

St. Martin Parish Public Schools Magnet Schools Proposal



**Proposed Magnet Schools: Early Learning Center and
St. Martinville Primary School**

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Introduction

In the effort to comply with Louisiana Law regarding admissions to the proposed Magnet School Programs in St. Martin Parish, and the applicable Court Orders in the St. Martin Parish School System's desegregation case, *Thomas, et. al vs. St. Martin Parish School Board, et. al*, St. Martin Parish School Board has developed the following proposal for initial implementation of a Visual and Performing Arts Magnet program at the Early Learning Center and St. Martinville Primary Schools. If approved by the Court, the Magnet Programs would open at the beginning of school for the 2022-2023 school year. Preparations for implementation would begin immediately following approval by the Court.

The district aims to provide opportunities for students across the parish to engage in rigorous school-wide curriculum, while also being afforded the opportunity to flourish in programs of interest. Students will develop foundational skills in the arts that will better prepare them for aesthetic appreciation and of others and the world in which we live.

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Planning Team

A planning team will include key staff members who are the decision makers for the schools and/or school system. The team includes staff representing all grade levels, subjects and disciplines (including a resource team member and staff).

Proposed Design Team Members

Name	Role	What skills does this person bring to the team?
Sarah Allen	Supervisor of Elementary Education	Experience as an elementary school teacher, principal, and supervisor of curriculum, instruction, and assessment practices.
Frederick Wiltz	Superintendent	Experience as an elementary school teacher, behavior interventionist, middle school assistant principal and middle school principal, supervisor of Child Welfare and Attendance and Desegregation Compliance Officer
Dr.Gail Dalcourt	Director of Curriculum and Instruction	Experience as a high school Physical Science/Applied Physics teacher, Reading Specialist, Supervisor of Secondary and CTE Curriculum, and Director of PreK-12 and Adult Education Curriculum, Instruction, and Assessment Practices

Corky Matthews	Desegregation Compliance Officer	Experience as a high school English teacher, speech teacher, dean of students and assistant principal of St. Martinville Senior High
TBD	Visual Arts Teachers	Knowledge of effective instructional practices and methodologies in teaching creative expression, aesthetic perception, historical and cultural perspective, and critical analysis of visual arts through the Louisiana Arts Content Standards
TBD	Dance Teachers	Knowledge of effective instructional practices and methodologies in teaching creative expression, aesthetic perception, historical and cultural perspective, and critical analysis of dance through the Louisiana Arts Content Standards
Jessica Landry	Principal ELC	Experience as an early learning teacher of creative movement and principal of the Early Learning Center
Lisa Sylvester	Principal SMP	Experience as a special education teacher, TAP master teacher, and assistant principal and principal of St. Martinville Primary
Pamela Jordan	SPED	Experience as an elementary teacher, elementary school curriculum coordinator, high

		school assistant principal, middle school principal, Title I Supervisor, and Director of Federal Programs
Cheryl Mitchell	SPED	Experience as an elementary SPED teacher, assistant principal of Alterative School (JCEP), assistant principal of middle school, Louisiana Department of Education State and Regional SPED Curriculum Specialist, SPED Supervisor of Elementary Education,

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Vision Statement

As schools of choice, the vision for The Early Learning Center and St. Martinville Primary is to:

- grow students from across the district into creative, goal-oriented, problem-solvers who experience an aesthetic awareness of the beauty and meaning in the arts and world around them
- help students to become successful citizens who embrace diversity and become contributing members of society
- provide students with opportunities for instruction that supports their interests and learning styles
- integrate the content from visual and performing arts, as well as science, technology, engineering, and mathematics practices, into the core curriculum to develop higher-order critical thinking skills

Mission Statement

The mission of the St. Martin Parish Magnet School Program is to promote student interest and prepare students for success in the culturally-diverse, and technologically-advanced, global society.

Goal and Objectives of the St. Martin Parish Magnet School Program

The goal of the St. Martin Parish magnet schools, The Early Learning Center and St. Martinville Primary, both located in St. Martinville, Louisiana, is threefold. The program first aims to foster a diverse population falling within the +/- 15% balance in the St. Martinville area schools. The magnet program also aims to foster a robust learning environment that promotes increased student achievement that will prepare students for a diverse and competitive 21st Century global market. Finally, students will be offered choices of an expanded curriculum in visual art or performing art/dance through elective courses, as well as through the integration of the arts into core subjects. Students will also experience the integration of science, technology, engineering, and mathematics (STEM) practices in their core science and math courses to prepare them for the ever-increasing technological society.

