

**Sixty-ninth Legislative Assembly of North Dakota  
In Regular Session Commencing Tuesday, January 7, 2025**

SENATE BILL NO. 2213  
(Senators Schaible, Axtman)  
(Representatives Heinert, Jonas, Richter)

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.

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

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

**Teaching license - Mathematics instruction competency.**

1. The board shall ensure a candidate for teacher licensure, who will be certified to be a secondary mathematics teacher, 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 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 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.
2. 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 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.
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 individualized mathematics learning tools that use a skill-level screener and skill-level assessments to identify student needs, measure progress across multiple grades, and report on that progress to evaluate and improve student learning and performance outcomes. The individualized learning tools must be aligned with the 2023 North Dakota mathematics content standards, skills progressions, and competencies. Up to \$300,000 of the appropriation under section 7 of this Act must be allocated for the pilot program, including professional development for mathematics teachers on the screening tool. 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. The superintendent shall report the initial findings to the seventieth legislative assembly. The superintendent shall report the final findings to the seventy-first 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 \$1,500,000, 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. Up to \$200,000 of the appropriation in this section may be allocated for state-

level staffing or department of public instruction administrative expenses. Up to \$300,000 of the appropriation in this section must be allocated for the pilot program established under section 6 of this Act.

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

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President of the Senate

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Speaker of the House

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Secretary of the Senate

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Chief Clerk of the House

This certifies that the within bill originated in the Senate of the Sixty-ninth Legislative Assembly of North Dakota and is known on the records of that body as Senate Bill No. 2213.

Senate Vote:    Yeas 31            Nays 16            Absent 0

House Vote:    Yeas 63            Nays 30            Absent 1

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Secretary of the Senate

Received by the Governor at \_\_\_\_\_ M. on \_\_\_\_\_, 2025.

Approved at \_\_\_\_\_ M. on \_\_\_\_\_, 2025.

\_\_\_\_\_  
Governor

Filed in this office this \_\_\_\_\_ day of \_\_\_\_\_, 2025,

at \_\_\_\_\_ o'clock \_\_\_\_\_ M.

\_\_\_\_\_  
Secretary of State