

**CHAPTER 67-34  
MATHEMATICS CURRICULUM**

**CHAPTER 67-34-01  
PROFESSIONAL DEVELOPMENT FOR GRADES KINDERGARTEN THROUGH EIGHT  
MATHEMATICS**

Section

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**67-34-01-01. Definitions.**

1. "Foundational skills" means the basic mathematical concepts and operations necessary for higher-level math learning, including numbers and operations, algebraic reasoning, geometry and measurement, and data, probability, and statistics.
2. "Competencies" means the essential skills for mathematical reasoning and problem-solving, including problem-solving, connections, and reasoning and proof.
3. "Mastery" means the successful demonstration of knowledge in the areas of mathematics competency described in this section.
4. "Differentiated instruction" means tailored instructional methods designed to meet the diverse learning needs of students by adjusting content, process, product, or learning environment.
5. "Evidence-based instruction" means teaching methods and practices that are grounded in systematic research and proven to be effective in improving mathematical learning outcomes.
6. "High-quality instructional materials" means resources designed to effectively support student learning by aligning with state standards, incorporating evidence-based practices, and providing comprehensive support for teachers and students.
7. "High-quality supplemental materials" means instructional resources or tools that incorporate evidence-based instructional strategies to support mathematics development and aligned to the 2023 ND Mathematics Content Standards.
8. "Mathematics intervention program" means a research-based program aimed at providing additional support to students identified as needing help in mathematics proficiency.

9. "Formative assessments" means tools used to monitor student learning progress at regular intervals, guiding instructional adjustments and targeted interventions.
10. "Direct and explicit instruction" means a structured, systematic approach to teaching that clearly demonstrates and explains mathematical concepts and procedures.
11. "Math pedagogy" means the methods and approaches teachers use to teach mathematics.
12. "Characteristics of dyscalculia/mathematics deficiencies" means learning difficulties that impact a student's ability to understand, recall, and apply mathematical concepts and procedures.

**History:** Effective January 1, 2026

**General Authority:** NDCC 15.1-21-12.3, 28-32-02

**Law Implemented:** NDCC 15.1-21-12.2

**67-34-01-02. Professional development required.**

1. Each teacher and principal serving students in kindergarten through grade eight in a public or nonpublic school shall attend professional development training focused on best practices in mathematics instruction, including:
  - a. Explicit and differentiated instruction;
  - b. Data-driven decision-making; and
  - c. Evidence-based programming on mathematics aligned with the 2023 ND Mathematics Content Standards.
2. The NDDPI can provide a list of suggested and approved training.
3. Professional development must also be provided to special education teachers and school leaders.
4. Newly hired teachers and principals serving students in kindergarten through grade eight shall complete the professional development training described in subsection 1 within one year of first-year placement.
5. Required trainings must have occurred on or later than July 1, 2023 and be approved by the state Superintendent.
6. Teachers and principals who have successfully completed mathematics training in accordance with North Dakota Century Code section 15.1-21 are considered to have met the training requirements of this section, grades 4-8 beginning in 2025 and grades K-3 beginning in 2027.

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**General Authority:** NDCC 15.1-21-12.3, 28-32-02

**Law Implemented:** NDCC 15.1-21-12.2

**67-34-01-03. Research-Based Intervention Program.**

1. A research-based mathematics intervention program is a program designed to provide supplemental, targeted instruction to students identified as needing additional support in mathematics proficiency. These programs must be grounded in evidence-based practices and aligned to the 2023 North Dakota Mathematics Content Standards.
2. Any intervention program implemented in North Dakota public or nonpublic schools must meet the following criteria:
  - a. Be evidence-based and research-supported, with documentation demonstrating effectiveness in improving student mathematics outcomes.
  - b. Be aligned with the North Dakota Mathematics Content Standards and complement Tier I core mathematics instruction.
  - c. Include built-in progress monitoring tools or formative assessment capabilities to inform instruction and measure student growth over time.
  - d. Provide embedded supports for students with disabilities and multilingual learners, where applicable.
  - e. Offer professional development and implementation guidance for educators to support program fidelity.
3. All intervention programs must be adopted by the board and approved by the Department of Public Instruction.
4. The Department of Public Instruction shall maintain a list of approved research-based mathematics intervention programs. This list will be made publicly available on the department's website. An intervention program vendor must follow the process described in this section to be considered for placement on the state-approved list:
  - a. Contact the North Dakota Department of Public Instruction to retrieve the approval form that intervention program vendors must complete. This approval form will also be available on the department's website.
  - b. Complete the approval form. The approval form will:
    - i. Include assurances for items listed under section 67-34-01-03.
    - ii. Require a signature from someone with vendor signature authority.
    - iii. Require contact information to be shared with the department.