Objectives of the St. Martin Parish Magnet School Program:

1. To promote and maintain diversity across the administration, faculty, staff and student populations;
2. To provide a unique and/or specialized curriculum or approach to teaching the arts through elective courses and the integration of the arts into core courses;
3. To improve academic achievement for all students participating in the magnet schools or program; and
4. To stabilize student assignments.

The magnet programs at the Early Learning Center and St. Martinville Primary shall support the main goal and the objectives to deliver a diverse school with increased student performance by offering students and parents the opportunity for choice based on student interest.

Why was This Goal Chosen?

St. Martin Parish School Board seeks to provide students in grades K-5 who reside within the St. Martin Parish school district exposure to dance, visual arts, and STEM education, while also focusing on the core academic classes to produce well-rounded students who are capable and accepting of the differences of others. In addition, the district seeks to integrate the St. Martinville area schools by designing two magnet schools that will promote school choice opportunities based on interest and differences in learning styles.

The current enrollment for the 2022-2023 school year are as seen in the chart below. Implementation of a magnet program at both the Early Learning Center and St. Martinville Primary School will help the efforts to bring both schools within the +/- 15% goal required by the courts. The goal is to attract students from the Cecilia and Parks area communities to attend the visual and performing arts magnet programs in the St. Martinville area.

School	2022-2023						
	White	W%	Other	0%	Black	B%	+/-
Elementary (PK-5) Totals	1,644	46.9%	200	5.7%	1,660	47.4%	—
Breaux Bridge Elementary	125	36.8%	20	5.9%	195	57.4%	+10.0%
Breaux Bridge Primary	194	35.5%	26	4.8%	326	59.7%	+12.4%
Cecilia Primary	399	58.9%	67	9.9%	211	31.2%	-16.2%
Parks Primary	218	56.9%	6	1.6%	159	41.5%	-5.8%
Early Learning Center (PK-1)	122	32.4%	13	3.5%	241	64.1%	+16.8%
St. Martinville Primary	141	29.5%	15	3.1%	322	67.4%	+20.0%
Teche Elementary	329	56.3%	49	8.4%	206	35.3%	-12.1%
Stephensville Elementary	116	7.1%	0	0%	0	0%	—
Catahoula Elementary	Closed 2021-22						

Selection and Development of the Theme

Providing opportunities for school choice is intended to create opportunities for students and parents to select programs of interest in the proposed St. Martinville area magnet programs. The theme for the magnet programs was selected by the parents of St. Martin Parish. Each community within the district was given the opportunity to listen to information about the current Desegregation case at area Listening Sessions. A total of five Listening Sessions were held in each area of the district at the following schools, excluding Stephenville Elementary located in lower St. Martin Parish due to its distance from upper St. Martin Parish: St. Martinville High School, Catahoula Elementary (currently closed as a school site), Parks Middle School, Breaux Bridge High School, and Cecilia High School. Parents and students were provided opportunities to give input and provide feedback on the information presented and the type of Magnet program that should be created in the St. Martinville area.

In addition to the Listening Sessions, surveys conducted by Triton Polling and Research with parents across St. Martin Parish school district showed the following results:

- 70.6% of parents surveyed were interested in a new specialized program for children in the district, while 13.2% were not interested
- 82.3% of parents surveyed would consider a new program with a STEM focus, while 11.4% of parents would not consider a program of this nature for their children
- 81.6% of parents surveyed would consider a new program with a Performing or Visual Arts focus, while 15.9% would not consider a program of this nature for their children
- 81.1% of parents surveyed would consider a new program with a Communication Arts focus, while 15.4% of parents would not consider a program of this nature for their children
- 71.9% of parents surveyed would consider a new program with a Public Service focus, while 21.1% would not consider a program of this nature for their children
- 67% of parents surveyed would consider a new program with a Montessori focus, while 18.2% would not consider a program of this nature for their children
- At least 53.2% of parents surveyed would send their children to a program located at The Early Learning Center and/or St. Martinville Primary, while 42.3% would not consider sending their children to a program located in the St. Martinville area

The number one choice of themes based on the survey conducted by Triton was a new program with a STEM focus. All schools in the St. Martinville area currently have a STEM program in place. The Early Learning Center's STEM program exposes all students to STEM instruction through the acquisition of STEM vocabulary and hands-on inquiry-based STEM lessons and activities. St. Martinville Primary currently touts a STEM focus by allowing all students to learn basic coding as students are rotated through the robotics laboratory once per week. Students at both schools are eligible to participate in the STEM Robotics Club which meets after school and participates in coding competitions against STEM clubs from other regions across the state on weekends. Since STEM is currently in place, the Visual and Performing Arts theme was selected for the proposed magnet schools in St. Martinville as it was the second highest choice of parents for their children.

