

**2025 SENATE EDUCATION**

**SB 2213**

# 2025 SENATE STANDING COMMITTEE MINUTES

**Education Committee**  
Room JW216, State Capitol

SB 2213  
1/28/2025

Relating to mathematics curriculum, professional development, screening and intervention, administrative rules and reporting requirements, mathematics instructor competency, and to provide for a legislative management report, an appropriation and effective date.

2:16 p.m. Chairman Beard called the hearing to order.

Members Present: Chairman Beard; Vice-Chairman Lemm; Senators: Axtman, Boschee, Gerhardt, and Wobbema.

## **Discussion Topics:**

- Discussion of amendment
- Professional development requirements
- Early intervention

2:16 p.m. Senator Schaible, District 31, testified in favor and submitted testimony #32082.

2:21 p.m. Kevin Hoherz, Lobbyist ND Council of Education Leaders, testified in favor.

2:27 p.m. Dr. Aimee Copas, Executive Director ND Council of Education Leaders, testified in favor and submitted testimony #32048 and #32049.

2:34 p.m. Ann Ellefson, Director of Academic Support, ND Department of Public Instruction, testified in favor and submitted testimony #32185.

2:48 p.m. Rebecca Pitkin, Executive Director Education Standards and Practices Board, testified neutral and submitted testimony #32095.

2:56 p.m. Michael Watson, Vice President Policy and Advocacy, testified neutral and submitted testimony #32203.

## **Additional written testimony:**

Brenda Ruehl, Director of Program Services Protection and Advocacy, submitted testimony in favor #32217.

Perry Just, Director of Curriculum and Instruction Mandan Public Schools, submitted neutral testimony #31422.

Liann Hanson, Director of Standards Based Instruction Fargo Public Schools, submitted testimony in opposition #31811.

Kaye Anderson, Independent Education Consultant, submitted testimony #32022 in favor.

3:05 p.m. Chairman Beard closed the hearing.

*Susan Helbling, Committee Clerk*

1 SB 2213 – Relating to Mathematics Requirements

2 Mandan Public Schools – Dr. Perry Just Testimony

3 Good morning, Chairman Beard and members of the Senate Education Committee. For the record,  
4 my name is Dr. Perry Just. I serve as Director of Curriculum & Instruction for Mandan Public  
5 Schools. I am writing to urge you to consider changes to Senate Bill 2213.

6 While I appreciate the intent behind this legislation and support, several significant flaws create  
7 unnecessary hurdles for local school districts. First, the bill places too many requirements on  
8 schools concerning professional development and reporting requirements. Part of the work of all  
9 districts is to identify instructional gaps and deficits within our respective schools. Then, school  
10 leaders work to create plans to address these gaps through professional development and  
11 curriculum. For example, in 2021, after the COVID crisis, our district identified mathematics as  
12 a significant need area based on our declining scores in this content area. We developed a three-  
13 year plan to provide an updated curriculum and professional development utilizing an evidence-  
14 based instructional program called Mathematic at Work. Through this three-year process, we have  
15 been able to go from several points below the state average in state proficiency to above the state  
16 average, particularly at our [Elementary Level](#). Utilizing local resources and ESSR dollars, our  
17 district spent roughly \$120,000 on professional development to drive our work to improve over  
18 the last three years. As written, this bill would require my district to complete unnecessary training,  
19 reporting, and review in an area we have already addressed. I would urge the committee to consider  
20 providing opportunities for school districts that have already addressed their needs or are  
21 performing above state average in mathematics to be allowed to forgo the professional learning  
22 and particularly, the reporting requirements embedded in the bill.

23 Furthermore, language in the bill that requires ‘ALL’ teachers to receive training creates situations  
24 where we spend money on professional learning that may not be needed in our local school  
25 district. Within our district, we have staff members who are exceptional teachers and have already  
26 gone to great lengths to improve their instruction; they may not need specific training, but we want  
27 to support and increase skills for our teachers who could use additional resources and support. This  
28 bill ‘requires’ us to provide training for all and again doesn’t give local school districts the ability



29 to be conscientious of where their need is and the ability to expend funds in such a way that  
30 provides impact where it is needed. Instead, we are required to put our people through unnecessary  
31 training in order to satisfy a reporting requirement.

32 Additionally, sections 2 and 3 of the bill appear redundant in relation to other requirements  
33 embedded in the state century code. Districts already are required to ensure that teachers are highly  
34 qualified to teach in their respective areas. Providing additional requirements in an area where  
35 extreme shortages already exist does not help school districts in adequately staffing their schools.  
36 Furthermore, the foundation skills and competencies identified in the bill are already explicitly  
37 identified within our state standards, and school districts are held accountable for meeting state  
38 standards through the state assessment process. Again, under our current laws, local schools  
39 identify their needs based on state assessment data and work to create their professional learning  
40 and curricular gaps to improve student learning as this is a requirement as part of our continuous  
41 improvement process. There is no need to create additional language for requirements that already  
42 exist in our century code.

43 In conclusion, as a former mathematics teacher for many years, I applaud the legislature seeking  
44 to improve student learning in mathematics. In my current roll, the bill presents several challenges  
45 that could hinder its potential effect on student performance as it erodes schools' ability to  
46 determine and address their current needs and develop their own programming because it places  
47 unnecessary burdens on school that have already begun this work in mathematics. I urge the  
48 committee to consider changes to the bill and address these concerns to ensure that it benefits our  
49 students and educators by providing districts direct access to resources and the ability to tailor  
50 continuous improvement planning to meet the local needs without the additional burden of  
51 cumbersome and unnecessary state reporting and professional development.

**January 26th, 2025**

Senator Donald Schaible  
North Dakota State Senate  
600 E Boulevard Ave  
Bismarck, ND 58505

Dear Senator Schaible,

Thank you for your efforts in introducing **Senate Bill 2213** and for recognizing the importance of strengthening mathematics instruction in North Dakota. I appreciate you reading my review and input on this draft legislation. While I support initiatives aimed at improving student achievement, I would like to share some considerations regarding specific components of the bill respectfully.

## **Science of Math Framework**

The term "Science of Math" has gained traction in educational discussions recently, but its interpretation varies widely. While I agree with the focus on foundational skills, there is a potential risk of misunderstanding or oversimplification. In Fargo Public Schools, we already have strong instructional and curricular tools that ensure students meet essential competencies. My concern is that this bill could inadvertently encourage "drill and kill" methods, which research shows do little to foster deep mathematical understanding or engagement. Instead, it is critical to balance foundational skills with opportunities for critical thinking, problem-solving, and real-world applications.

## **Section Two: Professional Development**

Mandatory professional development has proven beneficial for literacy initiatives when it is well-planned, funded, and designed with teacher input. If similar PD is envisioned for mathematics, it will be important to ensure alignment with district goals and sufficient support for educators. We have seen in the past how initiatives tied to the Century Code can lead to unfunded mandates, creating significant challenges for districts. For example, we were fortunate to leverage ESSER funds to support the literacy mandates, but that funding is no longer available.

## **Section Three: Monitoring and Compliance**

This section raises important questions about implementation and oversight:

- Will specific formative assessments be mandated, or will districts have the flexibility to choose tools aligned with their needs?
- How will compliance be monitored, particularly regarding PLC processes for analyzing data and adjusting instruction?

- The requirement for an annual report on implementation—is this meant to align with existing accountability data, or will it introduce additional reporting responsibilities for districts?

Without clear guidance, these requirements could add unnecessary burdens on educators and administrators. Research on large-scale education reform highlights the risk of implementation barriers when policies are overly prescriptive or lack clear frameworks.

## **Additional Research Considerations**

Several research-based concerns also warrant attention:

1. **Balance of Conceptual and Procedural Knowledge**  
Policies that overly emphasize foundational skills risk narrowing the curriculum and reducing opportunities for students to build conceptual understanding and apply mathematics meaningfully. Research by the National Council of Teachers of Mathematics (NCTM) stresses integrating procedural fluency with conceptual understanding to prepare students for real-world problem-solving.
2. **Impact on Teacher Autonomy**  
Teacher autonomy has been linked to higher job satisfaction and retention. Mandating specific assessments or instructional practices without considering local context may erode teacher agency, ultimately impacting morale and instructional innovation.
3. **Risk of Narrow Curriculum**  
Mandates focused too narrowly on specific assessments or practices could unintentionally limit instructional time for other critical areas, such as mathematical reasoning, collaboration, and creativity.
4. **Equity and Resource Concerns**  
Districts with fewer resources may struggle to meet compliance requirements, potentially exacerbating existing inequities. Any funding allocated for implementation must be sustainable and sufficient to support all districts equitably.
5. **Student Engagement**  
Overreliance on rigid skill-based practices could reduce student engagement, especially for diverse learners. Research underscores the importance of inquiry-based and collaborative learning experiences that make math meaningful and relevant.
6. **Need for Evidence-Based Practices**  
While the "Science of Math" concept is compelling, its application must be grounded in research. Ensuring that the strategies mandated by the bill align with evidence-based best practices will be critical for meaningful and lasting improvements in student outcomes.

## **Collaboration and Flexibility**

I appreciate the emphasis on collaboration in refining this bill and ensuring that teachers, administrators, and stakeholders have a voice in its development. Allowing districts the flexibility

to adapt the framework to their unique needs and strengths will ensure the success of this initiative without creating unnecessary burdens.

I remain committed to supporting thoughtful, research-aligned approaches to improving student learning. Please do not hesitate to reach out if further collaboration or input from Fargo Public Schools would be helpful.

Sincerely,  
Liann M. Hanson, PhD (She/Her)  
Director of Standards-Based Instruction  
Fargo Public Schools

## Testimony of HB2213

Senate Education Committee

By: Kaye Andersen, Mathematics Instructional Coach & Educational Consultant

Chairman Beard and Members of the Education Committee:

My name is Kaye Andersen, I am a retired middle school math teacher currently working part-time as an educational consultant. My master's degree in education is in the cognate of teaching and learning math. I am here to provide supportive testimony for Senate Bill 2213; this bill provides targeted legislation to improve North Dakota students' math proficiency.

Students' math achievement scores have dropped both nationally and within our state for the past several years. We need only go to the [ND Insights public dashboard](#) to find evidence of this trend.

## Percentage of students proficient or above on the North Dakota State Assessment

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	Grade 11
2018 – 2019	49	43	48	47	40	47	30	33
2019 – 2020	-	-	-	-	-	-	-	-
2020 – 2021	48	36	42	39	38	38	28	28
2021 – 2022	48	37	43	40	37	34	27	33
2022 – 2023	50	38	43	41	38	35	29	31
2023 – 2024	50	39	46	41	39	37	25	32

Data taken from ND Insights Dashboard

When looking at these scores we can see that scores steadily decline within the same cohort of students from 3<sup>rd</sup> grade to 11<sup>th</sup> grade. This is demonstrated by the color code following the same group of students through the grades. This is a K-12 problem; not a K-5

problem or a middle and high school problem; it's a K-12 problem. Unlike content areas like social studies and science, most mathematics skills follow a sequential order. Each grade level relies on the mastery of the standards in the prior grade level in order to provide students the best chance at success. Senate Bill 2213 provides a balanced approach, addressing needs of all grade bands in order to support teachers and students at whatever level they are learning or teaching at.

My main expertise falls in the area of mathematics instruction. Senate Bill 2213, section 6 addresses mathematics curriculum and professional development. For the past few years, I have been working alongside schools and REAs throughout the state to support teachers in identifying the strengths and weaknesses in their current math curriculum (program and/or other main resources) and planning how to supplement classroom instruction with evidence-based instructional strategies to address the areas of greatest weakness. I would like to take this opportunity to share some background and data from this work.

In the fall of 2023-2024 the NDREA was awarded ESSR dollars to develop a *Features of Effective Math Instruction: Explicit, Systematic* instruction workshop. This workshop was held in each of the 6 REA regions and hundreds of teachers across the state participated. First, I would like to highlight the work of New Town Edwin Loe Elementary School. The FEMI ES workshop occurred in October of 2023 at the district level. All elementary teachers and paras attended. The teachers took what they learned and through their collective effort and the students' hard work, increased their NDSA math proficiency scores from 28% proficient (2022-2023) and to 47% proficient (2023-2024).

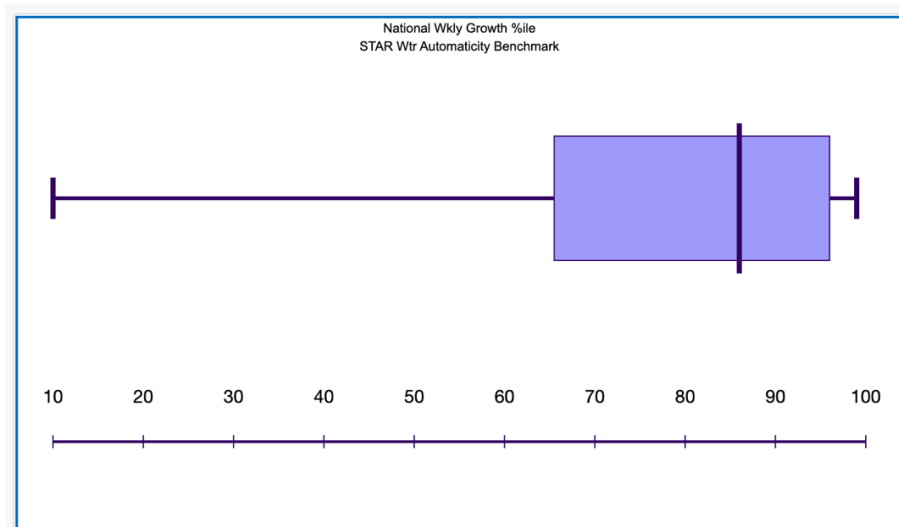
One specific area addressed during this workshop is fluency. Using [\*the Institute of Educational Sciences Practice Guide #26: Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades\*](#) as the guide for best practice instruction, teachers develop their own fluency plan based on recommendation #6 in the practice guide. The following data is from the class of a teacher that attended this workshop.

The graph is an individual benchmark report on automaticity from a student in one of the two 4<sup>th</sup> grade classrooms of this teacher in Mercer County. Details of note on the graph:

- Graph represents 3 benchmarks scores from 3<sup>rd</sup> grade and the fall and wtr scores of 4<sup>th</sup> grade.
- The trend throughout 3 grade and the 4<sup>th</sup> grade fall benchmark remained relatively flat. The fluency plan was implemented at the beginning of the 4<sup>th</sup> grade year.
- The student’s 4<sup>th</sup> grade wtr benchmarck score is at the 87%ile in her school and 95%ile nationally .
- The student’s weekly rate of growth from fall to wtr in the 4<sup>th</sup> grade is 87%ile within the district and 98%ile nationally.



Classwide wtr benchmark automaticity data from the same classroom is represented in the box and whisker plot below. The graph demonstrates that 75% of the students had a weekly growth rate of 60%ile or higher (nationally). 25% of the students had a weekly growth at a 97%ile or higher growth rate (nationally).



These examples demonstrate how well planned, targeted professional development can support teachers as they strive to help North Dakota students improve their math achievement.

Chair Beard and members of the Committee, thank you for your dedication to improving education for all North Dakota students. This concludes my testimony and I will answer any questions you have at this time.



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Sixty-ninth  
Legislative Assembly  
of North Dakota

**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 an appropriation; and to provide an effective date.

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

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

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

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

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

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

- 22 1. The board shall ensure a candidate for teacher licensure, who will be certified to be  
23 an elementary education or secondary mathematics teacher, or both, demonstrates  
24 competencies in beginning mathematics instruction.

2. A candidate satisfies the requirements of this section if the candidate demonstrates:
  - a. The candidate has received training in mathematics instruction competencies from an accredited or approved program; or
  - b. Mastery of the topics under subsection 1 of section 3 of this Act.
3. The board may issue a provisional license for up to two years to a teacher licensure candidate who does not meet the requirements of this section.

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

**Mathematics curriculum - Professional development - Dyscalculia screening and intervention.**

Each school district and nonpublic school shall:

1. Ensure the portion of its curriculum which is related to mathematics is based on evidence and research, includes differentiated instruction, is aligned to the state standards, and focuses on:
  - a. Foundational skills, including:
    - (1) Numbers and operations;
    - (2) Algebraic reasoning;
    - (3) Geometry and measurement; and
    - (4) Data, probability, and statistics; and
  - b. Competencies, including:
    - (1) Problem solving;
    - (2) Connections; and
    - (3) Reasoning and proof.
2. Provide continuing professional development for mathematics teachers and school leaders which:
  - a. Focuses on best practices in mathematics instruction, including:
    - (1) Explicit and differentiated instruction;
    - (2) Data-driven decisionmaking; and
    - (3) The topics under subsection 1.
  - b. Includes evidence-based programming on the science of mathematics which aligns with the topics under subsection 1.

**c. For those districts whose state assessment results the prior year are below the state average, must identify professional development for mathematics teachers and the school based on district data and need.**

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

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

18        **Mathematics curriculum - Professional development - Dyscalculia screening and**  
19 **intervention.**

20        Each school district and nonpublic school shall:

- 21        1. 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           a. Foundational skills, including:
    - 25                (1) Numbers and operations;
    - 26                (2) Algebraic reasoning;
    - 27                (3) Geometry and measurement; and
    - 28                (4) Data, probability, and statistics; and
  - 29           b. Competencies, including:
    - 30                (1) Problem solving;
    - 31                (2) Connections; and

Sixty-ninth  
Legislative Assembly

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

- 1           c. Have integrated evidence-based instruction and assessment resources to  
2           support mathematics development and mastery.

