

FREQUENTLY ASKED QUESTIONS

What is Senate Bill 2213 (LC 25.0425.06000)?

A law passed by the 69th Legislative Assembly that establishes requirements for mathematics curriculum, professional development, screening, and interventions from kindergarten through grade 8. It also creates a mathematics screening pilot for grades 4–8 and allocates funding for curriculum and professional development initiatives.

Why was this law passed?

To ensure:

- Mathematics curricula across ND are evidence-based, standards-aligned, and include explicit instruction in foundational math domains.
- Professional development emphasizes best practices like explicit instruction, data-driven decision-making, formative assessment, and interventions.
- A statewide pilot for math screening & intervention supports early identification of student needs.
- Ongoing monitoring and reporting to improve student math outcomes.

What are districts required to do under this law?

- Use math curricula based on evidence, aligned to state standards, and including differentiated instruction and content in foundational skills and competencies.
- Provide ongoing professional development for teachers and school leaders that cover best practices in mathematics content and pedagogy.
- Implement regular formative assessments, adjust teaching based on data, and provide targeted interventions.
- Adopt a research-based intervention program suggested by the state and approved by the school board.
- Place qualified teachers in grades 4–8, use integrated instruments to identify deficiencies, and include evidence-based instructional and assessment resources.

Who must complete professional development?

All teachers of mathematics and principals serving students in grades K–8 in public or nonpublic schools must attend ongoing professional development focused on:

- Explicit and differentiated instruction.
- Data-driven decision-making.
- Evidence-based programming aligned to the 2023 ND Mathematics Content Standards.

New hires must begin professional development within one year of placement.

What qualifies as professional development under these rules?

Training must:

- Occur on or after July 1, 2023
- Be approved by the State Superintendent
- Be aligned with ND standards and best practices in math instruction

What Tier I curriculum should districts be using?

NDDPI does not maintain a list of “approved” Tier I curricular resources. The North Dakota Century Code gives the department the authority to create a suggested list of intervention programs, and our current pilot will help inform that list as we collect data and implementation insights from participating districts.

NDDPI anticipates further guidance in helping districts select a Tier I curricular resource. This process is still underway. We are recommending districts wait to purchase until we have more information and resources available that are aligned to century code. If your district is in a buying year, we recommend a one-year contract only, and to ensure that all educators receive sufficient professional development in using the resources, as well as aligning them to our ND Mathematics Content Standards.

What additional duties do kindergarten–grade 3 schools have?

- Screen students for math deficiencies or signs of dyscalculia.
- Inform parents/guardians about screening results and intervention importance.
- Provide resources for supporting math learning at home.
- Develop an educational plan with accommodation for identified students.
- Screen students upon request from a parent, guardian, or teacher.

What are the implementation timelines?

- Grades 4–8: Requirements begin July 1, 2025
- Grades K–3: Requirements begin July 1, 2027

What is the primary purpose of the screening pilot program?

To test the effectiveness of individualized math learning tools that:

- Use skill-level screeners and assessments to identify student needs.
- Measure progress over time.
- Align with the 2023 ND math standards and competencies.
- Guide professional development for teachers in using the tool.

Who participates in the pilot, and how long does it run?

- The pilot runs during the 2025–2026 and 2026–2027 school years.
- It includes students in grades 4–8.
- Applicants were selected by reviewers to participate in a competitive grant application process; 14 districts were awarded grants.

How is the pilot funded and reported?

- Up to **\$300,000** is allocated from the math curriculum/professional development appropriation to support the pilot and related professional development
- Data on implementation, student outcomes, and screening impact will be compiled.
- Initial findings presented to the 70th Legislative Assembly; final findings to the 71st.

What rules and reporting are required?

- The Superintendent, in collaboration with the K–12 Education Coordination Council, will develop rules to implement and monitor compliance with Section 3. These have been approved and are available [here](#).
- Updates on statewide implementation and district-level reporting will be provided periodically.

- Districts must submit annual reports detailing:
 - Curriculum and intervention tools
 - professional development offered for K–8
 - Assessment instruments
 - Student proficiency data
- Districts with satisfactory reporting may receive up to a 3-year exemption from additional reporting.

How should districts prepare?

- Update curriculum and professional development plans to reflect evidence-based content and practices.
- Ensure teacher qualifications and tools are in place for grades 4–8.
- Begin planning for K–3 screening protocols and parent notifications.
- Monitor rulemaking and reporting requirements coming from NDDPI.

What qualifies as a “research-based intervention program suggested by the state”?

A program that:

- Is evidence-based and proven effective through research.
- Aligns with ND Mathematics Content Standards.
- Includes progress monitoring and formative assessments.
- Provides supports for students with disabilities and multilingual learners.
- Offers professional development and implementation guidance for educators.

NDDPI is currently working to develop a process for vendors to apply to have their programs reviewed. If certain criteria are met, the department will compile a list of programs who have met these criteria and publish the list on their website. North Dakota districts are encouraged to evaluate their own needs when selecting an intervention program, and exercise local control in decision making.

***Please note, this list does **not** constitute state approval or endorsement; it is a suggested resource.*

What resources/training will NDDPI provide to support teachers and leaders?

NDDPI is partnering with SchoolKit, NDREAs, and districts to design and develop a three-day professional learning opportunity to meet the requirements set forth in ND COUNTS legislation. We anticipate this training to be available for teachers of mathematics late spring 2026. All communication regarding professional learning opportunities will be posted in the Educator’s Edge and NDDPI’s Messenger, and on NDDPI’s website.