Benefits of a Visual and Performing Arts Magnet Program

- Innovative (project-based learning, inquiry designed instruction, etc.) in elementary schools with programs of the arts tend to increase student engagement and students' love for school, college aspirations, and the ability of

students to draw upon works of art to empathize with others (Bowen and Kasidia, 2019)

- Research links programs in which the arts are integrated into all aspects of the school curriculum with increased student achievement (Gullatt, 2007)
- Increased parental and community involvement
- Results in greater parent and teacher satisfaction
- All students at The Early Learning Center will have exposure to visual arts, performing arts, and STEM lessons and activities on a weekly basis, thereby increasing student engagement, interest and enjoyment in school, and college aspirations
- Students enrolled at St. Martinville Primary who are selected to participate in the magnet program of their choice, visual arts or performing arts, will benefit from increased student engagement, increased college aspirations, increased empathy for others. and an increased appreciation of community, nature, and differences in the world around them due to exposure to the arts
- All other students at St. Martinville Primary will benefit from continued exposure to STEM lessons and activities, by increased student engagement, problem-solving skills, and preparations for college and career readiness

The district will work with the administrators of surrounding Magnet Schools and the consultant hired by St. Martin Parish, Dr. Christine Rossell of Boston University, to assist in the effective planning and implementation of the selected theme. The district will also research the Louisiana Arts Content Standards for visual arts and dance, along with visitations to surrounding communities where elementary Magnet Schools of this nature have been created. During the initial year of implementation, the district will conduct internal and external evaluations of the effectiveness of the magnet programs. The information gleaned will be used to inform changes that warrant the success of the programs. Parents and community members will also be asked to participate in an anonymous survey to ensure parental and community involvement and satisfaction in the magnet school programs.

Foundation of Magnet School Programs

Magnet schools are built on the foundation of **five pillars** and are free public elementary and secondary schools of choice that are operated by school districts. Magnet schools have a focused theme and aligned curricula, are typically more “hands-on - minds-on”, and use an inquiry or performance/project-based approach to learning. They also use state or district standards in all subject areas; however, they are taught within the school’s overall theme.

The St. Martinville Magnet School Programs will be built upon the **Five Pillars of**

Magnet Schools.

1. **Diversity** - the St. Martin Parish Magnet Schools will promote equity by creating access for all students. Through marketing and recruitment strategies, the program will support the integration of schools, resulting in a diverse population of students reflective of all cultures.
2. **Innovative Curriculum and Professional Development** - teachers will be provided effective professional development to enhance their teaching strategies and support the innovative curricula in both core and elective courses. Core instruction will be designed from Louisiana's approved Tier 1 curricula in the areas of ELA, math, and science. Visual arts, dance, and STEM content will be integrated into the adopted Tier 1 curricula in the above-mentioned areas to develop rigorous, high quality lessons based on the Louisiana Student Standards in each content area to ensure students are on track for college and career readiness.

Note: The Louisiana Department of Education has not yet approved Tier 1 curricula in the area of social studies.

3. **Academic Excellence** - will be demonstrated through an assessment process designed to diagnose students' strengths and weaknesses and progress monitor growth in order to drive curricular decisions. Mastery of student standards will set the tone for high expectations for student success. The option for choice will promote interest and invite students from across the district to join the magnet school community, thus contributing to the integration of the school population.
4. **Leadership** - is at the root of the magnet school structure and will be promoted from the school and district levels. Continuous monitoring of student progress, the effectiveness of the arts programs, and organizational structures will ensure the success of the program. Administrators and district leaders will focus all decisions regarding hiring practices, budgets, curricula resources, collaboration, and professional development through collaborative efforts to maintain and sustain the magnet school structure.
5. **Family and Community Partnerships** - will promote shared ownership, enhance school pride, and provide a system of support for school leaders, faculty, staff, and students. These aspects of partnership will build a school environment that is community-oriented and rich in educational experiences. Partnerships between the schools and community will include a diverse group of stakeholders including, but not limited to, school and district personnel, students and parents, local businesses, policy makers, and health and human services to cultivate pride in both school and community.