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

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

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

17       **SECTION 6. APPROPRIATION - DEPARTMENT OF PUBLIC INSTRUCTION -**  
18 **MATHEMATICS CURRICULUM AND PROFESSIONAL DEVELOPMENT.** There is  
19 appropriated out of any moneys in the general fund in the state treasury, not otherwise  
20 appropriated, the sum of \$1,200,000, or so much of the sum as may be necessary, to the  
21 department of public instruction for the purpose of providing support to schools and regional  
22 education associations to improve kindergarten through grade eight mathematics curriculum,  
23 instruction, and student achievement, for the biennium beginning July 1, 2025, and ending  
24 June 30, 2027. Funds must be directed toward district-level professional development, including  
25 training, instructional rounds, coaching, and workshops designed to improve mathematics  
26 instruction and student achievement. Funds must be directed to support partnerships with  
27 regional educational associations for the delivery of district-level training and coordination of this  
28 mathematics improvement initiative. Funds may not be allocated for state-level staffing or  
29 department of public instruction administrative expenses. School districts and regional  
30 educational associations strongly are encouraged to use virtual learning platforms and inter-  
31 district collaboration to reduce costs.

1       **SECTION 7. EFFECTIVE DATE.** Sections 2 and 4 of this Act become effective on July 1,  
2   2027.



SB 2213 – Science of Mathematics – Testimony in support with a request for an amendment

I appreciate the opportunity to discuss Senate Bill No. 2213, which aims to enhance mathematics instruction across our state. While we support the bill's objectives, we propose an amendment to the professional development mandate. This amendment is a follow up to what Kevin Hoherz just read to you which was Dr. Perry Just's testimony from Mandan.

### **Proposed Amendment:**

We suggest that districts demonstrating effective mathematics instruction and achieving student performance above the state average be exempted from additional mandated professional development. This exemption would recognize and reward districts that have already established successful mathematics programs.

### **Rationale:**

1. **Recognition of Excellence:** Districts with proven success in mathematics instruction should be acknowledged for their effective practices. Mandating additional professional development in these cases may not be necessary and could divert resources from other areas in need.
2. **Resource Allocation:** Allowing exemptions would enable high-performing districts to allocate time and resources to other pressing needs, thereby optimizing educational outcomes across various subjects.
3. **Local Autonomy:** Empowering districts to assess their professional development needs fosters innovation and responsiveness to unique community contexts.

### **Implementation:**

We recommend establishing clear criteria for exemption eligibility, including:

- Consistently high student performance in mathematics assessments.
- Evidence of effective teaching practices and curriculum alignment.
- Ongoing internal professional development initiatives.

Districts meeting these criteria could qualify for an exemption through NDDPI.

### **Conclusion:**

By amending Senate Bill No. 2213 to include this exemption, we can honor the achievements of high-performing districts while maintaining our commitment to statewide educational excellence. This approach balances the need for rigorous standards with the recognition of local successes. I've attached the amendment request along with my testimony,.



# North Dakota Senate

STATE CAPITOL  
600 EAST BOULEVARD  
BISMARCK, ND 58505-0360



## Senator Donald Schaible

District 31  
9115 Highway 21  
Mott, ND 58646-9200  
[dgschaible@ndlegis.gov](mailto:dgschaible@ndlegis.gov)

## COMMITTEES:

Appropriations

January 28, 2025

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 implantation. 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

Testimony House Bill 2213  
 Senate Education Committee  
 January 27, 2025  
 Education Standards and Practices Board

Good afternoon, Chairman Beard and members of the committee. My name is Rebecca Pitkin, and I am the executive director of the North Dakota Education Standards and Practices Board (ESPB). I am presenting neutral testimony and will explain the current components in teacher education programs which satisfy the elements listed in the bill as well as ask some clarification questions.

1. All teacher education students both elementary and secondary, are required to pass the Praxis Core math test or provide evidence using ACT scores and math class scores that they have met the competencies in beginning math instruction. The ability to provide alternative evidence to the Praxis Core test (ACT Math scores of 22 or SAT math scores of 543) became rule in October 2021. Some applicants need an alternate access license for one year to provide an additional year to pass the test. A crosswalk of the Praxis Core Math components shows close alignment of the concepts in Section 3 and are included in the testimony (5733). In addition, the ESPB required math standards for teacher education programs address the four categories (number and operations, algebraic reasoning, geometry and measurement, and data, probability and statistics) of the Department of Public Instruction (DPI) math standards as well as the three math attributes (problem-solving, connections and reasoning and proof).
2. Teacher education programs require math course work for elementary teachers. Most colleges require college algebra, math for elementary students and some also require finite math.
3. All elementary and secondary students are required to take math methods to learn and practice application of mathematical concepts.
4. Secondary math students, in addition to the requirement of the Math Praxis Core, are required to pass a math content test, one of the most rigorous Praxis tests. The concepts of this test are also included in your packet (5733).
5. ESPB updates their teacher education standards to follow the DPI standards revision, and this review is slated for summer 2025. The current standards for elementary (grades 1-8) are below.

**Major Math Concepts:** Candidates demonstrate and apply understanding of major mathematics concepts, algorithms, procedures, application and mathematical practices in varied contexts, and connections within and among mathematical domains.

**Elementary Content Knowledge:** Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics including number and operations, rational numbers, algebraic thinking and processes, geometry, measurement and data, statistics and probability to foster students understanding and use of patterns, quantities, and spatial relationships that can represent phenomenon, solve problems, and manage data.

**Middle Level Content Knowledge:** The teacher candidate demonstrates and applies knowledge of middle level concepts, algorithms, procedures, applications in varied context, and connections within and among mathematical domains (number sense, rational number system, fractions and ratios, measurement and data, geometry, algebra, statistics and probability)

The Board seeks clarification of the wording in Section 1, lines 11-12 which states a secondary mathematics teacher demonstrates competencies in *beginning mathematics instruction*. Does this phrase refer to early math skills such as number sense, numeral recognition, sorting, classifying, recognizing shapes and measurement concepts so they are able to provide intervention, not referred to in the teaching license section; or, does it refer to foundational skills in the secondary math content, i.e. the foundation needed to understand algebra? Finally, the Board noticed there is not a reference to special education or early childhood educators.

This concludes my testimony, and I will gladly respond to any questions.

Rebecca Pitkin, PhD

[rpitkin@nd.gov](mailto:rpitkin@nd.gov)

701.328.9646

## Core Academic Skills for Educators: Mathematics (5733)

### Test at a Glance

All educators take

<b>Test Name</b>	Core Academic Skills for Educators: Mathematics		
<b>Test Code</b>	5733		
<b>Time</b>	90 minutes		
<b>Number of Questions</b>	56		
<b>Format</b>	Selected-response questions—select one answer choice Selected-response questions—select one or more answer choices Numeric-entry questions		
<b>Calculator</b>	An on-screen four-function calculator is provided.		
<b>Test Delivery</b>	Computer Delivered		
	Content Categories	Approximate Number of Questions*	Approximate Percentage of Examination
	I. Number and Quantity	20	36%
	II. Data Interpretation and Representation, Statistics, and Probability	18	32%
	III. Algebra and Geometry	18	32%
	<i>*Includes both scored and unscored (pretest) questions. Depending on the number of pretest questions included in each scoring category, the total number of questions in that category may vary from one form of the test to another.</i>		



# Mathematics (5165)

## Secondary Test

### Test at a Glance

The *Praxis*® Mathematics test is designed to measure knowledge and competencies important for safe and effective beginning practice as a secondary school mathematics teacher. Test-takers have typically completed a bachelor's degree program with appropriate coursework in mathematics and education.

<b>Test Name</b>	Mathematics		
<b>Test Code</b>	5165		
<b>Time</b>	180 minutes		
<b>Number of Questions</b>	66 selected-response questions		
<b>Format</b>	The test consists of a variety of selected-response questions, where you select one or more answer choices; questions where you enter a numeric answer in a box; and other types of questions. You can review the possible question types in Understanding Question Types.		
<b>Test Delivery</b>	Computer Delivered		
	<b>Content Categories</b>	<b>Approximate Number of Questions</b>	<b>Approximate Percentage of Examination</b>
	I. Number & Quantity and Algebra	20	30%
	IA. Number & Quantity	7	10%
	IB. Algebra	13	20%
	II. Functions and Calculus	20	30%
	IIA. Functions	13	20%
	IIB. Calculus	7	10%
	III. Geometry	13	20%
	IV. Statistics & Probability	13	20%
All questions assess content from the Mathematics domains above. Approximately 25% of questions assess content applied to a Task of Teaching Mathematics.			

**TESTIMONY ON SB 2213**  
**SENATE EDUCATION COMMITTEE**  
**January 28, 2025**  
**By: Ann Ellefson, Director of Academic Support**  
**North Dakota Department of Public Instruction**

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Chair Beard and Members of the Committee:

My name is Ann Ellefson, Director of Academic Support with the North Dakota Department of Public Instruction (NDDPI). I am here to provide supportive testimony on Senate Bill 2213, a critical piece of legislation aimed at improving mathematics education outcomes for students across North Dakota.

Mathematics is a cornerstone of academic success and a vital skill for the workforce of North Dakota's future. However, many of our students face significant challenges in mastering math concepts, and these challenges have been compounded by the pandemic, gaps in curriculum alignment, professional development for educators, and early intervention systems. The attached charts of North Dakota's results on the National Assessment of Education Progress (NAEP or the Nation's Report Card), in 2013, 48% of students in grade 4 and 40% of students in grade 8 were proficient or above. As of 2022, those percentages have dropped to 40% in grade 4 and 28% in grade 8. It took the unprecedented impact of a global pandemic to cause such a significant decline in our math scores. Regaining that ground and starting the climb back will require an equally transformative and substantial effort.

Senate Bill 2213 is that substantial effort. It addresses this challenge through a comprehensive approach, providing a framework for improvement in five key areas:

1. **Mathematics Curriculum:** This bill ensures that math curricula are aligned with our newly revised, rigorous standards written by North Dakota teachers, equipping students with the skills they need to succeed in the workforce and college. A cohesive and research-based curriculum is essential for fostering mathematical understanding and critical thinking. Texas Policy Institute's recent study discovered that only 19% of nationally produced curriculum and daily assignments in classrooms are at or above grade level standards. When students are not exposed to and given the opportunity to work on math at grade level, they will continue to fall further behind and their math skills will be underdeveloped compared to those necessary to be successful in professions across the state.
2. **Professional Development:** Teachers are the backbone of student success. This bill empowers educators with the tools and strategies to deliver effective math instruction tailored to diverse learning needs by providing robust, ongoing professional development opportunities. This professional development will help supplement learning and fill in

the gaps with strategies providing educators the confidence to feel comfortable teaching math at the level needed to move student achievement forward.

3. **Screening and Intervention:** Early identification of students who struggle with math is crucial. This bill establishes evidence-based screening protocols and targeted interventions aimed at supporting students before they fall behind, ensuring equitable access to resources and opportunities, providing transparency on student performance, understanding the gaps in learning, and intervening in a timely enough manner to close those gaps before they fall even further behind.
4. **Administrative Rules and Reporting Requirements:** Transparency and accountability are vital for systemic change. This bill enables education stakeholders to be part of the rule making process to inform the rollout of this legislation. The requirement for the state to report regularly on the progress of this work encourages data-driven decisions to enhance program effectiveness.
5. **Mathematics Instructor Competency:** Lastly, this bill underscores the importance of ensuring that math instructors possess the necessary content knowledge and instructional skills. Competent, confident



teachers are essential for inspiring students and fostering a love of learning.

As referenced during the joint House and Senate Education meeting on January 8, 2025, the NDDPI prioritized discretionary federal Elementary and Secondary School Emergency Relief (ESSER) funds to respond to the significant decline in achievement referenced in 2022. The next part of my testimony is to share about two of these investments and how they have informed this draft legislation.

The first of these efforts is the Greater Math in North Dakota grant program. Beginning in the 2022-2023 school year, this pilot program assisted schools with implementing blended learning structures utilizing existing online tools/software, monitoring progress, and making adjustments through a continuous cycle of improvement. Blended learning combines face-to-face teaching with online learning by leveraging technology to assist educators in understanding students' prior knowledge, designing different learning plans for each student, and adjusting lessons and assignments. Eight districts (Glenburn, Grand Forks, Lone Tree, McKenzie County, Minot, New England, St. John, and Wahpeton) began this work, and seven districts have continued into this final year of support. The grant brings together a variety of educational stakeholders to support North Dakota schools and districts including: the Regional Educational Laboratory (REL Central) and representatives from North Dakota's Regional Education Associations (NDREAs).

After working with the Greater Math Districts for a year, the need to scale broader mathematics professional learning was recognized. The NDDPI began its work on “ND Effective Math Instruction,” which is also known as “ND Science of Math.” This is a partnership with the NDREAs and NDDPI to provide in-person and online training for K-12 educators focusing on the North Dakota state standards, and instructional strategies that are evidence-based, explicit, systematic, diagnostic, and cumulative. The NDDPI and NDREAs meet regularly as a workgroup to continue to guide the ND Effective Math Instruction professional learning offerings and the development of tools, resources, and guidance regarding best practices in mathematics.

The NDDPI also has provided schools and districts with supports specific to the newly revised 2023 Mathematics Standards including Standards-Based Learning professional development, resources and tools; family and community guides on math standards, ND Educational Hub courses in math, as well as other standards guidance documents, tools and resources used by schools and districts as they review and align their curriculum. These investments are a good start to scaling mathematics supports across the state and this legislation will ensure more schools and districts have access.

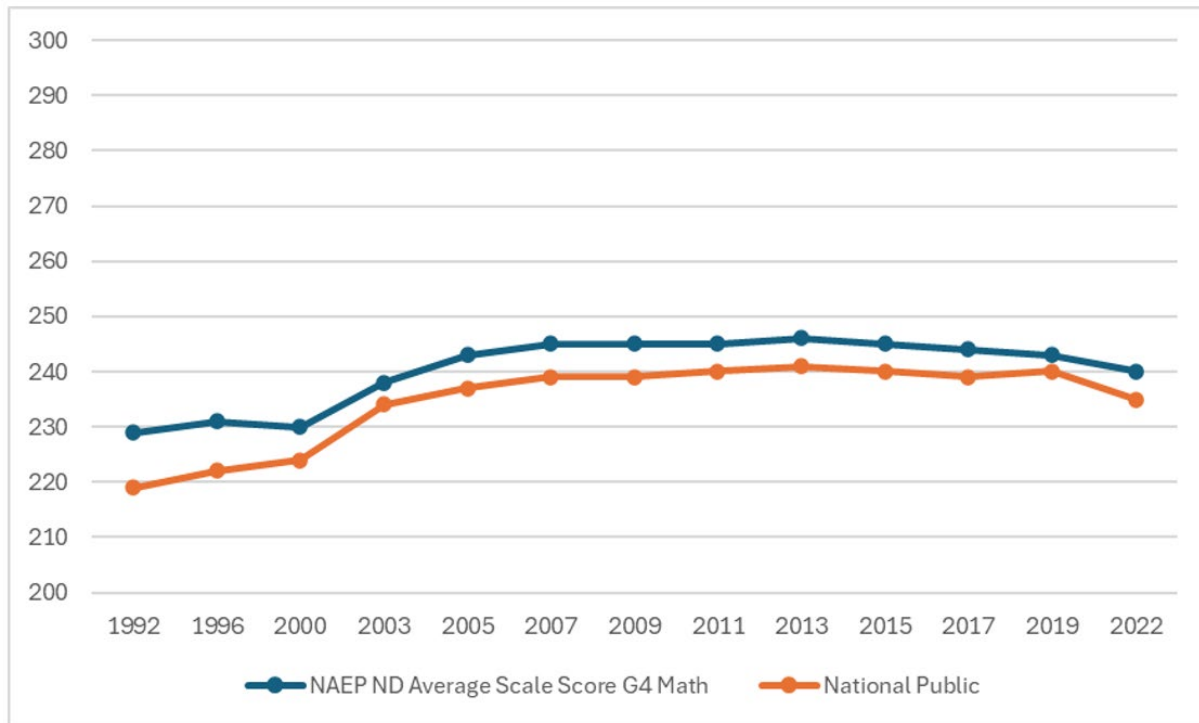
Through these grant opportunities to work closely with schools and districts, we have learned the following:

- Teachers need high-quality, research-based teaching materials for their lessons and the ability to respond to individual student needs. In these grant opportunities, at times, teachers had tools and resources that did not address their needs, or the curriculum provided had gaps in content and grade-level instruction.
- On-going, high-quality professional development is critical. In some cases, this has been the only “math” professional learning an educator has experienced since their college coursework.
- Online tools and resources can be part of the solution but not the sole solution. The greatest impact in the classroom is the quality and readiness of the teacher.

