself). If this were to become a requirement, we would need to find/train/hire 7.5 FTE's to make this a graduation requirement. One could argue... 'Well if you have it replace a math requirement it is a budget neutral event'... but college bound students/their parents/scholarship committees will not be satisfied with a minimalist math prep route in the name of computer science/cybersecurity. Therefore, it will not be budget neutral. Secondly, it is incredibly rare for Computer Science majors to go into the education field. That leaves the only plausible solution to emergency certify math teachers or try to credential those in the field to become CTE practitioners. A blanket certification for math teachers flies in the face of my third objection and the salaries which lure current IT professionals to leave their field to teach is not fiscally attainable.

In closing, it doesn't take much penciling out to determine what kind a fiscal impact this unfunded mandate would have on local school districts. In my district alone, there would be a \$500,000 outlay of resources to accomplish the required minimum. As this gets scaled out throughout the state, the number becomes obnoxiously high and it still has not defined the overall objective/outcome other than a 'required for all minimum'. With this said, if appropriations are on the table, I would hope our elected constituents can see past this short-sighted approach and reserve funding for schools/REA's to access in order to build out and grow high quality programming for the talent which exists in all our schools.

Testimony in Opposition – Mark Andresen, Principal

My name is Mark Andresen and I am the principal at Mandan High School in Mandan, ND where I have been for the principal for the last 18 years. Prior to that I was a science teacher in the same building for 9 years where I taught Biology, Physical Science, and Physics. I write today in opposition to House Bill 1507 as I do not believe that this process has been researched enough as to the cause and effect on all schools both large and small. Some of the issues (with explanation) that will arise in my school alone are as follows:

1. Who is going to teach the class and how are you getting these people highly qualified when we already have teacher shortages in North Dakota? I currently have one teacher that teaches a single section of Intro to CSI and AP Computer Science. This program is limited to 20 students per period due to space and equipment. My average class size at MHS is 320 students beginning next year. This will be an increase of 3.0 FTE's and the need for three rooms and 63 additional computers due to the fact that a teacher will teach about 100 students daily for both semesters in a single room.
2. Where are the funds coming from to cover the teachers, rooms, and infrastructure / equipment? iPads and Chromebooks are efficient for an introductory course but not for a programming course. Many schools have removed their computer labs and do not have the needed equipment to do a full year of the course. Also, we are currently building a new high school due to the fact that we have no extra classrooms. I do not believe that this will reduce the number classes as students will continue to take other math / science courses and in essence will cause further issues and reduced numbers in our elective programs which are already a concern for size. Students that are college bound will not forgo their math sequence which essentially will hurt electives even more.
3. Why are we reducing mathematics credit and substituting in a CSI / Cyber course when upper level mathematics is required for degrees in some of these programs? Cyber security requires lower levels of math (College Algebra) but CSI courses require Calc 1 / Calc 2 / Probability and Statistics / Discrete Mathematics.

4. How are schools going to meet the needs for some of the different levels of Special Education students when the wording in the bill states: **Three units of mathematics, which MUST include one unit of computer science and cyber security.** I do not believe that it is doable for some of my Special Education students as they struggle with their math level the way it is as many are in the 5-8 grade level as a senior. Having them try to understand complex programming and cyber security curriculum will be very confusing and extra challenging especially if it is a mandatory requirement.

Please understand that I am not opposed by any means to having CSI or Cyber Security programs as part of the programming that we offer at schools. I am strongly opposed to these programs being pushed onto schools and mandated for all students as a graduation requirement without having been researched, funded, or providing the schools with the necessary resources for it to be successful.



# North Dakota Small Organized Schools

#11795

Mr. Michael Heilman  
Executive Director  
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HB-1507

Testimony in Opposition

Michael Heilman – Executive Director North Dakota Small Organized School

November 8, 2021

Chairman and members of the Joint Technical Corrections Committee, my name is Michael Heilman. I am the Executive Director of the North Dakota Small Organized Schools (NDSOS). I represent 155-member school districts of the North Dakota Small Organized Schools. NDSOS stands in opposition to HB 1507 as it is currently written.

The concerns with this bill are many. First and foremost, changing of graduation requirements is a conversation well worth having, but it should be done when there is time to engage the education leaders, school boards and students from across the state. Changes in graduation requirements can have significant impact on school staffing and budgets. Large districts will need to offer multiple sections of the newly proposed course and smaller schools, who find staffing in math and science nearly impossible, will scramble to find qualified staff.

Changes to graduation requirements impact student choice. That is not to say that graduation requirements are not needed, certainly there is knowledge that is universal and needed by all. However, we also need to respect that our students' interests are diverse, and North Dakota's comprehensive high schools attempt to meet that diversity by offering the required courses as defined in Century Code and a comprehensive selection of electives. Changing graduation requirements can have a profound impact on course offering and student's ability to choose. Every additional requirement (18 when I graduated, 22 currently) reduces student choice and may actually create situations where students are less choice ready upon graduation. If a student's interest is in Cyber Security, great they should have that choice, but if it is not their area of interest, why should they be forced to lose out on an area of their choosing.