Structure of the Proposed Magnet Programs

The St. Martin Parish School Board proposes creating Visual and Performance Arts themed magnet schools at the Early Learning Center and St. Martinville Primary, both located in St. Martinville, Louisiana. The purpose of said magnet schools is to meet the +/- 15% goal. The magnet programs will service students from Kindergarten through fifth grade. The STEM/Robotics program currently offered at the Early Learning Center will also be offered to students in the Visual and Performing Arts Magnet program. Students at in the Visual and Performance Arts Magnet Program who enroll in St. Martinville Primary School will select either visual arts or performing arts as their program of study. The STEM/Robotics program currently in place at St. Martinville Primary will continue to be offered to students who are not enrolled in the Visual and Performing Arts Magnet program.

The School Board is considering the following for the initial implementation of the new magnet:

1. Offering Dance from Kindergarten through fifth grade.
2. Offering Visual Arts (drawing, painting, etc.) from Kindergarten through fifth grade.
3. The Visual and Performing Arts Magnet programs would begin in August 2023 for the 2023-2024 school year.

Students in Kindergarten through first grade (K-1) at the Early Learning Center, will be exposed to visual arts, dance, and STEM/Robotics offerings on a weekly basis. This will allow young students and their parents/guardians the opportunity to gauge their interest in the above-mentioned programs.

Students at St. Martinville Primary in grades two through five (2-5) who enroll in the Visual and Performing Arts Magnet program will select an area of specialization based on their interests. Students who apply for the magnet program may apply to enroll in either dance or visual arts. Seats in the dance and visual arts program will be limited during initial implementation. There will be two (2) sections of dance per grade level and one (1) section of visual arts per grade level at St. Martinville Primary. St. Martinville Primary students who do not apply for the Visual and Performing Arts Magnet program will be scheduled into STEM/Robotics.

Staffing

Magnet Program Staffing to Implement Theme

In an effort to meet the +/- 15% goal of the program, the district will add the number of teachers listed in the chart below to the staff at the Early Learning Center and St. Martinville Primary. Additional core teachers would be added to reduce the teacher/pupil ratio in core classes (ELA, math, science, and social studies). A Magnet School Coordinator would be hired to monitor the program for effective implementation of the plan, as well as compliance with orders from the Court.

Magnet School	Potential Staff Needed
Early Learning Center	<ul style="list-style-type: none">• 1 Dance Teacher• 1 Art Teacher• 2 Core Teachers (one per grade level)
St. Martinville Primary	<ul style="list-style-type: none">• 1 Dance Instructor• 1 Art Teacher• 4 Core Teachers (one per grade level)
Magnet School Coordinator	<ul style="list-style-type: none">• If grant funds are available, the district would hire a Magnet Schools Coordinator to share between the two schools

Anticipated Costs of Implementation

Funding the Magnet Programs

It is the intent of the St. Martin Parish School System to hire a grant writing consulting firm to provide the district with assistance in seeking and writing grants to fund the Magnet Programs. At this time, a firm has not yet been selected or approved, but the district is reviewing the success rate of firms with experience in writing grants to fund

Magnet Schools. If the district is unable to secure grant funding, funding would be secured from the district's General Funds.

Estimated Costs

Category or Items	Estimated Costs
10 Teachers plus Benefits (based on teachers with an average of 10 years experience)	\$650,000.00
<u>Classroom Construction</u> - Included but not limited to the following: mirrors, ballet bars, dance floors (Initial Year of Implementation Only)	\$60,000.00
Visual arts and dance materials and supplies, included by not limited to, classroom projects, show cases, exhibits, and field trips	\$30,000.00
Total	\$740,000.00

Faculty, Staff and Community Support

The faculty and staff of the Early Learning Center and St. Martinville Primary will sponsor parent nights at the beginning of the school year, art exhibits in the fall and spring, and dance performances in the fall and spring in which students, parents, and members of the community will be invited. Students from the areas for recruitment will be invited to visit the school through field trips scheduled by their zoned schools. The district will continue to host community events to create interests in the Magnet School Programs.

Professional Development

Teachers of visual and performing arts will be provided opportunities to attend professional development sessions in art and dance in Louisiana and other parts of the United States. During summer 2023, a cadre of teachers of art, dance, and core instruction shall meet to identify visual arts and dance standards, activities, and lessons to be incorporated into the schools' core curriculum. During Professional Learning Communities (PLCs) at each school, visual arts and dance teachers will meet with core instructional teachers to discuss student progress in relation to implementation of art and dance content into the school curriculum.