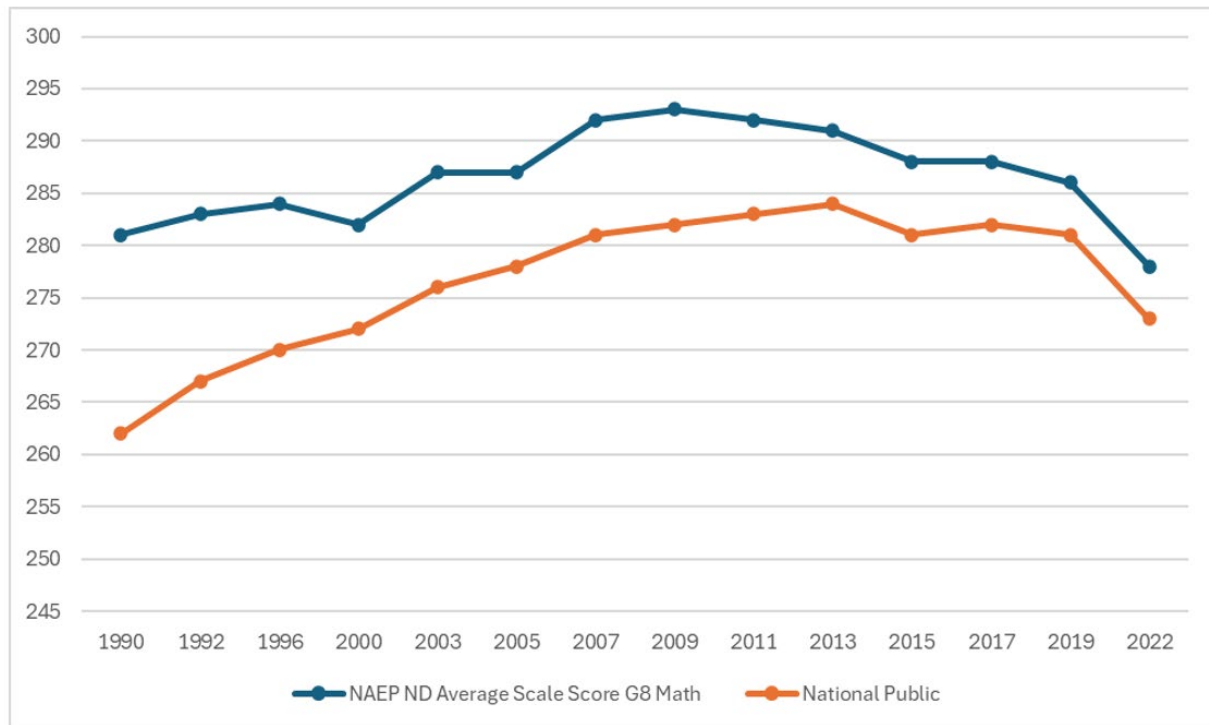
Senate Bill 2213 lays the foundation for a brighter future for our students, teachers, and communities. This legislation is not just an investment in math education—it is an investment in the success of North Dakota and its youngest citizens.

Chair Beard and Members of the Committee, thank you for your leadership and for your commitment to improving educational outcomes for all students. This concludes my testimony and I stand for any questions.

## NAEP North Dakota Grade 4



## NAEP North Dakota Grade 8





January 28, 2025

SB 2213- Relating to Mathematics Requirements  
Testimony on behalf of New Classrooms Innovation Partners

Good afternoon, Chairman Beard and members of the Senate Education Committee. New Classrooms respectfully submits this neutral testimony in response to SB 2213, which is being heard by the Senate Education Committee today. We commend the Committee on building upon the state's recent success in implementing instructional supports aligned to the science of reading in the classroom and recognizing a need to now do the same in math.

New Classrooms is a national nonprofit on a mission to empower schools to move beyond the limits of the traditional classroom experience in middle school math so every student can access an educational foundation for lifelong success. As an organization, we advocate for unique and innovative policies and solutions designed to accelerate student learning in math. Through this work, we have gained unique research-based insights into how students best learn math. As a team of former educators, principals, U.S. congressional staff, and appointed state officials, we bring years of experience in education reform and policy, as well as a passion for ensuring students are set up for lifelong success.

In regard to SB 2213, we appreciate Senator Schaible's work to identify students who are behind in math. In particular, we commend the language that would use formative assessments and high-quality supplemental materials to target students needing additional support. We also applaud the initial focus on instruction for grades four through eight.

However, to ensure this legislation both uses limited funds wisely and has a transformational, not transactional, impact for North Dakota's students, we suggest additional work on this bill. Specifically, we recommend adding precise language regarding the adoption of innovative supports based on our research on how students learn best.

Math skills are traditionally taught based on the student's age, not what they already know or have yet to master. The negative effects of this model are especially acute in mathematics, due its cumulative nature: the skills a student masters in one year are foundational for mastering more advanced topics later. An eighth-grade student, for example, will struggle to learn eighth grade math skills if they are missing foundational concepts from the fifth, sixth, or seventh grade. For students who fall behind, research shows learning gaps accumulate, making it nearly impossible for them to catch back up, particularly as grade-level

skills become more complex. In math, access to rigorous, grade-level content alone is not sufficient for ensuring greater levels of achievement or getting back on track.

It's an impossible task and unfair to solely place the burden on teachers to determine where each and every student is without additional support. Solutions commonly revolve around increased professional development focused only on grade-level instruction and aligned textbooks. This approach, which has been legislated in other states, has not produced the intended outcomes for students. SB 2213 can break this trend by adding language that provides teachers with a personalized, competency-based supplemental tool, without creating an additional financial burden on districts. Ensuring a strong supplemental tool in a classroom which identifies where each student is in their learning journey, then integrates precise diagnostics, high-quality content, embedded assessments, real-time data, and personalized instructional pathways that span multiple grade levels is the key to math transformation. The professional learning opportunities should then support teachers in implementing personalized, competency-based supplemental materials.

This is why several states are taking initiative to provide schools with help in implementing personalized, competency-based math instruction that would put innovative supplemental supports directly into the hands of teachers to better meet the unique strengths and needs of their students. For example, [SB 1441](#) was recently introduced in Virginia to create a middle school math pilot in grades six through eight. Most importantly, this pilot includes a strong personalized diagnostic to measure where each student is in their learning journey and provides individualized, evidence-based curricula to create personalized pathways to mastery for students.

We believe amending this bill to add similar language and funding to allow for the adoption of a skill-level diagnostic in North Dakota classrooms - as well as the necessary training for teachers on how to use it - will help finally meet students where they are and then go back as far as needed to master skills. Research shows these proposed changes would move this bill in the right direction of ensuring all students achieve mastery in math by the end of middle school.

We thank the Committee for their consideration and leadership on this issue. We stand ready to work with you to deliver the best results for North Dakota's teachers and students.

Respectfully,

Michael Watson, Vice President of Policy and Advocacy  
Alex Morris, Deputy Director of Policy and Advocacy



# Protection & Advocacy Project

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Education Committee

Senate Bill 2213 - January 28, 2025

Testimony of Brenda Ruehl, P&A Director of Program Services

Greetings Chairman Beard and members of the Education Committee. My name is Brenda Ruehl and I'm a Director of Program Services at the North Dakota Protection and Advocacy Project (P&A). P&A is an independent state agency established in 1977 to assert and advance the human, civil, and legal rights of people with disabilities. The agency's programs and services seek to make positive changes for people with disabilities where we live, learn, work and play.

P&A is in support of Bill 2213 relating to mathematics curriculum, professional development, screening and intervention, related administrative rules and reporting requirements, and mathematics instructor competency; to provide for a legislative management report; to provide an appropriation; and to provide an effective date with a request for an amendment. P&A requests an amendment to Page 4 Line 18 (5) to read, "For a student in kindergarten through grade **five**:"

Through our work with students with disabilities, we realize that even with screening for mathematics deficiencies and characteristics of dyscalculia, mathematic deficiencies may not be noticeable from kindergarten through grade three. Students who did not struggle in the earlier years can become deficient as math problems become more complex. Students with deficits in visual processing, short-term memory, language processing, long-term memory, understanding of quantities and amounts; and calculation, which is what unites all the above to solve the math problem may not demonstrate deficiencies in math problems until the problems become more complex and difficult.

By including the screening of students from kindergarten through grade five, it would level the playing field for students who have other struggles mentioned above.

Thank you for your time and consideration.

Brenda Ruehl

P&A Director Program Services

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# 2025 SENATE STANDING COMMITTEE MINUTES

## Education Committee Room JW216, State Capitol

SB 2213  
2/4/2025

Relating to mathematics curriculum, professional development, screening and intervention, administrative rules and reporting requirements, mathematics instructor competency, and to provide for a legislative management report, an appropriation and effective date.

9:39 a.m. Chairman Beard called the hearing to order.

Members Present: Chairman Beard; Vice-Chairman Lemm; Senators: Axtman, Boschee, Gerhardt, and Wobbema.

### Discussion Topics:

- Professional development

9:39 a.m. Chairman Beard opened discussion on SB 2213.

9:47 a.m. Ann Ellefson, Director of Academic Support ND Department of Public Instruction, provided clarification on some questions that the committee had.

9:50 a.m. Senator Axtman moved a Do Pass and rerefer to appropriations.

9:50 a.m. Senator Boschee seconded the motion.

Senators	Vote
Senator Todd Beard	Y
Senator Randy D. Lemm	Y
Senator Michelle Axtman	Y
Senator Josh Boschee	Y
Senator Justin Gerhardt	Y
Senator Mike Wobbema	Y

Motion Passed 6-0-0

Senator Axtman will carry the bill.

9:53 a.m. Chairman Beard closed the hearing.

*Susan Helbling, Committee Clerk*



**REPORT OF STANDING COMMITTEE**  
**SB 2213 ([25.0425.02000](#))**

**Education Committee (Sen. Beard, Chairman)** recommends **DO PASS** and **BE REREFERRED** to the **Appropriations Committee** (6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2213 was rereferred to the **Appropriations Committee**. This bill does not affect workforce development.

**2025 SENATE APPROPRIATIONS**

**SB 2213**

# 2025 SENATE STANDING COMMITTEE MINUTES

## Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2213  
2/12/2025

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

10:01 a.m. Chairman Sorvaag called the meeting to order.

Members Present: Chairman Ronald Sorvaag, Senator Cole Conley, Senator Scott Meyer, Senator Donald Schaible, Senator Paul J. Thomas.

### Discussion Topics:

- Accessibility for Teachers in Rural Areas.
- Issues regarding 'Dyscalculia'.

10:02 a.m. Senator Schaible Introduced the bill in favor.

10:04 a.m. Kirsten Baesler, State Superintendent, ND Department of Public Instruction testified in favor.

10:13 a.m. Ann Ellefson, Assistant Director, Office of Academic Support, testified in favor.

10:16 a.m. Kirsten Baesler, State Superintendent, ND Department of Public Instruction testified in favor.

10:17 a.m. Ann Ellefson, Assistant Director, Office of Academic Support, testified in favor.

10:18 a.m. Senator Schaible Moved a Do Pass.

10:19 a.m. Senator Meyer Seconded.

Senators	Vote
Senator Ronald Sorvaag	Y
Senator Cole Conley	Y
Senator Scott Meyer	Y
Senator Donald Schaible	Y
Senator Paul J. Thomas	Y

Motion Passed 5-0-0.

Senator Schaible will carry the bill.

10:20 a.m. Chairman Sorvaag closed the meeting.

*Steven Hall, Committee Clerk*

# 2025 SENATE STANDING COMMITTEE MINUTES

## Appropriations Committee Harvest Room, State Capitol

SB 2213  
2/13/2025

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

4:06 p.m. Chairman Bekkedahl opened the hearing.

Members Present: Chairman Bekkedahl, Senators Burckhard, Conley, Davison, Dever, Dwyer, Magrum, Mathern, Schaible, Sickler, Sorvaag, Wanzek.

Members Absent: Vice-Chairman Erbele, Senators Cleary, Meyer, Thomas.

### Discussion Topics:

- Effective and Expiration Dates
- Expectation Consequences
- Vendor Software

4:06 p.m. Senator Schaible introduced the bill.

4:09 p.m. Senator Schaible moved a Do Pass.

4:09 p.m. Senator Sorvaag seconded the motion.

Senators	Vote
Senator Brad Bekkedahl	Y
Senator Robert Erbele	A
Senator Randy A. Burckhard	Y
Senator Sean Cleary	A
Senator Cole Conley	Y
Senator Kyle Davison	Y
Senator Dick Dever	Y
Senator Michael Dwyer	Y
Senator Jeffery J. Magrum	N
Senator Tim Mathern	Y
Senator Scott Meyer	A
Senator Donald Schaible	Y
Senator Jonathan Sickler	Y
Senator Ronald Sorvaag	Y
Senator Paul J. Thomas	A
Senator Terry M. Wanzek	Y

Senate Appropriations Committee  
SB 2213  
02/13/2025  
Page 2

Motion Passed 11-1-4.

Senator Axtman will carry the bill.

4:13 p.m. Chairman Bekkedahl closed the hearing.

*Elizabeth Reiten, Committee Clerk*

**REPORT OF STANDING COMMITTEE**  
**SB 2213 ([25.0425.02000](#))**

**Appropriations Committee (Sen. Bekkedahl, Chairman)** recommends **DO PASS** (11 YEAS, 1 NAY, 4 ABSENT AND NOT VOTING). SB 2213 was placed on the Eleventh order on the calendar. This bill does not affect workforce development.

**2025 HOUSE EDUCATION**

**SB 2213**



# 2025 HOUSE STANDING COMMITTEE MINUTES

## Education Committee Coteau AB Room, State Capitol

SB 2213  
3/17/2025

Relating to mathematics curriculum, professional development, screening and intervention, related administrative rules and reporting requirements, and mathematics instructor competency; to provide for a legislative management report; to provide an appropriation; and to provide an effective date.

9:29 a.m. Chairman Heinert called the hearing to order.

Members Present: Chairman Heinert, Vice Chairman Schreiber- Beck, Representatives, Conmy, Hager, Hatlestad, Hauck, Heilman, Jonas, Longmuir, Maki, Marchall, Morton, Novak, Osowski

### **Discussion Topics:**

- National Assessment of Educational Progress 'NAEP'
- ESSER Funding
- Blended learning tools
- Professional Development

9:29 a.m. Senator Schaible introduced the bill and submitted testimony. #42259

9:42 a.m. Ann Ellefson, Director of Academic Support, ND Department of Public Instruction, NDDPI, testified in favor and submitted. #42188

10:18 a.m. Kevin Hoherz, ND Council of Educational Leaders, NDCEL, testified in favor and submitted testimony. #42183

10:28 a.m. Michael Heilman, Executive Director, ND Small Organized Schools, testified in favor and submitted testimony. #42056

10:32 a.m. Becky Pitkin, Executive Director, Education Standards and Practices, testified in favor and submitted testimony. #42052

10:49 a.m. Alexandra Morris, Deputy Director, New Classrooms, testified in favor and submitted testimony. #42193

### **Additional written testimony:**

Brenda Ruehl, Director Programs Services, submitted testimony in favor. #42135

10:55 a.m. Chairman Heinert closed the hearing.

*Leah Kuball, Committee Clerk*



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Bismarck, ND 58503  
Phone: 701-328-9641

Testimony House Bill 2213  
House Education Committee  
March 17, 2025  
Education Standards and Practices Board

Good afternoon, Chairman Heinert and members of the committee. My name is Rebecca Pitkin. I am the executive director of the North Dakota Education Standards and Practices Board (ESPB) and I am here today to present testimony in support of HB 2213. I will explain the current components in teacher education programs that satisfy the elements listed in the bill and the way future teachers are prepared to teacher math and ask some clarification questions.

**Current Components in Teacher Education Programs:**

1. All teacher education students, both elementary and secondary, are required to pass the Praxis Core Academic Skills for Educators: Mathematics (Praxis Core Math) test or provide evidence using ACT scores and math class grades that they have met the competencies in beginning math instruction. The ability to provide alternative evidence to the Praxis Core Math test (ACT Math scores of 22 or SAT math scores of 543) became rule in October 2021. Some applicants need an alternate access license for one year to provide an additional year to pass the test. A crosswalk of the Praxis Core Math components shows close alignment of the concepts in Section 3 and are included in the testimony (5733). In addition, ESPB requires that math standards for teacher education programs address the four categories of the Department of Public Instruction (DPI) math standards (number and operations, algebraic reasoning, geometry and measurement, and data, probability and statistics) as well as the three math attributes (problem-solving, connections and reasoning and proof).
2. Teacher education programs require math coursework for elementary teachers. Most colleges require college algebra, math for elementary students, and some also require finite math.
3. All elementary and secondary students are required to take math methods to learn and practice application of mathematical concepts.
4. Secondary math students, in addition to the requirement to pass the Math Praxis Core, are also required to pass a math content test, one of the most rigorous Praxis tests. The concepts of this test are included in your packet as well (5733).
5. ESPB updates their teacher education standards to follow the DPI standards revision, with the upcoming review being slated for summer 2025. The current standards for elementary (grades 1-8) are below.

**Major Math Concepts:** Candidates demonstrate and apply understanding of major mathematics concepts, algorithms, procedures, application and mathematical practices in varied contexts, and connections within and among mathematical domains.

**Elementary Content Knowledge:** Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics including number and operations, rational numbers, algebraic thinking and processes, geometry, measurement and data, statistics and probability to foster students understanding and use of patterns, quantities, and spatial relationships that can represent phenomenon, solve problems, and manage data.

**Middle Level Content Knowledge:** The teacher candidate demonstrates and applies knowledge of middle level concepts, algorithms, procedures, applications in varied context, and connections within and among mathematical domains (number sense, rational number system, fractions and ratios, measurement and data, geometry, algebra, statistics and probability).

**Clarifying Questions:**

The Board seeks clarification of the wording in Section 1, lines 11-12 which state that a “secondary mathematics teacher demonstrates competencies in *beginning mathematics instruction*” (emphasis added). Does this phrase refer to early math skills such as number sense, numeral recognition, sorting, classifying, recognizing shapes and measurement concepts so they are able to provide intervention, not referred to in the teaching license section; or, does it refer to foundational skills in the secondary math content, i.e. the foundation needed to understand algebra? The Board also noticed there is not a reference to special education or early childhood educators.

This concludes my testimony, and I will gladly respond to any questions. ESPB appreciates the focus on preparing teachers to be effective math teachers.

Rebecca Pitkin, PhD

[rpitkin@nd.gov](mailto:rpitkin@nd.gov)

701.328.9646



# North Dakota Small Organized Schools

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## 1 **Testimony in Support of North Dakota SB 2213**

2 Chairman Heinert and Members of the House Education Committee,

3 I am writing in support of Senate Bill 2213, a bill that is intended to strengthen mathematics instruction,  
4 curriculum, and professional development in North Dakota. Ensuring that our educators and students  
5 receive the highest quality mathematics education is essential for academic success and workforce  
6 readiness in our state.