- c. Submit the approval form via the instructions on the form itself. The department of public instruction will then review the approval form and inform the vendor of its status within thirty days.
5. When intervention program vendors are approved, they will be added to the state-approved intervention program list. The list will be created and maintained by the Department of Public Instruction and will be available on the department's website and available to be shared upon request. The superintendent of public instruction has the authority to remove vendors if they are not in compliance with the criteria in this chapter. The Department of Public Instruction and the North Dakota Information Technology Department will work together to track school districts and intervention program vendors who are and are not in compliance with this chapter. The state will provide feedback to the intervention program vendors about data-sharing agreements and the usefulness of the intervention program data. If data are found to be of little value or low quality, the superintendent of public instruction has the authority to remove vendors from the list.

**History:** Effective January 1, 2026

**General Authority:** NDCC 15.1-21-12.3, 28-32-02

**Law Implemented:** NDCC 15.1-21-12.2

#### **67-34-01-04. Implementation.**

1. For students in grades four through eight, beginning July 1, 2025, school districts and nonpublic schools shall:
  - a. Ensure their mathematics curriculum and curricular resources meet the focus areas listed in subsection 1 of North Dakota Century Code section 15.1-21;
  - b. Implement formative assessments at regular intervals, adjusting teaching practices accordingly and providing targeted interventions for each student who needs additional support; and
  - c. Implement a research-based intervention program and high-quality supplemental materials that incorporate evidence-based instructional strategies.
2. For students in kindergarten through grade three, beginning July 1, 2027, school districts and nonpublic schools shall:
  - a. Ensure their mathematics curriculum and curricular resources meet the focus areas listed in subsection 1 of North Dakota Century Code section 15.1-21;

- b. Implement formative assessments at regular intervals, adjusting teaching practices accordingly and providing targeted interventions for each student who needs additional support; and
  - c. Implement a research-based intervention program and high-quality supplemental materials that incorporate evidence-based instructional strategies.
  - d. Use a screening process for early identification of mathematics deficiencies and characteristics of dyscalculia;
  - e. Inform the student's parent or legal guardian about the screening process, the student's results, and the importance of early intervention;
  - f. Provide resources and guidance to the student's parent or legal guardian to support mathematics learning at home; and
  - g. If the student is identified as having characteristics of mathematics deficiencies or dyscalculia, develop an education plan with accommodations.
3. A school district or special education unit shall provide a screening process under subdivision a of subsection 2 for any student upon request by a parent, legal guardian, or teacher.

**History:** Effective January 1, 2026

**General Authority:** NDCC 15.1-21-12.3, 28-32-02

**Law Implemented:** NDCC 15.1-21-12.2

**67-34-01-05. Compliance.**

1. Each school district or nonpublic school shall ensure compliance with this section in a manner determined by the Superintendent of Public Instruction.
2. The department shall collect assurances from school districts and nonpublic schools to ensure compliance with North Dakota Century Code section 15.1-21.
3. During the monitoring process, the school district or nonpublic school shall report the following information regarding this chapter in a manner determined by the superintendent of public instruction:
  - a. Mathematics curriculum and intervention tools;
  - b. Professional development and training offered for kindergarten through grade eight;
  - c. Assessment instruments to identify mathematical competency and deficiencies; and

d. Student outcome mathematics proficiency data collected using assessment instruments.

4. School districts and nonpublic schools shall report information required in subsection 6 annually to the department on the first day of October, unless the school district or nonpublic school meets the requirements of subsection 8.
5. School districts and nonpublic schools that have submitted satisfactory information required under subsection 6 and subsection 7 may be awarded an exemption from the additional annual reporting requirements of subsection 7 for a period of up to three years. Satisfactory information may include student outcome mathematics proficiency data collected using the assessment instruments to identify mathematical competency.

**History:** Effective January 1, 2026

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**Law Implemented:** NDCC 15.1-21-12.2