



H.3759 Proposed Amendments / Additions

February 11, 2019

To: Chairwoman Raye Felder and Members of K-12 Subcommittee of House Education & Public Works Committee

CC: Speaker Jay Lucas, Chairwoman Rita Allison, Pierce McNair

From: Arts in Basic Curriculum (ABC) Project Steering Committee

Subject: Proposed Amendments and Additions to H.3759

Chairwoman Felder and Members of the House Subcommittee on K-12 Education:

It is our pleasure to deliver to you proposed changes to H.3759, the “South Carolina Career Opportunity and Access for All Act”, in an effort to ensure that the value that the arts bring to a student’s education is embraced and advanced.

The ABC Project, a partnership of the SC Department of Education, SC Arts Commission, and Winthrop University currently serves over 80 schools and/or districts, and over 175,000 students each year by providing leadership, assistance, and grant awards. More information about this powerful and effective partnership can be found on our website - abcprojectsc.com - and we are happy to provide more information if needed.

The ABC Project’s leadership, its Steering Committee, is comprised of leaders at all levels of education - teachers, administrators, higher education - and nonprofit sectors. The Committee not only monitors the progress of the ABC Project, but also monitors education trends and advocates for the position of the arts as education shifts and changes.

To that end, the ABC Project Steering Committee would like to submit the following amendments and additions to be proposed to H.3759 to reinforce the positive influence the arts have on our South Carolina students.

This proposal is broken into three sections: 1) Priority Amendments, 2) Additional Amendments, 3) Expanding Opportunities & Access in the Arts.

Please do not hesitate to contact us for any resources, clarification, or additional comments. Thank you for this opportunity and for your service to our state.

Sincerely,

Dr. John Lane, ABC Project Steering Committee Chair | Christine Fisher, Executive Director

Priority Amendments

~~Indicates Matter Stricken~~

Indicates Additions

PRIORITY AMENDMENT A

“Student Bill of Rights”

H.3759: PART II, Section 3, Article 15

Code of Laws: Section 59-63-1520

“All students should expect the following:

...

(3) an education tailored to students' individual needs which prepares them to be college-ready, career-ready, and civic-ready for life beyond high school. To attain this education, students should:

(a) be afforded school districts that are financially stable and academically responsible to the educational needs of all students;

(b) be governed by school boards that are focused on serving the educational needs of students by acting ethically and hiring dedicated and qualified superintendents and other district staff;

(c) be led by superintendents who recruit and retain excellent principals and who ensure that school faculty and staff receive high quality professional development and support; and

(d) receive instruction and support from highly qualified teachers who strive to serve students with the highest professional integrity and always seek to improve their skills; ...”

(e) receive a well-rounded education with access to opportunities that enable them to achieve the outcomes stated in the Profile of the South Carolina Graduate.

Explanation:

A student should have the right to achieve the “north star” set into law by passage of the Profile of the South Carolina Graduate, and, just as importantly, the curriculum and content the Profile names.

~~Indicates Matter Stricken~~
Indicates Additions

PRIORITY AMENDMENT B

“Zero to Twenty Committee”

H.3759: PART III, Section 5, Chapter 12

Code of Laws: Section 1-12-120

Before October 1, 2021, the committee shall establish a series of benchmarks that must include, but are not limited to the following:

...

(3) eighth grade mathematics, including the percentage of eighth grade students who score 'Meets' or 'Exceeds Expectations' on the SC Ready assessment, or its successor;

(4) high school graduation rates, including the percentages of students who graduated in four and five years;

(5) participation in the arts and other content areas not formatively assessed in public schools in at least grade levels three, eight, and eleven, as measured by a Defined Minimum program.

Explanation:

The Profile of the South Carolina Graduate, as well as the definition of “well-rounded education” in the Every Student Succeeds Act, includes language that specifies the arts, and others, as content areas that help achieve the goals of education in our state and nation. By setting a “defined minimum” of participation these content areas, which do not have federally-mandated nor state-mandated broad assessments, at a minimum of three grade levels across the K-12 environment, schools would be able to lean on quality of instruction instead of quantity (as set forth in previous Defined Minimum programs), and also establish a career and college readiness pathways in these content areas more easily.

~~Indicates Matter Stricken~~
Indicates Additions

PRIORITY AMENDMENT C

“Career and Technology Curricula”

H.3759: Part IV, Subpart VII, Section 28

Code of Laws: Section 59-59-60

Beginning with the 2021-2022 School Year, school districts shall:

(1) organize high school curricula around a minimum of three career pathways that identify the regional and state workforce needs. The district must offer at least one pathway in each career center or in each high school and at least one high-skill and in-demand pathway as identified in the state's Workforce Innovation and Opportunity Act plan. The curricula must be designed to provide a well-rounded education, **as defined by the Every Student Succeeds Act**, to prepare students for multiple pathways, including postsecondary credentials. The pathways must foster the life and career characteristics, world class knowledge, and skills identified in the Profile of the South Carolina Graduate; ...