7 **Supporting Mathematics Instruction Competency** Senate Bill 2213 ensures that teacher candidates  
8 seeking licensure in elementary and secondary mathematics demonstrate competency in mathematics  
9 instruction. This provision is critical in guaranteeing that our educators are adequately prepared to teach  
10 foundational and advanced mathematical concepts. By requiring candidates to either complete  
11 accredited training or demonstrate mastery of key mathematical topics, we ensure that every teacher  
12 entering the classroom is well-equipped to support student learning. Furthermore, the provisional  
13 license option provides a balanced approach by allowing candidates additional time to meet the  
14 necessary requirements while maintaining high instructional standards.

15 **Strengthening Curriculum and Professional Development** The bill mandates that school districts and  
16 nonpublic schools adopt mathematics curricula grounded in evidence-based practices, differentiated  
17 instruction, and alignment with state standards. This focus on foundational skills—including numbers  
18 and operations, algebraic reasoning, geometry and measurement, and data analysis—ensures that  
19 students receive a well-rounded mathematical education that prepares them for future success.

20 **It is important to recognize that a “one size fits all” approach is seldom the best approach. NDSOS**  
21 **supports the recommended changes to the bill that would exempt schools that have demonstrated**  
22 **student proficiency through an approved assessment or are making measurable progress toward**  
23 **proficiency. These schools should also be permitted to continue using their existing mathematics**  
24 **programming and professional development initiatives. This flexibility acknowledges the effectiveness**  
25 **of current successful programs while maintaining a commitment to evidence-based practices. It also**  
26 **directs the resource where most needed and avoid unnecessary spending on schools that have**  
27 **effective programming.**

28 **Conclusion** The passage of Senate Bill 2213 is a crucial step in improving mathematics education in  
29 North Dakota. By ensuring teacher competency, strengthening curriculum standards, enhancing

### Board of Directors

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Mr. Tim Holte, Supt. Stanley  
Mr. Kris Kuehn, Supt. Ray

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Mr. Steven Heim, Anamoose & Drake

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Mr. Mitch Carlson, Supt. LaMoure  
Dr. Steven Johnson, Supt. Ft. Ransom

**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.**

professional development, and implementing data-driven assessments and interventions, this legislation will have a lasting positive impact on student achievement.

**Additionally, allowing schools demonstrating proficiency through approved assessments to continue their existing programs ensures that effective instructional methods are preserved while upholding statewide academic excellence.**

North Dakota Small Organized Schools stands in support of Senate Bill 2213 to advance mathematics education and support the success of North Dakota's students and educators.

Mr. Michael Heilman – Executive Director  
North Dakota Small Organized Schools  
[mheilmandsos@gmail.com](mailto:mheilmandsos@gmail.com)  
701.527.4621



# Protection & Advocacy Project

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House Education Committee

House Bill 2213 - March 17, 2025

Testimony of Brenda Ruehl, P&A Director of Program Services

Greetings Chairman Heinert and members of the Education Committee. My name is Brenda Ruehl and I'm a Director of Program Services at the North Dakota Protection and Advocacy Project (P&A). P&A is an independent state agency established in 1977 to assert and advance the human, civil, and legal rights of people with disabilities. The agency's programs and services seek to make positive changes for people with disabilities where we live, learn, work and play.

P&A is in support of Bill 2213 relating to mathematics curriculum, professional development, screening and intervention, related administrative rules and reporting requirements, and mathematics instructor competency; to provide for a legislative management report; to provide an appropriation; and to provide an effective date with a request for an amendment. P&A requests an amendment to Page 4 Line 18 (5) to read, "For a student in kindergarten through grade **five**:"

Through our work with students with disabilities, we realize that even with screening for mathematics deficiencies and characteristics of dyscalculia, mathematic deficiencies may not be noticeable from kindergarten through grade three. Students who did not struggle in the earlier years can become deficient as math problems become more complex. Students with deficits in visual processing, short-term memory, language processing, long-term memory, understanding of quantities and amounts; and calculation, which is what unites all the above to solve the math problem may not demonstrate deficiencies in math problems until the problems become more complex and difficult.

By including the screening of students from kindergarten through grade five, it would level the playing field for students who have other struggles mentioned above.

Thank you for your time and consideration.

Brenda Ruehl

P&A Director Program Services

[bruehl@nd.gov](mailto:bruehl@nd.gov)



## SB 2213 – Science of Mathematics – Testimony in support

I appreciate the opportunity to discuss Senate Bill No. 2213, which aims to enhance mathematics instruction across our state. While we support the bill's objectives, we have one recommendation to consider for the record.

### **Proposed Recommendation:**

We suggest that districts demonstrating effective mathematics instruction and achieving student performance above the state average be exempted from additional mandated professional development. This exemption would recognize and reward districts that have already established successful mathematics programs.

### **Rationale:**

1. **Recognition of Excellence:** Districts with proven success in mathematics instruction should be acknowledged for their effective practices. Mandating additional professional development in these cases may not be necessary and could divert resources from other areas in need.
2. **Resource Allocation:** Allowing exemptions would enable high-performing districts to allocate time and resources to other pressing needs, thereby optimizing educational outcomes across various subjects.
3. **Local Autonomy:** Empowering districts to assess their professional development needs fosters innovation and responsiveness to unique community contexts.

### **Implementation:**

We recommend establishing clear criteria for exemption eligibility, including:

- Consistently high student performance in mathematics assessments.
- Evidence of effective teaching practices and curriculum alignment.
- Ongoing internal professional development initiatives.

Districts meeting these criteria could qualify for an exemption through NDDPI.

### **Conclusion:**

Senate Bill No. 2213 to include this recommendation, we can honor the achievements of high-performing districts while maintaining our commitment to statewide educational excellence. This approach balances the need for rigorous standards with recognizing local successes.

**TESTIMONY ON SB 2213  
HOUSE EDUCATION COMMITTEE**

**March 17, 2025**

**By: Ann Ellefson, Director of Academic Support  
North Dakota Department of Public Instruction**

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Chair Heinert and Members of the Committee:

My name is Ann Ellefson, Director of Academic Support with the North Dakota Department of Public Instruction (NDDPI). I am here to provide supportive testimony on Senate Bill 2213, a critical piece of legislation aimed at improving mathematics education outcomes for students across North Dakota.

Mathematics is a cornerstone of academic success and a vital skill for the workforce of North Dakota's future. However, many of our students face significant challenges in mastering math concepts, and these challenges have been compounded by the pandemic, gaps in curriculum alignment, professional development for educators, and early intervention systems. In 2013, 48% of students in grade 4 and 40% of students in grade 8 were proficient or above. In 2024, those percentages dropped to 43% in grade 4 and 29% in grade 8. The attached charts illustrate these trends. It took the unprecedented impact of a global pandemic to cause such a significant decline in our math scores. Regaining that ground and starting the climb back will require an equally transformative and substantial effort.



In 2024, North Dakota's students participated in the National Assessment of Educational Progress (NAEP), often referred to as the Nation's Report Card (about 5.7K 4<sup>th</sup> graders and 6.7K 8<sup>th</sup> graders). Students performing at or above the *NAEP Proficient* level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter. It should be noted that the *NAEP Proficient* achievement level does not represent grade-level proficiency as determined by North Dakota Academic Content Standards. The NAEP is built to allow a large-scale state-to-state comparison. North Dakota's performance on the math sections of NAEP were positive in comparison to other states, but we still performed lower than our own historical self. The 2024 NAEP results showed that only 43% of North Dakota's fourth graders and 29% of eighth graders performed at or above the proficient level. From 2019 to 2024, North Dakota dropped 6 scale points. Though these results outpace national averages (39% for 4<sup>th</sup> graders and 28% for eighth graders), they reveal a pressing need to accelerate improvement and ensure all students have the support necessary to reach their full potential in mathematics.

I wanted to address this topic as it has made headlines across the state of North Dakota, and to also provide more clarity on how it relates to and impacts SB 2213. This recognition of how North Dakota performed compared to other states in our nation is encouraging, but it cannot overshadow the fact that significant work

remains. Closing these proficiency gaps requires more than isolated efforts — it demands a comprehensive, statewide approach to strengthen math instruction, empower educators, and provide students with the tools they need to succeed. Senate Bill 2213 represents this kind of bold action, laying the groundwork for meaningful change that reaches every classroom, teacher, and student across North Dakota.

Senate Bill 2213 is that substantial effort. It addresses this challenge through a comprehensive approach, providing a framework for improvement in five key areas:

1. **Mathematics Curriculum:** This bill ensures that math curricula are aligned with our newly revised, rigorous standards, equipping students with the skills they need to succeed in workforce and college. A cohesive and research-based curriculum is essential for fostering mathematical understanding and critical thinking. Texas Policy Institute's recent study discovered that only 19% of nationally produced curriculum daily assignments in classrooms are at or above grade level standards.
2. **Professional Development:** Teachers are the backbone of student success. This bill empowers educators with the tools and strategies to deliver effective math instruction tailored to diverse learning needs by providing robust, ongoing professional development opportunities.

3. Screening and Intervention: Early identification of students who struggle with math is crucial. This bill establishes evidence-based screening protocols and targeted interventions to support students before they fall behind, ensuring equitable access to resources and opportunities and provides transparency regarding ways to help their student.
4. Administrative Rules and Reporting Requirements: Transparency and accountability are vital for systemic change. This bill enables stakeholders to monitor progress and make data-driven decisions to enhance math education outcomes.
5. Mathematics Instructor Competency: Lastly, this bill underscores the importance of ensuring that math instructors possess the necessary content knowledge and instructional skills. Competent, confident teachers are essential for inspiring students and fostering a love of learning.

As referenced during the joint House and Senate Education meeting on January 8, 2025, the NDDPI prioritized discretionary federal Elementary and Secondary School Emergency Relief (ESSER) funds to respond to the significant decline in achievement referenced in 2022. The next part of my testimony is to share about two of these investments and how they have informed this draft legislation.

The first of these efforts is the Greater Math in North Dakota grant program. Beginning in the 2022-2023 school year, this pilot program assisted schools with implementing blended learning structures utilizing existing online tools/software, monitoring progress, and making adjustments through a continuous cycle of improvement. Blended learning combines face-to-face teaching with online learning by leveraging technology to assist educators in understanding students' prior knowledge, designing different learning plans for each student, and adjusting lessons and assignments. Eight districts (Glenburn, Grand Forks, Lone Tree, McKenzie County, Minot, New England, St. John, and Wahpeton) began this work, and seven districts have continued into this final year of support. The grant brings together a variety of educational stakeholders to support North Dakota schools and districts, including the Regional Educational Laboratory (REL Central) and representatives from North Dakota's Regional Education Associations (NDREAs).

After working with the Greater Math Districts for a year, the need to scale broader mathematics professional learning was recognized. The NDDPI began its work on "ND Effective Math Instruction," which is also known as "ND Science of Math." This is a partnership with the NDREAs and NDDPI to provide in-person and online training for K-12 educators focusing on the North Dakota state standards, and instructional strategies that are evidence-based, explicit, systematic, diagnostic, and cumulative. The NDDPI and NDREAs meet regularly as a workgroup to continue

to guide the ND Effective Math Instruction professional learning offerings and the development of tools, resources, and guidance regarding best practices in mathematics.

The NDDPI also has provided schools and districts with supports specific to the newly revised 2023 Mathematics Standards including Standards-Based Learning professional development, resources and tools; family and community guides on math standards, ND Educational Hub courses in math, as well as other standards guidance documents, tools and resources used by schools and districts as they review and align their curriculum. These investments are a good start to scaling mathematics supports across the state and this legislation will ensure more schools and districts have access.

Through these grant opportunities to work closely with schools and districts, we have learned the following:

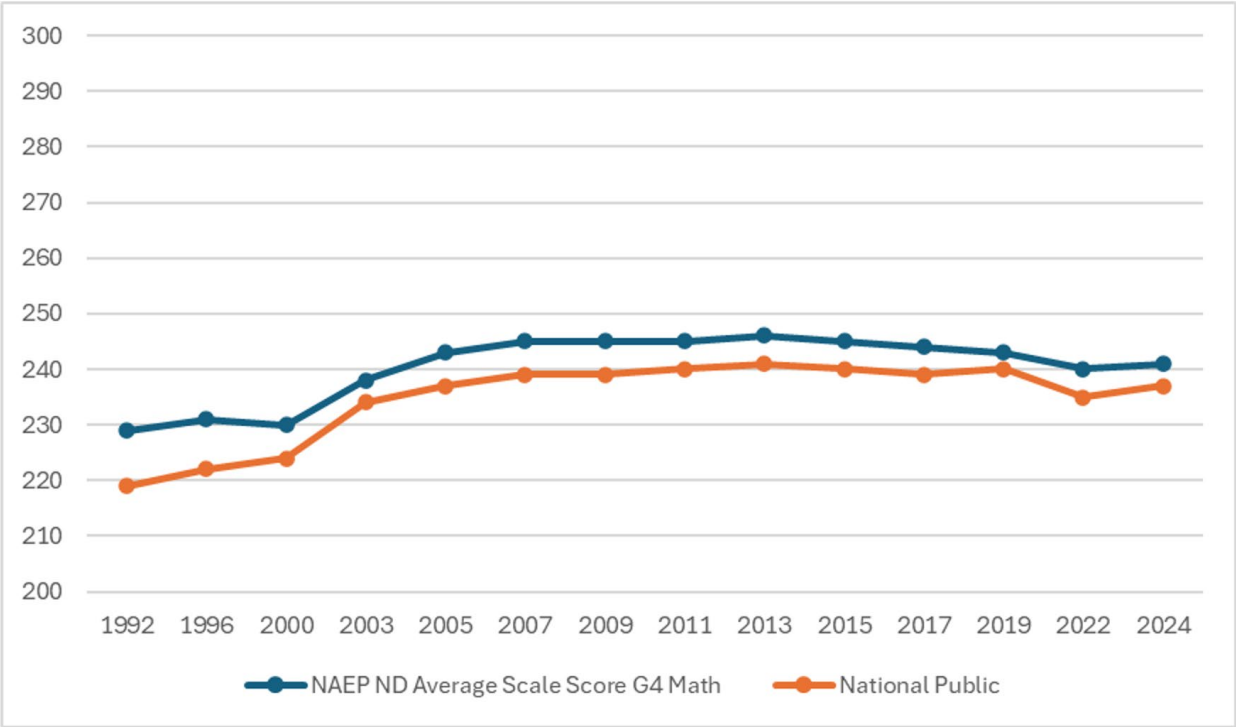
- Teachers having high-quality, research-based teaching materials for their lessons or responding to individual student needs are critical. In these grant opportunities, at times, teachers had tools and resources that were not addressing their needs, or the curriculum provided had gaps in content and grade-level instruction.

- On-going, high-quality professional development is critical. In some cases, this has been the only “math” professional learning an educator has experienced since their college coursework.
- Online tools and resources can be part of the solution but not the sole solution. The greatest impact in the classroom is the quality and readiness of the teacher.

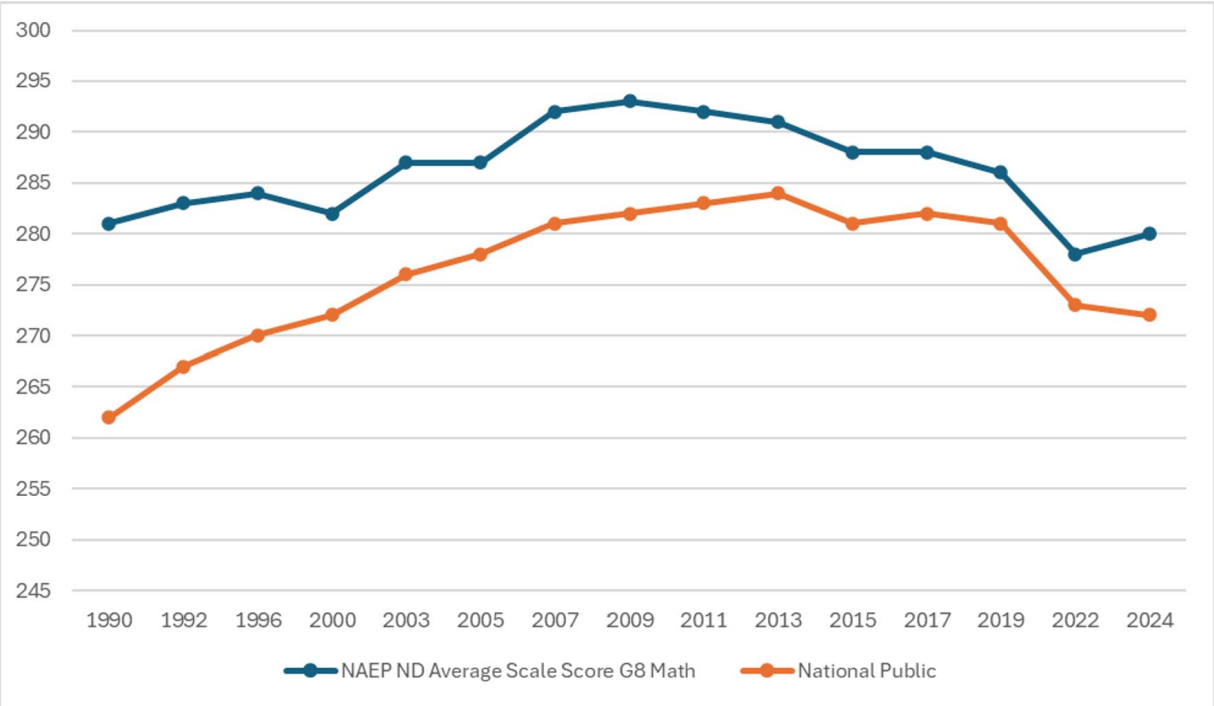
Senate Bill 2213 lays the foundation for a brighter future for our students, teachers, and communities. This legislation is not just an investment in math education—it is an investment in the success of North Dakota and its youngest citizens.