As stated earlier, NDSOS believes this is a conversation worth having, but at a time when it can be properly vetted by engaging all the stakeholders. NDSOS stands opposed to this legislation being enacted at this time. Thank you Chairman and members of the Joint Technical Corrections Committee.

Mr. Michael Heilman – Executive Director

North Dakota Small Organized Schools

[mheilmanndsos@gmail.com](mailto:mheilmanndsos@gmail.com)

701.527.4621

## Board of Directors

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Mr. John Gruenberg, Supt. Powers Lake

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Dr. Steven Johnson, Supt. Lisbon

**The mission of NDSOS is to provide leadership for the small/rural schools in North Dakota and to support legislation favorable to their philosophy while opposing legislation that is harmful.**





Monday November 8, 2021

Testimony in Opposition to HB 15007

Good afternoon members of the Technical Corrections Committee. For the record my name is Dr. Aimee Copas and I serve as the Executive Director for the North Dakota Council of Educational Leaders (NDCEL) who serves all your school leaders administrators and directors such as Superintendents, Principals, Business Officials, Special Education Directors, CTE Directors, Technology Directors, Athletic Directors and County Superintendents. We stand before you today to ask you to please not consider an adjustment to the graduation requirements by adding computer science and cyber security during this special session of the legislature.

Our schools do not make this ask to insinuate in any way that we do not support education in this arena and in fact we do support an acceleration of embedding this work into our curriculum, however, to move to a graduation requirement is one that takes a more in-depth study and effort. This is a concept that has not been vetted with the field in any way that we've been able to discover. In fact, it is safe to say that nearly the entire field of educational leaders was not even aware of this until hearing about this bill showing up at the special session. In the short time that we've had to discuss this on my statewide weekly calls, calls with my boards, and discussions with key educational leaders, I have not yet visited with one administrator who is comfortable with this approach, or this bill at this time. As a nation we are grappling with mandates that the populous did not have a say in – these mandates have impacts. What we do know in North Dakota is that the best laid plans rarely come from mandates. Rather they come from what we do well here – collaboration – bringing together the best of educators to define a pathway in the best interest of our schools. In doing so we can figure out all the nuances that make initiatives a success – capacity, infrastructure, hard and soft resources necessary for successful execution. This process has not happened yet – and it needs to.

We 100% understand the critical importance of having our students increasing their knowledge in this area. The field would like to work on the most appropriate way to do so with our current budgets and hard and soft resources. We must ensure that an adjustment of this magnitude is in

*NDCEL is the strongest unifying voice representing and supporting administrators and educational leaders in pursuit of quality education for all students in North Dakota.*

*Executive Director: Aimee Copas-----Assistant Director: Russ Ziegler*



line with our state strategic vision for education and with our accountability plans we've set with ESSA. This is work that needs to be done and if it is of such a critical nature that it needs to be heard at a special session set for spending of federal fund and redistricting, where were the collaboration meetings with the key stakeholders? This has not been mentioned at any number of opportunities such as the Statewide ESSA meeting on Sept 9<sup>th</sup>, Superintendent Baesler's Cabinet meetings this fall with Superintendents or Principals, nor any of my statewide calls with the field that often NDDPI staff take part in. The logistical and staffing considerations are real. Building capacity for an adjustment of this magnitude is a real consideration. Prior to this shift, the field would respectfully request to be a part of the development of a workable plan that works for schools all way from Walhalla to Beach, Bismarck to Westhope, and Grenora to Fargo. This is out of nature as to how North Dakota successfully achieves initiatives. We are a state that collaborates, respects local decision making, pulls people together around initiatives that are important and builds the support to do so. We are asked in education that when it comes to big decisions that we have a majority of support. With things that cost our districts money such as building or remodeling our school buildings, we are asked to receive a 60% supermajority vote of our voters. Yet in this instance – even when the topic matter is of this nature - it was **not** discussed with the stakeholders who need to carry out such a requirement.

We respectfully ask that you not support the passage of this bill during this special session of 2021, and rather encourage a collaborative approach that can be supported by the field rather than a top-down unfunded mandate to our schools.



#11787

**NEW ROCKFORD-SHEYENNE PUBLIC SCHOOL**

**437 First Avenue North**

**New Rockford, North Dakota 58356**

**Phone: 701-947-5036**

**Fax: 701-947-2195**

November 8, 2021

To Whom It May Concern,

I am addressing this body in opposition to HB 1507. While I agree with the need for robust programming in the area of computer science, we currently have teacher training supports in place to meet this growing need.

I oppose the alteration of graduation requirements to reflect this change until local boards have had further opportunity to examine this issue and reflect on how staffing opportunities, credit requirements and funding affect this change. I would recommend that the change in graduation requirements be revisited by the North Dakota Legislature in 2023 following further study.