Area Schools Visited for Observation of Theme Implementation

Name of School	Parish	Dates Visited or To Be Visited
Forest Heights	East Baton Rouge	October 2022
McKinley Middle Magnet School of Visual and Performing Arts	East Baton Rouge	October 2022
Magnet Academy for Cultural Arts (MACA)	St. Landry	February 2023
J Wallace James	Lafayette	February 2023

Proposed Curriculum for the Magnet Programs

The visual and performing arts curricula will be grounded in the Louisiana Arts Content Standards promulgated in accordance with R.S. 17:24.4 et seq. by the Louisiana Department of Education and the Louisiana Board of Elementary and Secondary Education, LR 30:209 (February 2004). The Louisiana Arts Content Standards are in Title 28, Part LI, Bulletin 1963 and can be found under the K-12 Arts Resources heading of the Louisiana Department of Education's website at <https://www.louisianabelieves.com/resources/library/k-12-arts-resources>.

The art content standards combine the four disciplines of visual arts, dance, theatre arts, and music for a comprehensive arts program. The art content standards for dance and visual arts are located in Appendix E and F, respectively. Each discipline is taught on the following basic standards:

- A. **Creative expression** - art standards for developing students' creative expression build the imagination, the application of knowledge, the ability to organize and interpret ideas, and the ability to problem-solve to create art forms that inspire and spark the imagination.
- B. **Aesthetic Perception** - art standards assist in developing the knowledge of, respect for, and appreciation of similarities and differences in the beauty of the natural environment through various art forms.

- C. Cultural and Historical Perspective** - art standards in this category develop students' ability to express their own cultural experiences and aspects of history and the human experience. Students recognize the historical significance of various art forms as part of the human experience relating to the past, present, and future.
- D. Critical Analysis** - critical analysis art standards build the students' ability to interpret, analyze, and express judgments of the performing and visual arts based on specific criteria. Critical analysis skills help students develop observational skills allowing the formation of verbal and written judgments through studying and exposure to the arts.

Integration of the Arts into the School-wide Curriculum

- Classrooms will incorporate group work to develop leadership and communication skills; project-based learning for depth and breadth of understanding; choice boards to foster engagement and ownership; critical thinking to hone problem-solving skills; and research projects to better prepare students for middle school.
- Students will discuss art pieces highlighted in their Guidebook units/ EL curriculum, PHD Science Curriculum and Social Studies Curriculum

Recruitment of Students

The Magnet Schools Planning Team, along with members of the Early Learning Center and St. Martinville Primary school administrative teams, will work collaboratively to market and recruit students to the magnet programs in the effort to bring the schools within the +/- 15% balance required by the courts. The following is a list of recruitment activities to take place during the spring and summer of 2023 and during the first year of implementation during the 2023-2024 school year.

Dates	Activity	Location/Purpose
February - May 1, 2023	District and School Social Media Outreach	The district and schools will send out information on the theme and registration for the proposed magnet schools to parents in the Cecilia and Parks areas of St. Martin Parish
March - May 2023	Informational Sessions such as Parent Nights	Sessions will be held to inform parents, students, and members of the

		communities where students are being recruited with additional information about the Magnet schools
2023-2024 School Year	Art Exhibits	Students at the Early Learning Center and St. Martinville Primary will invite students and parents from the school community and the areas for recruiting to attend art exhibits by students from magnet programs
2023-2024 School Year	Dance Performances	Students at the Early Learning Center and St. Martinville Primary will invite students and parents from the school community and the areas for recruiting to attend dance performance by students from magnet programs
4 Weeks and 2 Weeks prior to exhibits and performances	J-Calls, Newspaper Ads, Local News Stations	Early Learning Center and St. Martinville Primary will send out J-Calls to schools in recruitment areas to increase parent and student interest in the program

Admissions Criteria and the Lottery Process

Early Learning Center

There will be no admissions criteria for students wishing to attend the proposed Visual and Performing Arts Magnet program at the Early Learning Center. Students will be exposed to all three program areas including visual arts, performing arts or dance, and STEM/Robotics. Parents/Guardians of students who are out of zone and wish to have their child(ren) participate in the programs offered at the Early Learning Center could take advantage of a Majority-to-Minority (M to M) transfer to the school.

St. Martinville Primary

Due to the limited availability of seats for visual arts and dance, the School Board is considering two alternative options.