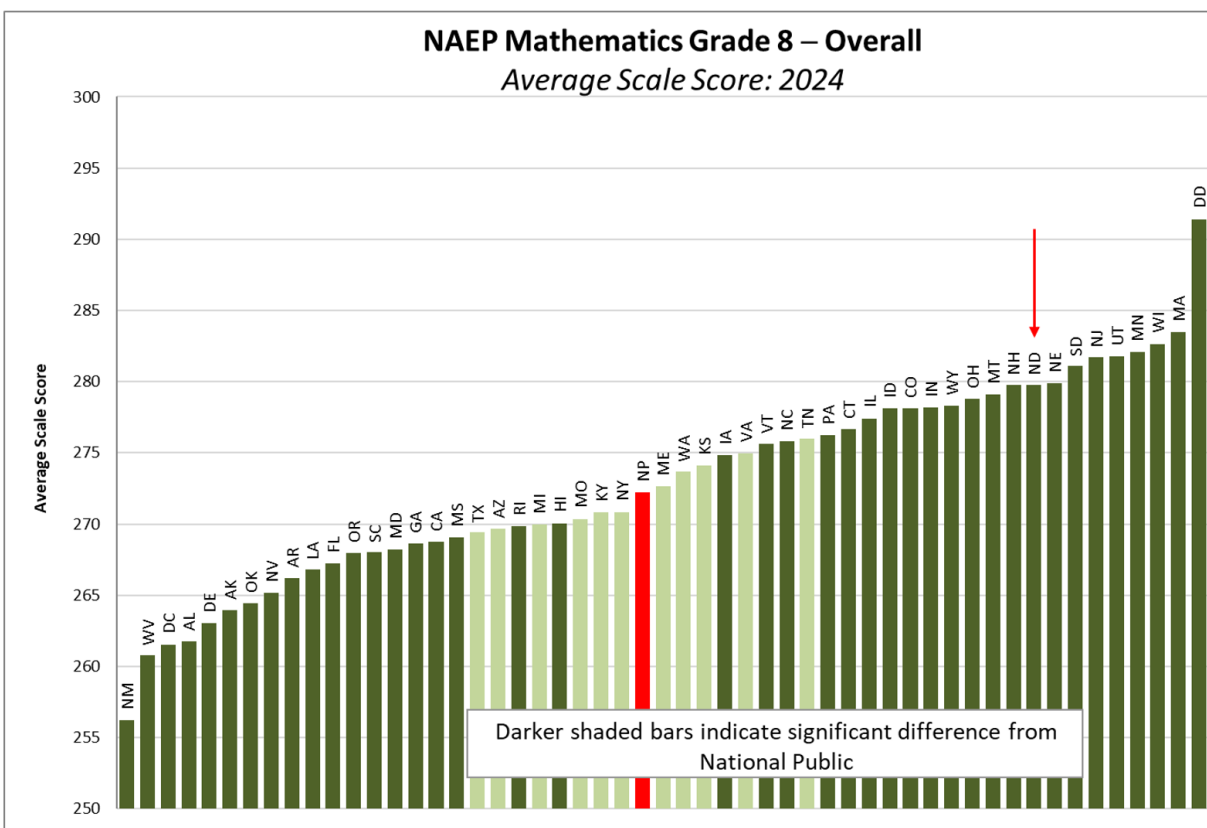
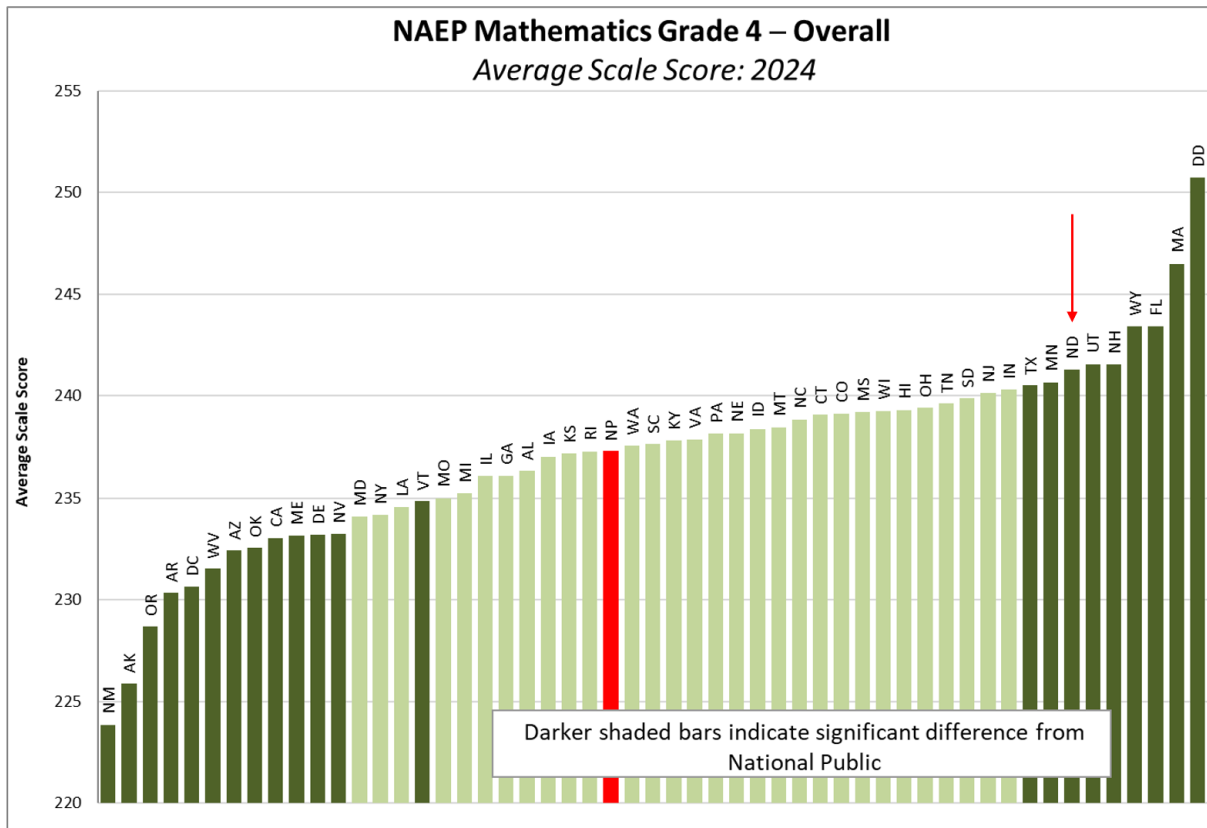
Chair Heinert and Members of the Committee, thank you for your leadership and for your commitment to improving educational outcomes for all students. This concludes my testimony and I stand for any questions.

**NAEP North Dakota Grade 4**



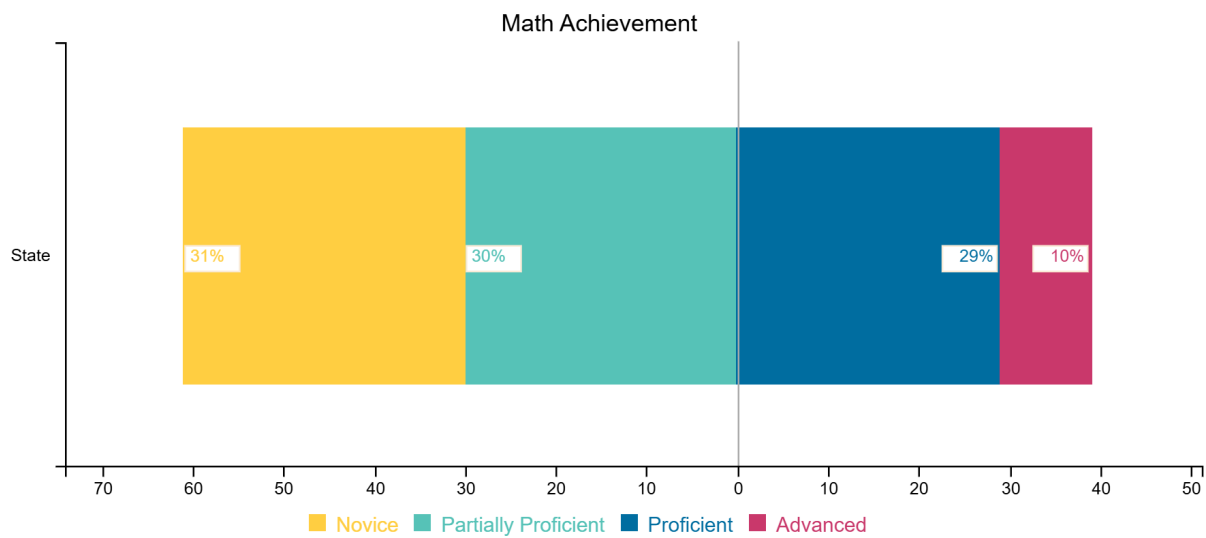
**NAEP North Dakota Grade 8**



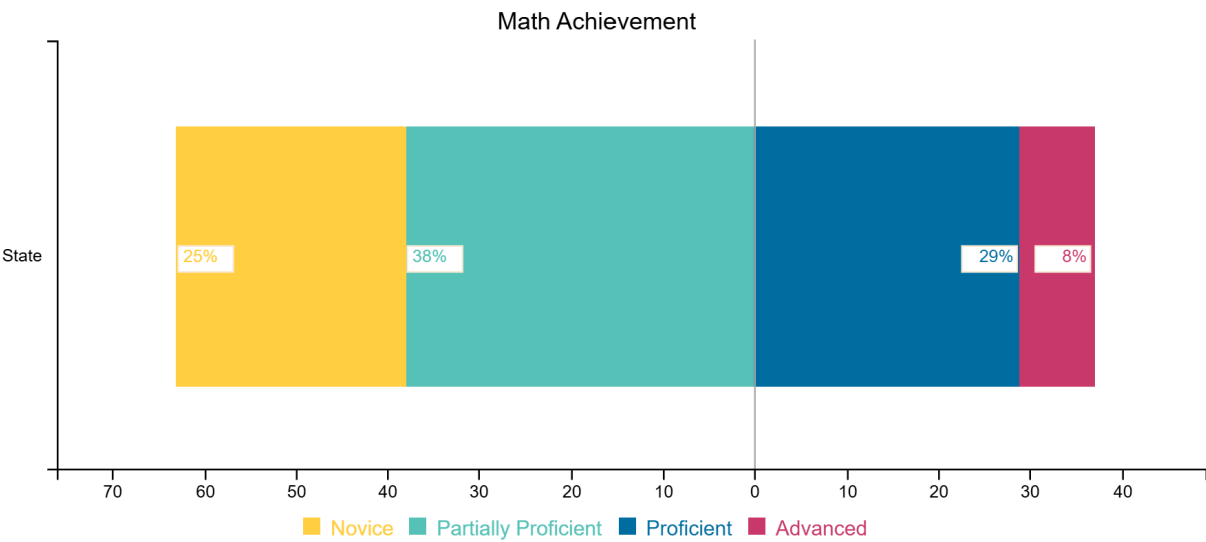




2023-2024 North Dakota State Assessment Grade 4



2023-2024 North Dakota State Assessment Grade 8





March 17, 2025

SB 2213- Relating to Mathematics Requirements  
Testimony on behalf of New Classrooms Innovation Partners

Good morning, Chairman Heinert and members of the House Education Committee. New Classrooms respectfully submits this testimony in response to SB 2213, which is being heard by the Committee today. We commend you on building upon the state's recent success in implementing instructional supports aligned to the science of reading in the classroom and now recognizing a need to do the same in math.

New Classrooms is a national nonprofit on a mission to empower schools to move beyond the limits of the traditional classroom experience in middle school math so every student can access an educational foundation for lifelong success. As an organization, we advocate for unique and innovative policies and solutions designed to accelerate student learning in math. Through this work, we have gained unique research-based insights into how students best learn math. As a team of former educators, principals, U.S. congressional staff, and appointed state officials, we bring years of experience in education reform and policy, as well as a passion for ensuring students are set up for lifelong success.

In regard to SB 2213, we appreciate Senator Schaible's and his cosponsors' work to identify students who are behind in math. In particular, we commend the current language that would use formative assessments and high-quality supplemental materials to target students needing additional support. We also applaud the initial focus on instruction for grades four through eight.

However, to ensure this legislation both uses limited funds wisely and has a transformational, not transactional, impact for North Dakota's students, we suggest additional work on this bill. Specifically, we recommend adding proposed amended language regarding the adoption of innovative, high-quality supplemental materials based on our research on how students learn math best.

K-12 subjects are traditionally taught based on the student's age, not what they already know or have yet to master. The negative effects of this model are especially acute in mathematics, due its cumulative nature: the skills a student masters in one year are foundational for mastering more advanced topics later. An eighth-grade student, for example, will struggle to learn eighth grade math skills if they are missing foundational concepts from the fifth, sixth, or seventh grade. For students who fall behind, research shows learning gaps accumulate, making it nearly impossible for them to catch back up, particularly as grade-level skills become more complex. In math, access to rigorous, grade-level content alone is not sufficient for ensuring greater levels of achievement or getting back on track.



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It's an impossible task and unfair to solely place the burden on teachers to determine where each and every student is without additional support. Traditional solutions have commonly revolved around increased professional development focused only on grade-level instruction and aligned textbooks. This approach, which has been legislated in other states such as Delaware and New Mexico, has not produced the intended outcomes for students. SB 2213 can break this trend by adding proposed language that provides teachers with a personalized, competency-based supplemental tool, without creating an additional financial burden on districts. Ensuring a strong supplemental tool in a classroom which identifies where each student is in their learning journey, then integrates precise diagnostics, high-quality content, embedded assessments, real-time data, and personalized instructional pathways that span multiple grade levels is the key to math transformation. The professional learning opportunities should then support teachers in implementing personalized, competency-based supplemental materials.

This is why several states are taking initiative to provide schools with help in implementing personalized, competency-based math instruction that would put innovative supplemental supports directly into the hands of teachers to better meet the unique strengths and needs of their students. For example, [SB 1441](#) was introduced this legislative session in Virginia to create a middle school math pilot in grades six through eight. Most importantly, this pilot includes a strong personalized diagnostic to measure where each student is in their learning journey and then provides individualized, evidence-based curricula to create personalized pathways to mastery for students. Authorization and funding for the competency-based math pilot was included in the state's FY 2026 budget, which now awaits Governor Youngkin's signature.

We believe amending SB 2213 to add similar language and funding to allow for the adoption of a skill-level diagnostic in North Dakota's classrooms - as well as the necessary training for teachers on how to use it - will help finally meet students where they are and then go back as far as needed to master skills. Research shows these proposed changes would move this bill in the right direction of ensuring all students achieve mastery in math by the end of middle school.

We thank the Committee for their consideration and leadership on this issue. We stand ready to work with you to deliver the best results for North Dakota's teachers and students.

Respectfully,

Alex Morris, Deputy Director of Policy and Advocacy



# North Dakota Senate

STATE CAPITOL  
600 EAST BOULEVARD  
BISMARCK, ND 58505-0360



## Senator Donald Schaible

District 31  
9115 Highway 21  
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[dgschaible@ndlegis.gov](mailto:dgschaible@ndlegis.gov)

**COMMITTEES:**  
Appropriations

Good afternoon, Chairman Heinert and The House 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 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 math.

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 decencies 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 implantation. 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 for school to make these changes.

# 2025 HOUSE STANDING COMMITTEE MINUTES

## **Education Committee** Coteau AB Room, State Capitol

SB 2213  
3/17/2025

Relating to mathematics curriculum, professional development, screening and intervention, related administrative rules and reporting requirements, and mathematics instructor competency; to provide for a legislative management report; to provide an appropriation; and to provide an effective date.

3:50 p.m. Chairman Heinert called the hearing to order.

Members Present: Chairman Heinert, Vice Chairman Schreiber- Beck, Representatives, Conmy, Hager, Hatlestad, Hauck, Heilman, Jonas, Longmuir, Maki, Marchall, Morton, Novak, Osowski

### **Discussion Topics:**

- Possible Amendment

3:50 p.m. Chairman Heinert Explains a possible word change in the amendment and other possible amendments that are being worked on.

3:54 p.m. Chairman Heinert closed the hearing.

*Leah Kuball, Committee Clerk by Risa Berube*

# 2025 HOUSE STANDING COMMITTEE MINUTES

## Education Committee Coteau AB Room, State Capitol

SB 2213  
3/25/2025

Relating to mathematics curriculum, professional development, screening and intervention, related administrative rules and reporting requirements, and mathematics instructor competency; to provide for a legislative management report; to provide an appropriation; and to provide an effective date.

3:36 p.m. Chairman Heinert called the hearing to order.

Members Present: Chairman Heinert, Vice Chairman Schreiber- Beck, Representatives, Conmy, Hager, Hatlestad, Hauck, Heilman, Jonas, Longmuir, Maki, Marchall, Morton, Novak, Osowski

### Discussion Topics:

- Committee action

3:42 p.m. Vice Chair Schreiber- Beck moved to adopt amendment 25.0425.02002. #43795

3:42 p.m. Representative Novak seconded the motion.

