CHAPTER 305
HB 1761 - FINAL VERSION

04/19/2018 1456s
04/19/2018 1644s
23May2018... 2042-CofC

2018 SESSION

18-2520
06/04

HOUSE BILL ***1761***

AN ACT **relative to the math learning communities program in secondary schools.**

SPONSORS: **Rep. Ladd, Graf. 4; Rep. Myler, Merr. 10; Rep. D. Wolf, Merr. 5**

COMMITTEE: **Education**

AMENDED ANALYSIS

This bill requires the commissioner of the department of education to establish and implement a supplemental high school math program for students who require remediation.

Explanation: **Matter added to current law appears in *bold italics.***
Matter removed from current law appears [~~in brackets and struckthrough.~~]
Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

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STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Eighteen

AN ACT **relative to the math learning communities program in secondary schools.**

Be it Enacted by the Senate and House of Representatives in General Court convened:

305:1 Legislative Intent. This chapter is enacted for the purpose of supporting those 11th and 12th grade students who require the requisite knowledge and skills necessary to adequately prepare them for career and postsecondary success. The program has been developed by the community college system of New Hampshire to assist students in avoiding time and financial costs, discouragement, and reduced postsecondary degree completion due to required math remediation when making the transition from high school to college and career.

305:2 New Chapter; Math Learning Communities Program in Public Secondary Schools. Amend RSA by inserting after chapter 193-H the following new chapter:

CHAPTER 193-I

MATH LEARNING COMMUNITIES PROGRAM IN PUBLIC SECONDARY SCHOOLS

193-I:1 Program Established. By July 1, 2019, the commissioner of education shall establish and encourage the implementation of a supplemental, 2-tier high school math program to be known as math learning communities, in order to meet the needs of any student who requires a better understanding of requisite math knowledge and skills and who has previously completed algebra I, but who lacks a strong foundation in mathematics to successfully transition from high school to college and career. Math learning communities shall be made available statewide to all public secondary schools. Students who would like to pursue a STEM career or postsecondary education program pathway but who are not ready to engage in mathematical reasoning and the application of math required in algebra II or other upper level math courses shall have access to this program of study and shall be encouraged to participate.

193-I:2 Structure and Sequence.

I. Eligible students shall have completed or be near completion of algebra I. The department shall encourage every public high school in the state to administer the Next-Generation Acuplacer QAS exam to students who may benefit from this program as recommended by a school teacher or guidance counselor and a parent in the spring of grade 10. Students who score less than 63 and who have the recommendation of a

teacher or guidance counselor and a parent may be assigned to course I, advanced math foundations. Students who score 63 or above shall be considered for either algebra II or course II, quantitative reasoning.

II. Course I, advanced math foundations, is a review and expansion of a student's understanding and ability to apply fundamental competencies in algebra, geometry, probability, and statistics. This course provides one math credit toward high school graduation.

III. Course II, quantitative reasoning, is a college level math course for students achieving a 63 or above on the Next-Generation Acuplacer QAS exam. This course can be taken through the concurrent dual enrollment program and upon satisfactory completion shall satisfy the math requirement for high school graduation and the math requirement associated with many degree programs at the community college system of New Hampshire. This course may be offered to students in grades 11 or 12.

193-I:3 Task Force. The commissioner of the department of education shall establish a task force for the purpose of submitting a report of findings and recommendations that address implementation and administration, evaluation, funding support if necessary, staff training, and course development to expand the math learning communities program to all public schools with grades 11 and 12, and make other program considerations as necessary, for the effective implementation of the math learning communities program.

193-I:4 Membership. Membership in the task force may include but not be limited to: legislative representation, department personnel, a public school superintendent, a high school principal, a high school guidance counselor, a math teacher or teachers, community college system of New Hampshire personnel coordinating the math learning communities project, a career and technical education director, and a high school parent.

193-I:5 Meeting. The commissioner shall call the first meeting of the task force which shall be held within 45 days of the effective date of this section. The task force shall elect a chairperson from among the members. Legislative members of the task force shall receive mileage at the legislative rate.

193-I:6 Report. The task force shall report its findings and program implementation recommendations to the commissioner of the department of education, the speaker of the house of representatives, the senate president, the governor, the chairperson of the house education committee, the chairperson of the senate education committee, and the clerks of the house and senate no later than November 1, 2018.

305:3 Effective Date. This act shall take effect upon its passage.
Approved: June 25, 2018
Effective Date: June 25, 2018