Sincerely,

Jill C. Louters  
Superintendent  
New Rockford-Sheyenne School District

**“HOME OF THE ROCKETS”**

# 2021 JOINT STANDING COMMITTEE MINUTES

## Technical Corrections Committee Pioneer Room, State Capitol

HB 1507  
11/10/2021  
AM

A BILL for an Act to amend and reenact section 15.1-21-01, subsection 1 of section 15.1-21-02, and section 15.1-21-02.2 of the North Dakota Century Code, relating to computer science and cybersecurity required instruction and graduation requirements; and to provide an effective date.

Co-Chair J. Lee called the hearing to order, Vice Chair Patten, Senators H. Anderson, Schaible, Dwyer, Kannianen, Vedaa, Bakke, Co-Chair Weisz, Vice Chair Porter, Representative Dockter, Richter, Louser, O'Brian, Roers Jones, Hanson present [9:14]

### Discussion Topics:

- Interim meetings
- Work force development workforce
- Computer science and cyber security
- Teacher training
- Coordinating Council

**Senator Schaible** submitted a proposed amendment #21.1134.01006 (#12197) [9:15]

**Senator Schaible** moved amendment #21.1134.01006 [9:19]

**Senator Patten** seconds.

**Motion carries by voice vote**

**Senator Bakke** moved **DO PASS** as Amended

**Senator Schiable** seconds

Senators	Vote
Chair Judy Lee	Y
Vice Chair Dale Patten	Y
Senator Howard Anderson	Y
Senator Donald Schaible	Y
Senator Michael Dwyer	Y
Senator Jordon Kannianen	Y
Senator Shawn Vedaa	Y
Senator JoNell Bakke	N
Chair Robin Weisz	N

Vice Chair Todd Porter	Y
Representative Jason Dockter	Y
Representative David Richter	Y
Representative Scott Louser	Y
Representative Emily O'Brien	Y
Representative Shannon Roers Jones	Y
Representative Karla Rose Hanson	Y

Motion carried 15-1-0

Senator Schiabe and Representative Richter will carry.

**Co-Chair J. Lee** adjourned the hearing [9:28]

*Sheldon Wolf, Committee Clerk*



November 9, 2021

DP 11/10/21  
1 of 3

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1507

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to amend and reenact section 15.1-02-04 of the North Dakota Century Code, relating to the duties of the superintendent of public instruction to report to the legislative management regarding contemplated curriculum in computer science and cybersecurity; and to provide an effective date.

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

**SECTION 1. AMENDMENT.** Section 15.1-02-04 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-02-04. Superintendent of public instruction - Duties. (Effective through June 30, 2023)**

The superintendent of public instruction:

1. Shall supervise the provision of elementary and secondary education to the students of this state.
2. Shall supervise the establishment and maintenance of schools and provide advice and counsel regarding the welfare of the schools.
3. Shall supervise the development of course content standards.
4. Shall supervise the assessment of students.
5. Shall serve as an ex officio member of the board of university and school lands.
6. Shall keep a complete record of all official acts and appeals.
7. As appropriate, shall determine the outcome of appeals regarding education matters.
8. Shall direct school district annexation, reorganization, and dissolution and employ and compensate personnel necessary to enable the state board of public school education to carry out its powers and duties regarding school district annexation, reorganization, and dissolution.
9. Shall facilitate a process to review and update annually the statewide prekindergarten through grade twelve education strategic vision. The process must include input and participation from a steering committee that includes representatives of all state-level entities receiving state education funding and education stakeholder groups. Each steering committee member entity receiving state education funds shall provide components of the entity's strategic plan which are aligned to the statewide strategic vision. The steering committee shall prepare a collaborative

report of the strategic plans of each committee member entity receiving state education funds. The superintendent shall provide the collaborative report and any updates to the strategic vision to the legislative management during each interim and to a joint meeting of the education standing committees during each regular legislative session.

10. Shall administer a student loan forgiveness program for individuals teaching at grade levels, in content areas, and in geographical locations identified as having a teacher shortage or critical need.
11. Shall facilitate the development and implementation of a North Dakota learning continuum in collaboration with the department of career and technical education, upon the recommendation of the kindergarten through grade twelve education coordination council.
12. Shall collaborate with workforce development stakeholders and the kindergarten through grade twelve education coordination council to determine how best to integrate computer science and cybersecurity into elementary, middle, and high school curriculum under sections 15.1-21-01 and 15.1-21-02. Before September 1, 2022, the superintendent shall provide a report to the legislative management regarding the outcome of this collaboration.

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10. Shall facilitate the development and implementation of a North Dakota learning continuum in collaboration with the department of career and technical education, upon the recommendation of the kindergarten through grade twelve education coordination council.

**SECTION 2. EFFECTIVE DATE.** This Act becomes effective upon its filing with the secretary of state."

Renumber accordingly



**REPORT OF STANDING COMMITTEE**

**HB 1507: Joint Technical Corrections Committee (Rep. Weisz, Co-Chairman)** recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (15 YEAS, 1 NAY, 0 ABSENT AND NOT VOTING). HB 1507 was placed on the Sixth order on the calendar.

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to amend and reenact section 15.1-02-04 of the North Dakota Century Code, relating to the duties of the superintendent of public instruction to report to the legislative management regarding contemplated curriculum in computer science and cybersecurity; and to provide an effective date.

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