Representatives	Vote
Representative Pat D. Heinert	Y
Representative Cynthia Schreiber-Beck	Y
Representative Liz Conmy	Y
Representative LaurieBeth Hager	Y
Representative Patrick R. Hatlestad	Y
Representative Dori Hauck	Y
Representative Matthew Heilman	Y
Representative Jim Jonas	Y
Representative Donald W. Longmuir	Y
Representative Roger A. Maki	N
Representative Andrew Marschall	Y
Representative Desiree Morton	Y
Representative Anna S. Novak	Y
Representative Doug Osowski	Y

Motion carried: 13-1-0

3:36 p.m. Vice chair Schriber- Beck moved a Do Pass as Amended and rereferred to the Appropriations committee.

3:46 p.m. Representative Novak seconded the motion.

<b>Representatives</b>	<b>Vote</b>
Representative Pat D. Heinert	Y
Representative Cynthia Schreiber-Beck	Y
Representative Liz Conmy	Y
Representative LaurieBeth Hager	Y
Representative Patrick R. Hatlestad	Y
Representative Dori Hauck	Y
Representative Matthew Heilman	N
Representative Jim Jonas	Y
Representative Donald W. Longmuir	Y
Representative Roger A. Maki	N
Representative Andrew Marschall	N
Representative Desiree Morton	N
Representative Anna S. Novak	Y
Representative Doug Osowski	N

Motion carried: 9-5-0

Bill carrier: Vice Chairman Schreiber- Beck.

3:47 p.m. Chairman Heinert closed the hearing.

*Leah Kuball, Committee Clerk*



Sixty-ninth  
Legislative Assembly  
of North Dakota

**PROPOSED AMENDMENTS TO**

VC 3/25/25  
1 of 7

**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.

**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:

**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 ~~beginning~~direct and  
13 explicit 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.

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

~~Teaching license - Mathematics instruction competency.~~

~~1. The board shall ensure a candidate for teacher licensure, who will be certified to be an elementary education or secondary mathematics teacher, or both, demonstrates competencies in beginning mathematics instruction.~~

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

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

~~b. Mastery of the topics under subsection 1 of section 3 of this Act.~~

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

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

**Teaching license - Mathematics instruction competency.**

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

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

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

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

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

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

**Mathematics curriculum - Professional development - Dyscalculia screening and intervention.**

1. Each school district and nonpublic school shall:



1 4.a. Ensure the portion of its curriculum which is related to mathematics is based on  
2 evidence and research, includes differentiated instruction, is aligned to the state  
3 standards, and focuses on:

4 a.(1) Foundational skills, including:

5 (1)(a) Numbers and operations;

6 (2)(b) Algebraic reasoning;

7 (3)(c) Geometry and measurement; and

8 (4)(d) Data, probability, and statistics; and

9 b.(2) Competencies, including:

10 (1)(a) Problem solving;

11 (2)(b) Connections; and

12 (3)(c) Reasoning and proof.

13 2.b. Provide continuing professional development for teachers of mathematics,  
14 including special education teachers, and school leaders which:

15 a.(1) Focuses on best practices in mathematics instruction, including:

16 (1)(a) Explicit and differentiated instruction;

17 (2)(b) Data-driven decisionmaking; and

18 (3)(c) The topics under subsection 1 subdivision a.

19 b.(2) Includes evidence-based programming on the science of mathematics  
20 which aligns with the topics under subsection 1 subdivision a.

21 3.c. Implement formative assessments at regular intervals, adjust teaching practices  
22 accordingly, and provide targeted interventions for each student who needs  
23 additional support.

24 4.d. Implement:

25 a. A research-based intervention program suggested by the state and adopted by  
26 the school board; and

27 b. High-quality, which uses high-quality supplemental materials that incorporate  
28 evidence-based instructional strategies adopted by the school board.

29 5.2. 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;

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

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

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

1. Each school district and nonpublic school shall:
  - a. Ensure the portion of its curriculum which is related to mathematics is based on evidence and research, includes differentiated instruction, is aligned to the state standards, and focuses on:
    - (1) Foundational skills, including:
      - (a) Numbers and operations;
      - (b) Algebraic reasoning;
      - (c) Geometry and measurement; and
      - (d) Data, probability, and statistics; and
    - (2) Competencies, including:
      - (a) Problem solving;
      - (b) Connections; and
      - (c) Reasoning and proof.
  - b. Provide continuing professional development for teachers of mathematics, including special education teachers, and school leaders which:
    - (1) Focuses on best practices in mathematics instruction, including:
      - (a) Explicit and differentiated instruction;
      - (b) Data-driven decisionmaking; and
      - (c) The topics under subdivision a.
    - (2) Includes evidence-based programming on the science of mathematics which aligns with the topics under subdivision a.
  - c. Implement formative assessments at regular intervals, adjust teaching practices accordingly, and provide targeted interventions for each student who needs additional support.



d. Implement a research-based intervention program suggested by the state and adopted by the school board, which uses high-quality supplemental materials that incorporate evidence-based instructional strategies adopted by the school board.

e. For a student in kindergarten through grade three:

(1) Use a screening process for early identification of mathematics deficiencies and characteristics of dyscalculia;

(2) Inform the student's parent or legal guardian about the screening process, the student's results, and the importance of early intervention;

(3) Provide resources and guidance to the student's parent or legal guardian to support mathematics learning at home; and

(4) If the student is identified as having characteristics of mathematics deficiencies or dyscalculia, develop an education plan with accommodations.

2. A school district or special education unit shall provide a screening process under paragraph 1 of subdivision e of subsection 1 for a student upon request by a parent, legal guardian, or teacher.

~~2.3.~~ To be approved by the superintendent of public instruction, certify each school or nonpublic school shall:

- a. Ensure the placement of qualified teachers in grades four through eight;
- b. Have integrated mathematics instruments used to identify deficiencies in the skills under subdivision a of subsection 1; and
- c. Have integrated evidence-based instruction and assessment resources to support mathematics development and mastery.

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

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

1. The superintendent of public instruction, in collaboration with the kindergarten through grade twelve education coordination council, shall adopt rules to implement section 3 of this Act, including rules to monitor implementation.



1        2. The superintendent of public instruction and the regional education associations shall  
2        support school districts with implementation of section 3 of this Act. The  
3        superintendent of public instruction shall provide periodic reports to the legislative  
4        management on the implementation and effectiveness of section 3 of this Act in  
5        improving educational outcomes and student competency in mathematics and shall  
6        publish the reports submitted by school districts on the website of the department of  
7        public instruction.

8        **SECTION 6. PILOT PROGRAM - DEPARTMENT OF PUBLIC INSTRUCTION -**  
9        **MATHEMATICS SCREENING TOOL - REPORT.** Beginning with the 2025-26 school year and  
10       continuing through the 2026-27 school year, the superintendent of public instruction shall  
11       establish and operate a pilot program to provide screening services for students in grades four  
12       through eight. The pilot program must include mathematics learning tools identifying student  
13       needs and measuring progress across multiple grades to evaluate and improve student learning  
14       and performance outcomes. The learning tools must be aligned with the 2023 North Dakota  
15       mathematics content standards, skills, and competencies. Up to \$300,000 of the appropriation  
16       under section 7 of this Act must be allocated for the pilot program. The superintendent shall  
17       compile data on the implementation of the pilot program, including student mathematics  
18       outcomes and the impact of each screening service and instrument used, and report the  
19       findings to the seventieth legislative assembly.

20       **SECTION 7. APPROPRIATION - DEPARTMENT OF PUBLIC INSTRUCTION -**  
21       **MATHEMATICS CURRICULUM AND PROFESSIONAL DEVELOPMENT.** There is  
22       appropriated out of any moneys in the general fund in the state treasury, not otherwise  
23       appropriated, the sum of ~~\$1,200,000~~ \$1,500,000, or so much of the sum as may be necessary,  
24       to the department of public instruction for the purpose of providing support to schools and  
25       regional education associations to improve kindergarten through grade eight mathematics  
26       curriculum, instruction, and student achievement, for the biennium beginning July 1, 2025, and  
27       ending June 30, 2027. Funds must be directed toward district-level professional development,  
28       including training, instructional rounds, coaching, and workshops designed to improve  
29       mathematics instruction and student achievement. Funds must be directed to support  
30       partnerships with regional educational associations for the delivery of district-level training and  
31       coordination of this mathematics improvement initiative. ~~Funds may not~~ Up to \$200,000 of the

1 appropriation in this section must be allocated for state-level staffing or department of public  
2 instruction administrative expenses. ~~School districts and regional educational associations~~  
3 ~~strongly are encouraged to use virtual learning platforms and inter-district collaboration to~~  
4 ~~reduce costs.~~ Up to \$300,000 of the appropriation in this section must be allocated for the pilot  
5 program established under section 6 of this Act.

6 **SECTION 8. EFFECTIVE DATE.** Sections 2 and 4 of this Act become effective on July 1,  
7 2027.

**REPORT OF STANDING COMMITTEE  
SB 2213**

**Education Committee (Rep. Heinert, Chairman)** recommends **AMENDMENTS** ([25.0425.02002](#)) and when so amended, recommends **DO PASS** and **BE REREFERRED** to the **Appropriations Committee** (9 YEAS, 5 NAYS, 0 ABSENT OR EXCUSED AND NOT VOTING). SB 2213 was placed on the Sixth order on the calendar.



25.0425.02002  
Title.

Prepared by the Legislative Council  
staff for Representative Schreiber-Beck  
March 25, 2025

Sixty-ninth  
Legislative Assembly  
of North Dakota

## PROPOSED AMENDMENTS TO

### 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 ~~beginning~~direct and  
13 explicit 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.

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

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

~~1. The board shall ensure a candidate for teacher licensure, who will be certified to be an elementary education or secondary mathematics teacher, or both, demonstrates competencies in beginning mathematics instruction.~~

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

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

~~b. Mastery of the topics under subsection 1 of section 3 of this Act.~~

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

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

**Teaching license - Mathematics instruction competency.**

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

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

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

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

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

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

**Mathematics curriculum - Professional development -Dyscalculia screening and intervention.**

1. Each school district and nonpublic school shall:

- 1 1.a. Ensure the portion of its curriculum which is related to mathematics is based on  
2 evidence and research, includes differentiated instruction, is aligned to the state  
3 standards, and focuses on:
- 4 a.(1) Foundational skills, including:  
5 ~~—(1)(a)~~ Numbers and operations;  
6 ~~—(2)(b)~~ Algebraic reasoning;  
7 ~~—(3)(c)~~ Geometry and measurement; and  
8 ~~—(4)(d)~~ Data, probability, and statistics; and
- 9 b.(2) Competencies, including:  
10 ~~—(1)(a)~~ Problem solving;  
11 ~~—(2)(b)~~ Connections; and  
12 ~~—(3)(c)~~ Reasoning and proof.
- 13 2.b. Provide continuing professional development for teachers of mathematics,  
14 including special education teachers, and school leaders which:
- 15 a.(1) Focuses on best practices in mathematics instruction, including:  
16 ~~—(1)(a)~~ Explicit and differentiated instruction;  
17 ~~—(2)(b)~~ Data-driven decisionmaking; and  
18 ~~—(3)(c)~~ The topics under ~~subsection 4~~subdivision a.
- 19 ~~—~~ b.(2) Includes evidence-based programming on the science of mathematics  
20 which aligns with the topics under ~~subsection 4~~subdivision a.
- 21 3.c. Implement formative assessments at regular intervals, adjust teaching practices  
22 accordingly, and provide targeted interventions for each student who needs  
23 additional support.
- 24 4.d. Implement:
- 25 ~~—~~ a. ~~A~~ a research-based intervention program suggested by the state and adopted by  
26 the school board; ~~and~~
- 27 ~~—~~ b. ~~High-quality, which uses high-quality~~ supplemental materials that incorporate  
28 evidence-based instructional strategies adopted by the school board.
- 29 5.2. 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 ~~diagnose~~identify deficiencies  
2            in the 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 4. AMENDMENT.** The new section to chapter 15.1-21 of the North Dakota  
6 Century Code, as created by section 3 of this Act, is amended and reenacted as follows:

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

- 8            1. Each school district and nonpublic school shall:
- 9            a. Ensure the portion of its curriculum which is related to mathematics is based on  
10            evidence and research, includes differentiated instruction, is aligned to the state  
11            standards, and focuses on:
- 12            (1) Foundational skills, including:
- 13                    (a) Numbers and operations;
- 14                    (b) Algebraic reasoning;
- 15                    (c) Geometry and measurement; and
- 16                    (d) Data, probability, and statistics; and
- 17            (2) Competencies, including:
- 18                    (a) Problem solving;
- 19                    (b) Connections; and
- 20                    (c) Reasoning and proof.
- 21            b. Provide continuing professional development for teachers of mathematics,  
22            including special education teachers, and school leaders which:
- 23            (1) Focuses on best practices in mathematics instruction, including:
- 24                    (a) Explicit and differentiated instruction;
- 25                    (b) Data-driven decisionmaking; and
- 26                    (c) The topics under subdivision a.
- 27            (2) Includes evidence-based programming on the science of mathematics  
28            which aligns with the topics under subdivision a.
- 29            c. Implement formative assessments at regular intervals, adjust teaching practices  
30            accordingly, and provide targeted interventions for each student who needs  
31            additional support.

d. Implement a research-based intervention program suggested by the state and adopted by the school board, which uses high-quality supplemental materials that incorporate evidence-based instructional strategies adopted by the school board.

e. For a student in kindergarten through grade three:

(1) Use a screening process for early identification of mathematics deficiencies and characteristics of dyscalculia;

(2) Inform the student's parent or legal guardian about the screening process, the student's results, and the importance of early intervention;

(3) Provide resources and guidance to the student's parent or legal guardian to support mathematics learning at home; and

(4) If the student is identified as having characteristics of mathematics deficiencies or dyscalculia, develop an education plan with accommodations.

2. A school district or special education unit shall provide a screening process under paragraph 1 of subdivision e of subsection 1 for a student upon request by a parent, legal guardian, or teacher.

~~2.3.~~ To be approved by the superintendent of public instruction, certify each school or nonpublic school shall:

- a. Ensure the placement of qualified teachers in grades four through eight;
- b. Have integrated mathematics instruments used to identify deficiencies in the skills under subdivision a of subsection 1; and
- c. Have integrated evidence-based instruction and assessment resources to support mathematics development and mastery.

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

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

1. The superintendent of public instruction, in collaboration with the kindergarten through grade twelve education coordination council, shall adopt rules to implement section 3 of this Act, including rules to monitor implementation.

2. The superintendent of public instruction and the regional education associations shall support school districts with implementation of section 3 of this Act. The superintendent of public instruction shall provide periodic reports to the legislative management on the implementation and effectiveness of section 3 of this Act in improving educational outcomes and student competency in mathematics and shall publish the reports submitted by school districts on the website of the department of public instruction.

**SECTION 6. PILOT PROGRAM - DEPARTMENT OF PUBLIC INSTRUCTION - MATHEMATICS SCREENING TOOL - REPORT.** Beginning with the 2025-26 school year and continuing through the 2026-27 school year, the superintendent of public instruction shall establish and operate a pilot program to provide screening services for students in grades four through eight. The pilot program must include mathematics learning tools identifying student needs and measuring progress across multiple grades to evaluate and improve student learning and performance outcomes. The learning tools must be aligned with the 2023 North Dakota mathematics content standards, skills, and competencies. Up to \$300,000 of the appropriation under section 7 of this Act must be allocated for the pilot program. The superintendent shall compile data on the implementation of the pilot program, including student mathematics outcomes and the impact of each screening service and instrument used, and report the findings to the seventieth legislative assembly.

**SECTION 7. APPROPRIATION - DEPARTMENT OF PUBLIC INSTRUCTION - MATHEMATICS CURRICULUM AND PROFESSIONAL DEVELOPMENT.** There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of ~~\$1,200,000~~\$1,500,000, or so much of the sum as may be necessary, to the department of public instruction for the purpose of providing support to schools and regional education associations to improve kindergarten through grade eight mathematics curriculum, instruction, and student achievement, for the biennium beginning July 1, 2025, and ending June 30, 2027. Funds must be directed toward district-level professional development, including training, instructional rounds, coaching, and workshops designed to improve mathematics instruction and student achievement. Funds must be directed to support partnerships with regional educational associations for the delivery of district-level training and coordination of this mathematics improvement initiative. ~~Funds may not~~Up to \$200,000 of the

1 appropriation in this section must be allocated for state-level staffing or department of public  
2 instruction administrative expenses. ~~School districts and regional educational associations~~  
3 ~~strongly are encouraged to use virtual learning platforms and inter-district collaboration to~~  
4 ~~reduce costs.~~ Up to \$300,000 of the appropriation in this section must be allocated for the pilot  
5 program established under section 6 of this Act.

6 **SECTION 8. EFFECTIVE DATE.** Sections 2 and 4 of this Act become effective on July 1,  
7 2027.

**2025 HOUSE APPROPRIATIONS**

**SB 2213**



# 2025 HOUSE STANDING COMMITTEE MINUTES

## **Appropriations Committee** Roughrider Room, State Capitol

SB 2213  
4/3/2025

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

10:17 a.m. Chairman Vigesaa opened the meeting.

Members present: Chairman Vigesaa, Vice Chairman Kempenich, Representatives Anderson, Berg, Bosch, Brandenburg, Fisher, Hanson, Louser, Martinson, Meier, Monson, Murphy, Nathe, Nelson, O'Brien, Pyle, Richter, Sanford, Stemen, Swiontek, Wagner

Member absent: Mitskog

### **Discussion Topics:**

- ND Math Scores
- Science of Reading
- Teaching Standards

10:17 a.m. Representative Heinert introduced the bill.

10:23 a.m. Senator Schaible answered questions.

10:31 a.m. Chairman Vigesaa closed the meeting.

*Krystal Eberle, Committee Clerk*

# 2025 HOUSE STANDING COMMITTEE MINUTES

## Appropriations - Education and Environment Division Prairie Room, State Capitol

SB 2213  
4/4/2025

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

8:00 a.m. Chairman Nathe called the meeting to order.

