

1 State of Arkansas
2 89th General Assembly
3 Regular Session, 2013
4

As Engrossed: H3/22/13

A Bill

HOUSE BILL 1689

5 By: Representative McLean
6

For An Act To Be Entitled

8 AN ACT TO ESTABLISH AN ARTS-INFUSED CURRICULUM IN
9 ARKANSAS PUBLIC SCHOOLS; AND FOR OTHER PURPOSES.

Subtitle

12 TO ESTABLISH AN ARTS-INFUSED CURRICULUM
13 IN ARKANSAS PUBLIC SCHOOLS.
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17 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:
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19 SECTION 1. TEMPORARY LANGUAGE. DO NOT CODIFY. (a) The General
20 Assembly finds that:

21 (1) Integration of the arts is an effective tool to reinforce
22 the rigor and relevance specific to the newly adopted Common Core State
23 Standards;

24 (2) Research indicates that:

25 (A) An arts-infused curriculum offers a powerful tool to
26 promote student academic achievement and personal growth by motivating
27 students who may be disaffected from the learning process; and

28 (B) Academic disciplines such as reading, writing,
29 languages, social studies, science, and math are reinforced through an arts-
30 infused curriculum;

31 (3) The value of infusing the arts into the core curriculum of
32 the public schools has been supported and advanced in some Arkansas schools
33 and in several other states; and

34 (4) A program that provides for the development of arts-infused
35 pilot schools can serve an important public policy function by determining if
36 the strategies used by the pilot schools are effective and can be



1 successfully replicated in public schools throughout the state to enhance
2 overall student performance.

3 (b) There is established the Arts-Enriched Curriculum Program, a five-
4 year pilot program funded through grants administered by the Department of
5 Education to implement an arts-enriched curriculum, training, and research at
6 fifteen (15) schools over the five-year period.

7 (c) The goals of the pilot program are, without limitation, to:

8 (1) Prepare students for educational achievement by developing
9 imagination, reasoning, judgment, and the critical thinking skills necessary
10 for problem-solving and decision-making through:

11 (A) An arts-enriched curriculum based on Common Core State
12 Standards that is infused daily with drama, dance, visual art, and writing;

13 (B) Interdisciplinary thematic units and cross-curricular
14 integration;

15 (C) Experiential learning;

16 (D) Teaching methods that incorporate multiple learning
17 pathways; and

18 (E) Ongoing enriched assessments that include learning,
19 reflection, and self-assessment; and

20 (2) Improve the climate and infrastructure of the school
21 through:

22 (A) Professional development training;

23 (B) Collaboration among leaders and teachers in the
24 school; and

25 (C) Research and evaluation of the implementation of the
26 program in the school.

27 (d)(1) A school may apply to participate in the pilot program if:

28 (A) The school is a public elementary or secondary school;
29 and

30 (B) The principal and at least eighty-five percent (85%)
31 of the teachers agree to participate.

32 (2) A school shall be selected for the program based on:

33 (A) Need and commitment of a school's faculty and staff;

34 (B) The size of the student body and its demographic and
35 geographic diversity; and

36 (C) Available funding.

1 (e)(1) Pilot schools shall participate on the following schedule of
2 professional development training:

3 (A) Five (5) schools shall begin three (3) years of
4 training in the 2014-2015 school year;

5 (B) An additional five (5) schools shall begin three (3)
6 years of training in the 2015-2016 school year; and

7 (C) An additional five (5) schools shall begin three (3)
8 years of training in the 2016-2017 school year.

9 (2) For the three (3) years that a school participates, the
10 principal and faculty at the school shall receive professional development
11 training for integrating the arts as a medium to teach the concepts under the
12 Common Core State Standards as follows:

13 (A) In the first year of participation, training shall be
14 provided for seven (7) days, with a monthly follow-up;

15 (B) In the second year of participation, training shall be
16 provided for five (5) days, with monthly follow-up; and

17 (C) In the third year of participation, training shall be
18 provided for four (4) days, with monthly follow-up.

19 (f)(1) The grant recipient shall evaluate the effectiveness of the
20 pilot program in each participating school by measuring:

21 (A) Student academic achievement;

22 (B) Increased student engagement;

23 (C) Disciplinary referral trends; and

24 (D) Increased student interest in school and attendance
25 trends.

26 (2) The grant recipient shall provide access to the research and
27 data to the:

28 (A) House Education Committee and Senate Education
29 Committee through the Bureau of Legislative Research; and

30 (B) Department of Education.

31 (3)(A) By September 1, 2020, the grant recipient shall prepare
32 and provide a written report on the research from the pilot program to the
33 House Committee on Education and Senate Committee on Education.

34 (B) The House Committee on Education or the Senate
35 Committee on Education may request one (1) or more interim reports on the
36 progress of the pilot program.

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/s/McLean

APPROVED: 04/11/2013