Explanation:

A lack of a definition for “well-rounded education” leaves this part of the bill, which deals with the important topic of career pathways, leaves room for uncertainty. Matching the definition to federal law helps make this bill more clearer.

Additional Amendments

ADDITIONAL AMENDMENT A

“Computer Science and Mathematics Coursework and Incentives”

H.3759: PART IV, Subpart I, Section 6

Code of Laws: Section 59-29-250

(A) The purpose of this section is to expand access to computer science learning experiences to all students because computer science supports literacy, math, **innovation, creative** problem-solving, and technological skills, and advances productivity in every discipline, industry, and profession.

Explanation:

Computer Science coursework also assists in these key areas, named in the Profile of the South Carolina Graduate.

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Indicates Additions

ADDITIONAL AMENDMENT B

“Computer Science and Mathematics Coursework and Incentives”

H.3759: PART IV, Subpart I, Section 6

Code of Laws: Section 59-29-250

(D) Beginning in the 2020-2021 School Year, the Department of Education shall:

...

(2) support K-12 academic, arts, and computer science teachers in designing interdisciplinary, project-based instruction and assignments that engage students in applying literacy, math, the arts, and computational thinking skills to solve problems;

(3) design career pathways that connect students to postsecondary programs, degrees, or postsecondary credentials in high demand career fields including, but not limited to, cybersecurity, information systems, informatics, graphic design, computer engineering, and software development as identified by the Department of Commerce;

Explanation:

(2): Arts content areas are project-based by their very nature, and interdisciplinary in practice. The Department of Education should support those endeavors as the skills in creativity and innovation fostered in arts classrooms helps inform all other areas, including computer science.

(3): Graphic Design careers are needed in almost every industry, and they combine skills from both computer science and arts courses.

ADDITIONAL AMENDMENT C

“Satisfaction Survey”

H.3759: Part V, Subpart II, Section 39

Code of Laws: Section 59-25-52

A) Recognizing that supportive working conditions for teachers make it more likely that teachers will continue with, and prosper in the profession, the Center for Educator Recruitment, Retention and Advancement shall use and update the teacher survey currently administered by the department. The center semiannually shall administer the uniform, confidential, and online survey of all public school teachers to evaluate teacher satisfaction, especially teacher perceptions of their existing working conditions associated with the basic psychological needs of competence, autonomy, and relatedness. Among other things, the survey should assess teacher perceptions of:

(1) administrative support;

- (2) student behavior;
- (3) decision making roles;
- (4) parental support;
- (5) amount of paperwork and routine duties;
- (6) availability of resources;
- (7) communication with principal;
- (8) cooperation among the staff;
- (9) staff recognition;
- (10) control in classroom;
- (11) influence over school policy;
- (12) student absenteeism;
- (13) student apathy; **and**
- (14) violence.; **and**
- (15) professional growth opportunities in content areas;**

Explanation:

Valuing teachers as professionals cannot be achieved without fostering a teacher's interest and growth within their content areas. Schools should be incentivized to support a teacher's professional growth, and one way to do that is to allow teachers to report on their access to that support.

~~Indicates Matter Stricken~~
Indicates Additions

ADDITIONAL AMENDMENT D

“Increasing Accountability”

H.3759: Part VI, Section 44

Code of Laws: Section 59-18-1615 (H)

- (1) The school shall offer an orientation class for parents which focuses on:
 - (a) the value of education;
 - (b) academic assistance programs that are available at the school and in the community;
 - (c) student discipline;
 - (d) school policies;
 - (e) explanation of information that will be presented on the school's report card issued in November; **and**
 - (f) information on all after-school, extra curricular, summer learning, or other enrichment programs offered by the school, or local community providers; and**
 - (g) other pertinent issues.**

Explanation:

As schools submit their “turnaround plans”, opportunities for parents to enrich, or even supplement, instruction outside of the school day should be made available.

Expanding Opportunities and Access for the Arts in H.3957

In order to ensure the value of the arts is embraced in the South Carolina Career Opportunity and Access for All Act, and that more South Carolinians have access to quality arts experiences and education, the following action items are proposed.

1. Provide additional funds to the South Carolina Arts Commission to be used in supporting the use of the arts within schools and districts to achieve the Profile of the South Carolina Graduate.
2. Leverage the successful model and leadership of the Arts in Basic Curriculum Project as a model for broader impact on school performance through the arts.
3. Provide increased grant support for current and pilot after-school and summer learning opportunities offered by schools and community organizations.
4. Set a goal of appropriating \$1 per capita in funding for grants at the South Carolina Arts Commission in FY2021 and every year thereafter.