Option 1: Preferences for admissions in the Visual and Performing Arts Magnet Schools would include the following:

Students would be admitted to the visual and performing arts (dance) programs using the following preferences to ensure the school falls within the +/-15% demographic goal of the Desegregation Consent Decree:

- Students who qualify for a Majority-to-Minority transfer into the St. Martinville zone have seats reserved for them.
- Students currently zoned for St. Martinville schools will have second preference for seats.
- Students who have siblings in Dance or Visual Arts will have third preference for seats. Students who have an older sibling enrolled in the Magnet Program at the same elementary school will be given third preference in the assignment process after verification of sibling status. For the sake of the magnet school lottery, a sibling is defined as two or more children or offspring having one or both parents in common; a brother or sister residing at the same or different addresses; and/or adopted child(ren). Sibling preference is only considered if the application is done prior to the lottery.
- Students of employees of the St. Martin Parish School System who are working at the Early Learning Center or St. Martinville Primary will have fourth preference for seats.

Option 2: The School Board is considering not using race as an admissions-criteria, while keeping preferences 2-4 for seats.

Visual and Performing Arts Magnet Lottery

The School Board is also considering using a lottery for admissions to the Visual and Performing Arts Magnet schools. If the School Board receives more applications for the Magnet Schools than allotted seats, a lottery will be conducted. If that happens, all applications will be placed into the lottery. The lottery would be a computerized system that randomly selects students from completed, verified and submitted applications. The lottery would be a public event that students and parents could attend and observe. Students would be admitted according to the lottery selection order and admissions preferences. A third-party audit of the Magnet Schools Lottery and Selection Process will take place annually.

Waitlist Process

Additionally, a waitlist will be created for those not selected for a seat in the program of their choice. Students placed on the waitlist will have a choice as to whether or not they want to remain on the waitlist. Once a seat becomes available, the next applicant on the waitlist will be invited to join the program of their choice.

Enrollment, Expectations, Attendance, and Voluntary Withdrawal

Enrollment

For the initial year of implementation, the Open Enrollment period for entry into the Visual and Performing Arts Magnet Program will begin upon approval by the Courts and continue throughout the spring semester until the May 1st deadline for applications. The district will publicize/advertise information about the Magnet Program through informational sessions and parent meetings during the spring of 2023. Open Enrollment dates for each upcoming school year will be posted on the St. Martin Parish School System's website (<https://www.saintmartinschools.org/>), and will be included on all applications and in all notices and advertisements posted in newspapers or social media. Future Open Enrollment periods shall occur from December to May 1st.

Enrollment in the magnet program is a commitment for the duration of the program. Once an applicant has been accepted, the parent must contact the Magnet school to begin the enrollment process. All students in the Magnet programs must adhere to all district policies in the St. Martin Parish Parent/Student Handbook found on the St. Martin Parish Schools website at <https://www.saintmartinschools.org/policies/student-handbook>. If seats are available and applications have been approved, entry into the Visual and Performing Arts Magnets may close after the 10th day of school or up to the first progress report date. Students on the waitlist may be invited to enroll during the school year should a seat become available.

Applications received after the Open Enrollment period will not be eligible for entry into the lottery. Instead, these applications will be placed on the waitlist in the order in which the applications are received. If a parent/Guardian declines a spot for his/her child, the spot will be offered to the next student on the waitlist for the selected program in the order in which they were received. Magnet Program waitlist will not rollover from year to year. All parents with students on the waitlist must submit a new application for the next school year in order to be eligible for enrollment that school year.

Expectations

Students in the Magnet programs are expected to complete all required magnet program coursework, participate in activities, and fulfill the expectations of the program as set by the district, school administrative teams and Magnet Program instructors, to remain in the Magnet Program. With the exception of extenuating circumstances, this includes appropriate attendance, discipline, and participation in Magnet Program activities including field trips, contests, performances, and competitions. Students may be placed on probation for not following the Magnet Program's requirements. Prior to the start of the school year, students and parents/guardians will be provided with course syllabi for visual arts and dance that will include a list of required activities for the school year.

Attendance

Students shall adhere to St. Martin Parish district attendance policies. The Magnet Schools will work closely with the Child Welfare and Attendance department to monitor and determine necessary actions for students who are out of compliance with the district's attendance guidelines.

Voluntary Withdrawal from the Magnet Program

If a parent wishes to cancel the accepted invitation prior to the start of the school year, the withdrawal form must be completed and submitted to the St. Martin Parish Office of Child Welfare and Attendance. Once the form has been processed, the student will be reassigned to his/her zoned school and the seat will be opened to the next student on the waitlist. Once the school year begins, any parent request to withdraw from the Magnet Program must begin at the Magnet School. The school staff should be a part of making an informed decision. An Exit Request Form is completed by the parent and school representatives (Principal, Curriculum Coordinator, Magnet School Coordinator), then sent to the Office of Child Welfare and Attendance. Students are allowed to withdraw for extenuating circumstances, as determined by the Office of Child Welfare and Attendance. Students who voluntarily withdraw during the school year, will return to their zoned school. Students moving from St. Martin Parish may withdraw at any time.