Members present: Chairman Nathe, Vice Chairman Swiontek, Representatives Louser, Hanson, Martinson, Richter and Sanford.

### Discussion Topics:

- Science of Math
- Science of Reading
- Professional Development for Teachers
- Committee Action

8:02 a.m. Senator Schaible introduced the bill

8:13 a.m. Rudie Martinson, Primacy Strategy Group testified In Favor and answered questions.

8:32 a.m. Representative Richter moved to Amend to remove Pilot Program in Section 6 and adjust funding in section 7.

8:33 a.m. Representative Martinson seconded the motion.

8:36 a.m. Roll Call Vote

Representatives	Vote
Representative Mike Nathe	Y
Representative Steve Swiontek	Y
Representative Karla Rose Hanson	Y
Representative Scott Louser	Y
Representative Bob Martinson	Y
Representative David Richter	Y
Representative Mark Sanford	Y

8:36 a.m. Motion passed 7-0-0.

8:36 a.m. Representative Richter moved Do Pass as Amended.

8:36 a.m. Representative Martinson seconded the motion.

8:38 a.m. Ann Ellefson, Director Academic support, Department of Public Instruction (DPI) answered questions.

8:47 a.m. Roll Call Vote

<b>Representatives</b>	<b>Vote</b>
Representative Mike Nathe	Y
Representative Steve Swiontek	Y
Representative Karla Rose Hanson	Y
Representative Scott Louser	Y
Representative Bob Martinson	Y
Representative David Richter	Y
Representative Mark Sanford	Y

8:47 a.m. Motion passed 7-0-0.

8:47 a.m. Chairman Nathe closed the meeting.

*Krystal Eberle for Steven Riehl, Committee Clerk*

# 2025 HOUSE STANDING COMMITTEE MINUTES

## **Appropriations Committee** Roughrider Room, State Capitol

SB 2213  
4/7/2025

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

11:28 a.m. Chairman Vigesaa opened the meeting.

Members present: Chairman Vigesaa, Representatives Anderson, Berg, Bosch, Brandenburg, Fisher, Hanson, Louser, Martinson, Meier, Monson, Murphy, Nathe, O'Brien, Pyle, Richter, Sanford, Stemen, Swiontek, Wagner

Members absent: Vice Chairman Kempenich, Representatives: Mitskog, J. Nelson

### **Discussion Topics:**

- Power School
- Science of Math
- Science of Reading

11:30 a.m. Representative Richter introduced the amendment LC #25.0425.02003, #44737.

11:40 a.m. Chairman Vigesaa closed the meeting.

*Krystal Eberle, Committee Clerk*

25.0425.02003  
Title.

Prepared by the Legislative Council  
staff for House Appropriations -  
Education and Environment Division  
Committee

April 4, 2025

Sixty-ninth  
Legislative Assembly  
of North Dakota

## PROPOSED AMENDMENTS TO

### SENATE BILL NO. 2213

Introduced by

Senators Schaible, Axtman

Representatives Heinert, Jonas, Richter

*In place of the amendments (25.0425.02002) adopted by the House, Senate Bill No. 2213 is amended by amendment (25.0425.02003) as follows:*

- 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 an appropriation; and to provide an effective date.

### 6 BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

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

#### 9 **Teaching license - Mathematics instruction competency.**

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



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

3 ~~Teaching license - Mathematics instruction competency.~~

4 ~~1. The board shall ensure a candidate for teacher licensure, who will be certified to be~~  
5 ~~aan elementary education or secondary mathematics teacher, or both, demonstrates~~  
6 ~~competencies in beginning mathematics instruction.~~

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

8 ~~a. The candidate has received training in mathematics instruction competencies~~  
9 ~~from an accredited or approved program; or~~

10 ~~b. Mastery of the topics under subsection 1 of section 3 of this Act.~~

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

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

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

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

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

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

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

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

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

27 **Mathematics curriculum - Professional development - Dyscalculia screening and**  
28 **intervention.**

29 1. Each school district and nonpublic school shall:



- 1 1.a. Ensure the portion of its curriculum which is related to mathematics is based on  
2 evidence and research, includes differentiated instruction, is aligned to the state  
3 standards, and focuses on:
- 4 a.(1) Foundational skills, including:  
5 (1)(a) Numbers and operations;  
6 (2)(b) Algebraic reasoning;  
7 (3)(c) Geometry and measurement; and  
8 (4)(d) Data, probability, and statistics; and
- 9 b.(2) Competencies, including:  
10 (1)(a) Problem solving;  
11 (2)(b) Connections; and  
12 (3)(c) Reasoning and proof.
- 13 2.b. Provide continuing professional development for teachers of mathematics,  
14 including special education teachers, and school leaders which:
- 15 a.(1) Focuses on best practices in mathematics instruction, including:  
16 (1)(a) Explicit and differentiated instruction;  
17 (2)(b) Data-driven decisionmaking; and  
18 (3)(c) The topics under subsection 1-subdivision a.
- 19 b.(2) Includes evidence-based programming on the science of mathematics  
20 which aligns with the topics under subsection 1-subdivision a.
- 21 3.c. Implement formative assessments at regular intervals, adjust teaching practices  
22 accordingly, and provide targeted interventions for each student who needs  
23 additional support.
- 24 4.d. Implement:
- 25 a. A a research-based intervention program suggested by the state and adopted by  
26 the school board; and
- 27 b. High quality, which uses high-quality supplemental materials that incorporate  
28 evidence-based instructional strategies adopted by the school board.
- 29 5.2. 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 ~~diagnose~~ identify deficiencies
- 2        in the 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 4. AMENDMENT.** The new section to chapter 15.1-21 of the North Dakota  
6 Century Code, as created by section 3 of this Act, is amended and reenacted as follows:

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

8        1. Each school district and nonpublic school shall:

- 9        a. Ensure the portion of its curriculum which is related to mathematics is based on  
10        evidence and research, includes differentiated instruction, is aligned to the state  
11        standards, and focuses on:

12        (1) Foundational skills, including:

- 13        (a) Numbers and operations;
- 14        (b) Algebraic reasoning;
- 15        (c) Geometry and measurement; and
- 16        (d) Data, probability, and statistics; and

17        (2) Competencies, including:

- 18        (a) Problem solving;
- 19        (b) Connections; and
- 20        (c) Reasoning and proof.

- 21        b. Provide continuing professional development for teachers of mathematics,  
22        including special education teachers, and school leaders which:

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

- 24        (a) Explicit and differentiated instruction;
- 25        (b) Data-driven decisionmaking; and
- 26        (c) The topics under subdivision a.

27        (2) Includes evidence-based programming on the science of mathematics  
28        which aligns with the topics under subdivision a.

- 29        c. Implement formative assessments at regular intervals, adjust teaching practices  
30        accordingly, and provide targeted interventions for each student who needs  
31        additional support.



d. Implement a research-based intervention program suggested by the state and adopted by the school board, which uses high-quality supplemental materials that incorporate evidence-based instructional strategies adopted by the school board.

e. For a student in kindergarten through grade three:

(1) Use a screening process for early identification of mathematics deficiencies and characteristics of dyscalculia;

(2) Inform the student's parent or legal guardian about the screening process, the student's results, and the importance of early intervention;

(3) Provide resources and guidance to the student's parent or legal guardian to support mathematics learning at home; and

(4) If the student is identified as having characteristics of mathematics deficiencies or dyscalculia, develop an education plan with accommodations.

2. A school district or special education unit shall provide a screening process under paragraph 1 of subdivision e of subsection 1 for a student upon request by a parent, legal guardian, or teacher.

~~2-3.~~ To be approved by the superintendent of public instruction, certify each school or nonpublic school shall:

a. Ensure the placement of qualified teachers in grades four through eight;

b. Have integrated mathematics instruments used to identify deficiencies in the skills under subdivision a of subsection 1; and

c. Have integrated evidence-based instruction and assessment resources to support mathematics development and mastery.

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

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

1. The superintendent of public instruction, in collaboration with the kindergarten through grade twelve education coordination council, shall adopt rules to implement section 3 of this Act, including rules to monitor implementation.



1       2. The superintendent of public instruction and the regional education associations shall  
2       support school districts with implementation of section 3 of this Act. The  
3       superintendent of public instruction shall provide periodic reports to the legislative  
4       management on the implementation and effectiveness of section 3 of this Act in  
5       improving educational outcomes and student competency in mathematics and shall  
6       publish the reports submitted by school districts on the website of the department of  
7       public instruction.

8       **SECTION 6. APPROPRIATION - DEPARTMENT OF PUBLIC INSTRUCTION -**  
9       **MATHEMATICS CURRICULUM AND PROFESSIONAL DEVELOPMENT.** There is  
10      appropriated out of any moneys in the general fund in the state treasury, not otherwise  
11      appropriated, the sum of \$1,200,000, or so much of the sum as may be necessary, to the  
12      department of public instruction for the purpose of providing support to schools and regional  
13      education associations to improve kindergarten through grade eight mathematics curriculum,  
14      instruction, and student achievement, for the biennium beginning July 1, 2025, and ending  
15      June 30, 2027. Funds must be directed toward district-level professional development, including  
16      training, instructional rounds, coaching, and workshops designed to improve mathematics  
17      instruction and student achievement. Funds must be directed to support partnerships with  
18      regional educational associations for the delivery of district-level training and coordination of this  
19      mathematics improvement initiative. ~~Funds may not~~ Up to \$200,000 of the appropriation in this  
20      section may be allocated for state-level staffing or department of public instruction  
21      administrative expenses. ~~School districts and regional educational associations strongly are~~  
22      ~~encouraged to use virtual learning platforms and inter-district collaboration to reduce costs.~~

23      **SECTION 7. EFFECTIVE DATE.** Sections 2 and 4 of this Act become effective on July 1,  
24      2027.

# 2025 HOUSE STANDING COMMITTEE MINUTES

## Appropriations Committee Roughrider Room, State Capitol

SB 2213  
4/8/2025

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

8:43 a.m. Chairman Vigesaa called the meeting to order.

Members present: Chairman Vigesaa, Vice Chairman Kempenich, Representatives Anderson, Berg, Bosch, Brandenburg, Fisher, Hanson, Louser, Martinson, Meier, Monson, Murphy, Nelson, O'Brien, Pyle, Richter, Sanford, Stemen, Swiontek, Wagner

Members absent: Representatives: Mitskog, Nathe

### Discussion Topics:

- Committee Action

8:51 a.m. Representative Richter moved to adopt Amendment LC#25.0425.02003, from previous testimony #44737 from 4/7/2025.

8:51 a.m. Representative Bosch seconded the motion.

8:51 a.m. Roll Call Vote

Representatives	Vote
Representative Don Vigesaa	Y
Representative Keith Kempenich	Y
Representative Bert Anderson	Y
Representative Mike Berg	Y
Representative Glenn Bosch	Y
Representative Mike Brandenburg	Y
Representative Jay Fisher	Y
Representative Karla Rose Hanson	Y
Representative Scott Louser	Y
Representative Bob Martinson	Y
Representative Lisa Meier	Y
Representative Alisa Mitskog	AB
Representative David Monson	Y
Representative Eric J. Murphy	Y
Representative Mike Nathe	AB
Representative Jon O. Nelson	Y

Representative Emily O'Brien	Y
Representative Brandy L. Pyle	Y
Representative David Richter	Y
Representative Mark Sanford	Y
Representative Gregory Stemen	Y
Representative Steve Swiontek	Y
Representative Scott Wagner	Y

8:51 a.m. Motion Passed 21-0-2.

8:52 a.m. Representative Richter moved Do Pass as Amended.

8:52 a.m. Representative Stemen seconded the motion.

8:52 a.m. Roll Call Vote

<b>Representatives</b>	<b>Vote</b>
Representative Don Vigesaa	Y
Representative Keith Kempenich	Y
Representative Bert Anderson	Y
Representative Mike Berg	Y
Representative Glenn Bosch	Y
Representative Mike Brandenburg	Y
Representative Jay Fisher	Y
Representative Karla Rose Hanson	Y
Representative Scott Louser	Y
Representative Bob Martinson	Y
Representative Lisa Meier	Y
Representative Alisa Mitskog	AB
Representative David Monson	Y
Representative Eric J. Murphy	Y
Representative Mike Nathe	AB
Representative Jon O. Nelson	Y
Representative Emily O'Brien	Y
Representative Brandy L. Pyle	Y
Representative David Richter	Y
Representative Mark Sanford	Y
Representative Gregory Stemen	Y
Representative Steve Swiontek	Y
Representative Scott Wagner	Y

8:52 a.m. Motion passed 21-0-2.

8:52 a.m. Representative Richter will carry the bill.

8:53 a.m. Chairman Vigesaa closed the meeting.

*Krystal Eberle, Committee Clerk*

April 4, 2025

Sixty-ninth  
Legislative Assembly  
of North Dakota

**PROPOSED AMENDMENTS TO**

VC 4/8/25  
1 of 6

**SENATE BILL NO. 2213**

Introduced by

Senators Schaible, Axtman

Representatives Heinert, Jonas, Richter

*In place of the amendments (25.0425.02002) adopted by the House, Senate Bill No. 2213 is amended by amendment (25.0425.02003) as follows:*

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 an appropriation; and to provide an effective date.

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

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

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

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



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

~~Teaching license - Mathematics instruction competency.~~

~~1. The board shall ensure a candidate for teacher licensure, who will be certified to be an elementary education or secondary mathematics teacher, or both, demonstrates competencies in beginning mathematics instruction.~~

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

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

~~b. Mastery of the topics under subsection 1 of section 3 of this Act.~~

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

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

**Teaching license - Mathematics instruction competency.**

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

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

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

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

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

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

**Mathematics curriculum - Professional development - Dyscalculia screening and intervention.**

1. Each school district and nonpublic school shall:

- 1 1.a. Ensure the portion of its curriculum which is related to mathematics is based on  
2 evidence and research, includes differentiated instruction, is aligned to the state  
3 standards, and focuses on:
- 4 a.(1) Foundational skills, including:
- 5 (1)(a) Numbers and operations;
- 6 (2)(b) Algebraic reasoning;
- 7 (3)(c) Geometry and measurement; and
- 8 (4)(d) Data, probability, and statistics; and
- 9 b.(2) Competencies, including:
- 10 (1)(a) Problem solving;
- 11 (2)(b) Connections; and
- 12 (3)(c) Reasoning and proof.
- 13 2.b. Provide continuing professional development for teachers of mathematics,  
14 including special education teachers, and school leaders which:
- 15 a.(1) Focuses on best practices in mathematics instruction, including:
- 16 (1)(a) Explicit and differentiated instruction;
- 17 (2)(b) Data-driven decisionmaking; and
- 18 (3)(c) The topics under subsection 1 subdivision a.
- 19 b.(2) Includes evidence-based programming on the science of mathematics  
20 which aligns with the topics under subsection 1 subdivision a.
- 21 3.c. Implement formative assessments at regular intervals, adjust teaching practices  
22 accordingly, and provide targeted interventions for each student who needs  
23 additional support.
- 24 4.d. Implement:
- 25 a. A a research-based intervention program suggested by the state and adopted by  
26 the school board; and
- 27 b. High-quality, which uses high-quality supplemental materials that incorporate  
28 evidence-based instructional strategies adopted by the school board.
- 29 5.2. 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;



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

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

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

1. Each school district and nonpublic school shall:
  - a. Ensure the portion of its curriculum which is related to mathematics is based on evidence and research, includes differentiated instruction, is aligned to the state standards, and focuses on:
    - (1) Foundational skills, including:
      - (a) Numbers and operations;
      - (b) Algebraic reasoning;
      - (c) Geometry and measurement; and
      - (d) Data, probability, and statistics; and
    - (2) Competencies, including:
      - (a) Problem solving;
      - (b) Connections; and
      - (c) Reasoning and proof.
  - b. Provide continuing professional development for teachers of mathematics, including special education teachers, and school leaders which:
    - (1) Focuses on best practices in mathematics instruction, including:
      - (a) Explicit and differentiated instruction;
      - (b) Data-driven decisionmaking; and
      - (c) The topics under subdivision a.
    - (2) Includes evidence-based programming on the science of mathematics which aligns with the topics under subdivision a.
  - c. Implement formative assessments at regular intervals, adjust teaching practices accordingly, and provide targeted interventions for each student who needs additional support.



d. Implement a research-based intervention program suggested by the state and adopted by the school board, which uses high-quality supplemental materials that incorporate evidence-based instructional strategies adopted by the school board.

e. For a student in kindergarten through grade three:

(1) Use a screening process for early identification of mathematics deficiencies and characteristics of dyscalculia;

(2) Inform the student's parent or legal guardian about the screening process, the student's results, and the importance of early intervention;

(3) Provide resources and guidance to the student's parent or legal guardian to support mathematics learning at home; and

(4) If the student is identified as having characteristics of mathematics deficiencies or dyscalculia, develop an education plan with accommodations.

2. A school district or special education unit shall provide a screening process under paragraph 1 of subdivision e of subsection 1 for a student upon request by a parent, legal guardian, or teacher.

2-3. To be approved by the superintendent of public instruction, certify each school or nonpublic school shall:

a. Ensure the placement of qualified teachers in grades four through eight;

b. Have integrated mathematics instruments used to identify deficiencies in the skills under subdivision a of subsection 1; and

c. Have integrated evidence-based instruction and assessment resources to support mathematics development and mastery.

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

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

1. The superintendent of public instruction, in collaboration with the kindergarten through grade twelve education coordination council, shall adopt rules to implement section 3 of this Act, including rules to monitor implementation.