Transportation

Transportation to and from the Visual and Performing Arts Magnet Schools will be available for students who choose to attend the Magnet Programs. Parents must submit a transportation requests at the Magnet School site when enrolling the student into the program. Prior to the first day of school, parents are encouraged to check with the Magnet School administrator or designee to ensure their students are properly tagged as bus riders.

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Magnet School Websites Visited

Dillard High School: A Magnet School of Broward County Public Schools, Fort Lauderdale, Florida

<https://www.browardschools.com/Page/29126>

East Baton Rouge Magnet Schools - Baton Rouge, Louisiana

<https://www.ebrmagnet.org/>

Engineering and Science University Magnet School - West Haven, Connecticut
(Presenters at Magnet Schools of America Conference)

<https://esumsnh.net/>

J Wallace James Elementary Arts and Technology Academy - Lafayette Parish, Lafayette, Louisiana

<https://www.lpssonline.com/schools/jwj>

Lafayette Parish School Choice, Lafayette, Louisiana

<https://lafayettechoice.com/admissions#map>

Magnet School of Cultural Arts - St. Landry Parish, Opelousas, Louisiana

<https://www.slpsb.org/o/macaca>

PS 349 Magnet School for Leadership and Innovation through STEAM - Queens, New York; (Presenters at Magnet Schools of America Conference)

<https://www.ps349.info/>

APPENDICES

DRAFT

APPENDIX A:

Proposed Daily Schedules for Early Learning Center and St. Martinville Primary

Kindergarten Sample Daily Schedule

Time	Subject	Minutes
7:45-8:00	Calendar Math	15
8:00-9:00	Eureka Math	60
9:00-9:45	Dance(M)/Art(T)/STEM(W)/Library/(Th)/Computer Lab(F)	45
9:45-10:45	EL Knowledge Block	60
10:45-11:20	Restroom/ Lunch	35
11:20-12:20	EL Skills Block	60
12:20-12:50	Physical Education/Restroom	30
12:50-1:50	Small Groups/(Labs)/Accelerate	60
1:50-2:20	Social Living	30
2:20-2:50	Accelerate	30
2:50-3:00	Dismissal/Restroom	10

Note: All students will attend Dance, Art, STEM/Robotics, Library and Computer Lab weekly.

1st grade Sample Daily Schedule

Time	Subject	Minutes
7:45-8:00	Calendar Math	15
8:00-9:00	Eureka Math	60
9:00-9:45	Dance(M)/Art(T)/STEM(W) /Library (Th)/ Computer Lab(F)	45
9:45-10:45	EL Knowledge Block	60
10:45-11:20	Restroom/ Lunch	35
11:20-12:20	EL Skills Block	60
12:20-12:50	Physical Education/Restroom	30
12:50-1:50	Small Groups/(Labs)/Accelerate	60
1:50-2:20	Social Living	30
2:20-2:50	Accelerate	30
2:50-3:00	Dismissal/Restroom	10

Note: All students will attend Dance, Art, STEM, Library and Computer Lab weekly.

2nd grade Sample Daily Schedule

Time	Subject	Minutes
7:45-7:55	Roll/Handwriting	10
7:55-8:40	Accelerate/Enrichment	45
8:40-10:40	Reading	120
10:40-11:00	Lunch	(20)
11:00-11:20	Recess/Restroom	(15)(5)
11:20-12:05	Art/Dance/P.E./Computer Lab/ STEM	45
12:10-12:15	Transition	(5)
12:15-1:15	Reading	60
1:15-1:30	Recess/Restroom	(15)
1:30-2:45	Math	75
2:45-3:05	Leader in Me	20
3:05-3:10	Dismissal	(5)

Note: Magnet Students will attend Dance or Art- 4 days a week and PE/1 day per week

3rd grade Sample Math Daily Schedule

Time	Subject	Minutes
7:45-7:55	Roll/ Handwriting	10
7:55-8:40	Accelerate/Enrichment	45
8:40-9:00	Vocabulary/Leader in Me Block 1	20
9:00-9:45	Art/ Dance/ P.E./Computer Lab/STEM	45
9:45-11:00	Math Block 1	75
11:05-11:25	Lunch	(20)
11:25-11:45	Recess	(20)
11:45-12:35	Science Block 1	50
12:35-1:55	Transition/Math Block 2	(5)75
1:55-2:20	Vocabulary/Leader in Me Block 2	25
2:20-3:10	Science Block 2	50