1        2. The superintendent of public instruction and the regional education associations shall  
2        support school districts with implementation of section 3 of this Act. The  
3        superintendent of public instruction shall provide periodic reports to the legislative  
4        management on the implementation and effectiveness of section 3 of this Act in  
5        improving educational outcomes and student competency in mathematics and shall  
6        publish the reports submitted by school districts on the website of the department of  
7        public instruction.

8        **SECTION 6. APPROPRIATION - DEPARTMENT OF PUBLIC INSTRUCTION -**  
9        **MATHEMATICS CURRICULUM AND PROFESSIONAL DEVELOPMENT.** There is

10       appropriated out of any moneys in the general fund in the state treasury, not otherwise  
11       appropriated, the sum of \$1,200,000, or so much of the sum as may be necessary, to the  
12       department of public instruction for the purpose of providing support to schools and regional  
13       education associations to improve kindergarten through grade eight mathematics curriculum,  
14       instruction, and student achievement, for the biennium beginning July 1, 2025, and ending  
15       June 30, 2027. Funds must be directed toward district-level professional development, including  
16       training, instructional rounds, coaching, and workshops designed to improve mathematics  
17       instruction and student achievement. Funds must be directed to support partnerships with  
18       regional educational associations for the delivery of district-level training and coordination of this  
19       mathematics improvement initiative. ~~Funds may not~~ Up to \$200,000 of the appropriation in this  
20       section may be allocated for state-level staffing or department of public instruction  
21       administrative expenses. ~~School districts and regional educational associations strongly are~~  
22       ~~encouraged to use virtual learning platforms and inter-district collaboration to reduce costs.~~

23       **SECTION 7. EFFECTIVE DATE.** Sections 2 and 4 of this Act become effective on July 1,  
24       2027.



**REPORT OF STANDING COMMITTEE  
AMENDED SB 2213**

**Appropriations Committee (Rep. Vigesaa, Chairman)** recommends **AMENDMENTS** ([25.0425.02003](#)) and when so amended, recommends **DO PASS** (21 YEAS, 0 NAYS, 2 ABSENT OR EXCUSED AND NOT VOTING). SB 2213, as amended, was placed on the Sixth order on the calendar.

**2025 CONFERENCE COMMITTEE**

**SB 2213**

# 2025 SENATE STANDING COMMITTEE MINUTES

**Education Committee**  
Room JW216, State Capitol

SB 2213  
4/18/2025  
Conference Committee

Relating to mathematics curriculum, professional development, screening and intervention, administrative rules and reporting requirements, mathematics instructor competency, and to provide for a legislative management report, an appropriation and effective date.

10:00 a.m. Chairman Lemm called the hearing to order.

Members Present: Chairman Lemm; Senators: Schaible and Axtman; Chairman Schreiber-Beck; Representatives: Conmy and Richter

**Discussion Topics:**

- Pilot program
- 5 districts involved
- New strategies/tools

10:00 a.m. Chairman Lemm opened the hearing up for discussion.

10:03 a.m. Kirsten Baesler, Superintendent Department of Public Instruction, answered questions from the committee and spoke regarding a pilot program and submitted testimony #45084.

10:31 a.m. Chairman Lemm suggested meeting again before making a decision.

10:31 a.m. Chairman Lemm closed the hearing.

*Susan Helbling, Committee Clerk*

**SB 2213, Section 6****Pilot Program: Math Screening Tool****Summary**

- SB 2213 would build upon North Dakota's recent success in implementing instructional supports aligned to the science of reading to now do the same in mathematics.
- Section 6 specifically would create a pilot program for the 2025/26 and 2026/27 school years to boost math achievement in grades four through eight.
- Teachers would be provided with professional development/training and mathematics learning tools for the classroom to identify student needs and measure progress across multiple grade levels to provide personalized instruction support to address learning gaps and improve student outcomes.
- Findings from the pilot program would be reported to the 70th Legislative Assembly.

**The Problem We Must Solve**

- Today, school districts are inundated with an overwhelming number of math vendors and products, all claiming to be the solution for raising student achievement.
- Districts are left to fend for themselves as they navigate confusing claims, costly curriculum purchases, expensive professional development, and implementation—only to later find that many programs yield little or no measurable student improvement.
- This costly cycle wastes taxpayer dollars, consumes valuable teacher time, and stalls our efforts to boost academic achievement.

**Proposed Amendment**

- To ensure that this legislation uses limited funds wisely and has a transformational impact for North Dakota students, amended language to Section 6 is needed.
- The amendment would authorize the Department of Public Instruction to select a small number (2–3) of top math programs to participate in the pilot, **creating a competitive, head-to-head comparison.**

**Why This Matters**

- By creating a controlled pilot with only the top-performing tools, the Department can generate data about what truly works for North Dakota students.
- The pilot findings will provide critical evidence to the Legislature for future investment decisions.
- Most importantly, it will protect our schools and teachers from wasting taxpayer money and valuable time on unproven programs that do not drive student success.

## **SB 2213 – Science of Math Pilot**

**July 2025-June 2027**

The purpose of this pilot is to engage approximately 5 districts in participating in a pilot program focusing on:

- Math Professional Development of Teachers
- Utilization of screening measures to determine individual student needs in mathematics
- Implementation of a Mathematics Intervention Program
- Program Evaluation

The Math Pilot Program would identify a menu of pre-approved structures and programs for professional development, screening, and intervention. Below are the anticipated uses of funds for each district.

<b>Math Professional Development of Teachers</b> <ul style="list-style-type: none"><li>- Trainers or consultants will provide initial and ongoing training on math intervention strategies.</li><li>- In-depth training on the screening and intervention tool</li><li>- Professional development stipends to teachers (outside contract hours)<ul style="list-style-type: none"><li>o Teacher training will consist of initial, intensive training and monthly follow-up sessions</li></ul></li><li>- Teachers will deliver small-group or one-on-one math instruction, assessing student progress.</li></ul>	<b>\$60,000</b>
<b>Screening and Intervention Tools</b> <ul style="list-style-type: none"><li>- Purchase of high-quality, evidence-based intervention curriculum/programs and materials is critical for effective math interventions, including:<ul style="list-style-type: none"><li>o Online assessment and intervention tool</li><li>o Workbooks, manipulatives (e.g., fraction tiles, number lines), and printed resources</li></ul></li><li>- Approximate cost is \$100 per student</li></ul>	<b>\$30,000</b>
<b>Program Evaluation</b> <ul style="list-style-type: none"><li>- Pre- and post-assessment</li><li>- Quarterly checkpoints with NDDPI</li><li>- External evaluator to analyze data, conduct teacher surveys, and provide an evaluation report</li></ul>	<b>\$10,000</b>
<b>Total per district</b>	<b>\$100,000</b>

# 2025 SENATE STANDING COMMITTEE MINUTES

**Education Committee**  
Room JW216, State Capitol

SB 2213  
4/21/2025  
Conference Committee

Relating to mathematics curriculum, professional development, screening and intervention, administrative rules and reporting requirements, mathematics instructor competency, and to provide for a legislative management report, an appropriation and effective date.

10:30 a.m. Chairman Lemm called the hearing to order.

Members Present: Chairman Lemm; Senators: Schaible and Axtman; Chairman Schreiber-Beck; Representatives: Conmy and Richter

## **Discussion Topics:**

- Committee Action

10:30 a.m. Chairman Lemm opened the hearing up for discussion.

10:31 a.m. Senator Schaible suggested going back to the LC #25.0425.02002 version

10:33 a.m. Representative Schreiber-Beck moved Amendment LC #25.0425.02004.

10:33 a.m. Senator Axtman seconded the motion.

10:34 a.m. Roll call vote - motion carried 6-0-0

11:36 a.m. Senator Axtman moved in place of the House amendment LC #25.0425.02003 adopted by the House, the bill is amended by the conference committee amendment LC#25.0425.02004.

11:36 a.m. Representative Conmy seconded the motion.

11:36 a.m. Roll call vote - motion carried 6-0-0.

11:37 a.m. Senator Axtman is the Senate bill carrier.

11:37 a.m. Representative Schreiber-Beck is the House bill carrier.

10:38 a.m. Chairman Lemm closed the hearing.

*Susan Helbling, Committee Clerk*



April 21, 2025

Sixty-ninth  
Legislative Assembly  
of North Dakota

**PROPOSED AMENDMENTS TO**

CO  
4/21/25  
107

**SENATE BILL NO. 2213**

Introduced by

Senators Schaible, Axtman

Representatives Heinert, Jonas, Richter

*In place of amendment (25.0425.02003) adopted by the House, Senate Bill No. 2213 is amended by amendment (25.0425.02004) as follows:*

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.

**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:

**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 ~~beginning~~ direct and  
13 explicit 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.

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

~~Teaching license - Mathematics instruction competency.~~

~~1. The board shall ensure a candidate for teacher licensure, who will be certified to be an elementary education or secondary mathematics teacher, or both, demonstrates competencies in beginning mathematics instruction.~~

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

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

~~b. Mastery of the topics under subsection 1 of section 3 of this Act.~~

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

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

**Teaching license - Mathematics instruction competency.**

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

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

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

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

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

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

**Mathematics curriculum - Professional development - ~~Dyscalculia screening and~~ intervention.**

1. Each school district and nonpublic school shall:



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

4 a.(1) Foundational skills, including:

5 (1)(a) Numbers and operations;

6 (2)(b) Algebraic reasoning;

7 (3)(c) Geometry and measurement; and

8 (4)(d) Data, probability, and statistics; and

9 b.(2) Competencies, including:

10 (1)(a) Problem solving;

11 (2)(b) Connections; and

12 (3)(c) Reasoning and proof.

13 2.b. Provide continuing professional development for teachers of mathematics,

14 including special education teachers, and school leaders which:

15 a.(1) Focuses on best practices in mathematics instruction, including:

16 (1)(a) Explicit and differentiated instruction;

17 (2)(b) Data-driven decisionmaking; and

18 (3)(c) The topics under subsection 1 subdivision a.

19 b.(2) Includes evidence-based programming on the science of mathematics

20 which aligns with the topics under subsection 1 subdivision a.

21 3.c. Implement formative assessments at regular intervals, adjust teaching practices

22 accordingly, and provide targeted interventions for each student who needs

23 additional support.

24 4.d. Implement:

25 a. A a research-based intervention program suggested by the state and adopted by  
26 the school board; and

27 b. High-quality, which uses high-quality supplemental materials that incorporate  
28 evidence-based instructional strategies adopted by the school board.

29 5.2. 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:

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

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

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

1. Each school district and nonpublic school shall:
  - a. Ensure the portion of its curriculum which is related to mathematics is based on evidence and research, includes differentiated instruction, is aligned to the state standards, and focuses on:
    - (1) Foundational skills, including:
      - (a) Numbers and operations;
      - (b) Algebraic reasoning;
      - (c) Geometry and measurement; and
      - (d) Data, probability, and statistics; and
    - (2) Competencies, including:
      - (a) Problem solving;
      - (b) Connections; and
      - (c) Reasoning and proof.
  - b. Provide continuing professional development for teachers of mathematics, including special education teachers, and school leaders which:
    - (1) Focuses on best practices in mathematics instruction, including:
      - (a) Explicit and differentiated instruction;
      - (b) Data-driven decisionmaking; and
      - (c) The topics under subdivision a.
    - (2) Includes evidence-based programming on the science of mathematics which aligns with the topics under subdivision a.
  - c. Implement formative assessments at regular intervals, adjust teaching practices accordingly, and provide targeted interventions for each student who needs additional support.



- 1 d. Implement a research-based intervention program suggested by the state and
- 2 adopted by the school board, which uses high-quality supplemental materials that
- 3 incorporate evidence-based instructional strategies adopted by the school board.
- 4 e. For a student in kindergarten through grade three:
- 5 (1) Use a screening process for early identification of mathematics deficiencies
- 6 and characteristics of dyscalculia;
- 7 (2) Inform the student's parent or legal guardian about the screening process,
- 8 the student's results, and the importance of early intervention;
- 9 (3) Provide resources and guidance to the student's parent or legal guardian to
- 10 support mathematics learning at home; and
- 11 (4) If the student is identified as having characteristics of mathematics
- 12 deficiencies or dyscalculia, develop an education plan with
- 13 accommodations.
- 14 2. A school district or special education unit shall provide a screening process under
- 15 paragraph 1 of subdivision e of subsection 1 for a student upon request by a parent,
- 16 legal guardian, or teacher.
- 17 ~~2.3.~~ To be approved by the superintendent of public instruction, certify each school or
- 18 nonpublic school shall:
- 19 a. Ensure the placement of qualified teachers in grades four through eight;
- 20 b. Have integrated mathematics instruments used to identify deficiencies in the
- 21 skills under subdivision a of subsection 1; and
- 22 c. Have integrated evidence-based instruction and assessment resources to
- 23 support mathematics development and mastery.

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

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

- 28 1. The superintendent of public instruction, in collaboration with the kindergarten through
- 29 grade twelve education coordination council, shall adopt rules to implement section 3
- 30 of this Act, including rules to monitor implementation.



1        2. The superintendent of public instruction and the regional education associations shall  
2        support school districts with implementation of section 3 of this Act. The  
3        superintendent of public instruction shall provide periodic reports to the legislative  
4        management on the implementation and effectiveness of section 3 of this Act in  
5        improving educational outcomes and student competency in mathematics and shall  
6        publish the reports submitted by school districts on the website of the department of  
7        public instruction.

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

9        **MATHEMATICS SCREENING TOOL - REPORT.** Beginning with the 2025-26 school year and  
10       continuing through the 2026-27 school year, the superintendent of public instruction shall  
11       establish and operate a pilot program to provide screening services for students in grades four  
12       through eight. The pilot program must include individualized mathematics learning tools that use  
13       a skill-level screener and skill-level assessments to identify student needs, measure progress  
14       across multiple grades, and report on that progress to evaluate and improve student learning  
15       and performance outcomes. The individualized learning tools must be aligned with the 2023  
16       North Dakota mathematics content standards, skills progressions, and competencies. Up to  
17       \$300,000 of the appropriation under section 7 of this Act must be allocated for the pilot program,  
18       including professional development for mathematics teachers on the screening tool. The  
19       superintendent shall compile data on the implementation of the pilot program, including student  
20       mathematics outcomes and the impact of each screening service and instrument used. The  
21       superintendent shall report the initial findings to the seventieth legislative assembly. The  
22       superintendent shall report the final findings to the seventy-first legislative assembly.

23       **SECTION 7. APPROPRIATION - DEPARTMENT OF PUBLIC INSTRUCTION -**

24       **MATHEMATICS CURRICULUM AND PROFESSIONAL DEVELOPMENT.** There is  
25       appropriated out of any moneys in the general fund in the state treasury, not otherwise  
26       appropriated, the sum of ~~\$1,200,000~~ \$1,500,000, or so much of the sum as may be necessary,  
27       to the department of public instruction for the purpose of providing support to schools and  
28       regional education associations to improve kindergarten through grade eight mathematics  
29       curriculum, instruction, and student achievement, for the biennium beginning July 1, 2025, and  
30       ending June 30, 2027. Funds must be directed toward district-level professional development,  
31       including training, instructional rounds, coaching, and workshops designed to improve



Sixty-ninth  
Legislative Assembly

1 mathematics instruction and student achievement. Funds must be directed to support  
2 partnerships with regional educational associations for the delivery of district-level training and  
3 coordination of this mathematics improvement initiative. ~~Funds may not~~ Up to \$200,000 of the  
4 appropriation in this section may be allocated for state-level staffing or department of public  
5 instruction administrative expenses. ~~School districts and regional educational associations~~  
6 ~~strongly are encouraged to use virtual learning platforms and inter-district collaboration to~~  
7 ~~reduce costs.~~ Up to \$300,000 of the appropriation in this section must be allocated for the pilot  
8 program established under section 6 of this Act.

9 **SECTION 8. EFFECTIVE DATE.** Sections 2 and 4 of this Act become effective on July 1,  
10 2027.

## SB 2213 042125 1035 AM Roll Call Vote

### Amendment

**SB 2213**

**Date Submitted:** April 21, 2025, 10:35 a.m.

**Action:** Passed

**Amendment LC #:** Pending LC #

**Description of Amendment:** change to \$300,000

**Motioned By:** Schreiber-Beck, Cynthia

**Seconded By:** Axtman, Michelle

**Emergency Clause:** None

**Vote Results:** 6 - 0 - 0

Sen. Lemm, Randy D.	Yea
Sen. Schaible, Donald	Yea
Sen. Axtman, Michelle	Yea
Rep. Schreiber-Beck, Cynthia	Yea
Rep. Conmy, Liz	Yea
Rep. Richter, David	Yea

## SB 2213 042125 1037 AM Roll Call Vote

### Final Recommendation

**SB 2213****Date Submitted:** April 21, 2025, 10:37 a.m.**Recommendation:** In Place Of**Amendment LC #:** 25.0425.02004**Engrossed LC #:** N/A**Description:****Motioned By:** Axtman, Michelle**Seconded By:** Conmy, Liz**House Carrier:** Schreiber-Beck, Cynthia**Senate Carrier:** Axtman, Michelle**Emergency Clause:** None**Vote Results:** 6 - 0 - 0

Sen. Lemm, Randy D.	Yea
Sen. Schaible, Donald	Yea
Sen. Axtman, Michelle	Yea
Rep. Schreiber-Beck, Cynthia	Yea
Rep. Conmy, Liz	Yea
Rep. Richter, David	Yea

**REPORT OF CONFERENCE COMMITTEE  
SB 2213**

Your conference committee (Sens. Lemm, Schaible, Axtman and Reps. Schreiber-Beck, Conmy, Richter) recommends that in place of amendment [25.0425.02003](#) adopted by the House, SB 2213 is amended by amendment [25.0425.02004](#).

SB 2213 was placed on the Seventh order of business on the calendar.