Note: Magnet Students will attend Dance or Art- 4 days a week and PE/1 day per week

3rd grade Sample ELA Daily Schedule

Time	Subject	Minutes
7:45-7:55	Roll/Handwriting	10
7:55-8:40	Accelerate/Enrichment	45
8:40-9:00	Spelling/Grammar Block 1	20
9:00-9:45	Art/Dance/P.E./Computer Lab/STEM	45
9:45-11:00	Transition/Reading Block 1	75
11:05-11:25	Lunch	(20)
11:25-11:45	Recess	(20)
11:45-12:35	Social Studies Block 1	50
12:35-1:55	Trans/Reading Block 2	(5)75
1:55-2:20	Spelling-Grammar Block 2	25
2:20-3:10	Social Studies Block 2	50

Note: Magnet Students will attend Dance or Art- 4 days a week and PE/1 day per wee

4th grade Sample Math Daily Schedule

Time	Subject	Minutes
7:45-7:55	Roll/Handwriting	10
8:00-8:45	Art/Dance/P.E./Computer Lab/STEM	45
8:45-9:30	Accelerate/Enrichment	45
9:30-10:40	Reading Block 1	70
10:40-11:30	Social Studies Block 1	50
11:30-11:50	Lunch	(20)
11:50-12:10	Recess	(20)
12:10-12:35	Spelling/Grammar Block 1	25
12:35-1:55	Transition/Reading Block 2	(5)75
1:55-2:45	Social Studies-Block 2	50
2:45-3:10	Spelling/Grammar Block 2	20

Note: Magnet Students will attend Dance or Art- 4 days a week and PE/1 day per week

4th grade Sample ELA Daily Schedule

Time	Subject	Minutes
7:45-7:55	Roll/Handwriting	10
8:00-8:45	Art/ Dance/P.E./Computer Lab/STEM	45
8:45-9:30	Accelerate/Enrichment	45
9:30-10:40	Math Block 1	70
10:40-11:30	Science Block 1	50
11:30-11:50	Lunch	(20)
11:50-12:10	Recess	(20)
12:10-12:35	Vocabulary/Leader in Me Block 1	25
12:35-1:55	Transition/Math Block 2	(5)75
1:55-2:45	Science Block 2	50
2:45-3:10	Vocabulary/Leader in Me Block 2/Dismissal	20(5)

Note: Magnet Students will attend Dance or Art- 4 days a week and PE/1 day per week

5th Grade Sample ELA Schedule

Time	Subject	Minutes
7:45-8:30	Roll/Accelerate/Enrichment	45
8:30-9:45	Reading Block 1	75
9:45-10:25	Social Studies Block 1	40
10:25-11:10	Art/Dance/P.E./Computer Lab/STEM	45
11:10-11:20	Social Studies Block 1	10
11:20-11:45	Spelling/Grammar Block 1	25
11:45-11:55	Handwriting	10
11:55-12:00	Transition to Block 2	(5)
12:00-12:20	Lunch	(20)
12:20-12:40	Recess	(20)
12:40-1:55	Reading Block 2	75
1:55-2:45	Social Studies Block 2	50
2:45-3:10	Spelling/Grammar Block 2	25

Note: Magnet Students will attend Dance or Art- 4 days a week and PE/1 day per week

5th Grade Sample Math Schedule

Time	Subject	Minutes
7:45-8:30	Roll/Accelerate/Enrichment	45
8:30-9:45	Math Block 1	75
9:45-10:25	Science Block 1	40
10:25-11:10	Art/Dance/P.E./Computer Lab/STEM	45
11:10-11:20	Science Block 1	10
11:20-11:45	Vocabulary/Leader in Me Block 1	25
11:45-11:55	Art	10
11:55-12:00	Transition to Block 2	(5)
12:00-12:20	Lunch	(20)
12:20-12:40	Recess	(20)
12:40-1:55	Math Block 2	75
1:55-2:45	Science Block 2	50
2:45-3:10	Vocabulary/Leader in Me Block 2	25

Note: Magnet Students will attend Dance or Art- 4 days a week and PE/1 day per week

APPENDIX B:

Signature Page for St. Martin Parish Magnet Planning Team Members

Meeting Date: _____

Name	Signature

DRAFT

APPENDIX C:

ST. MARTIN PARISH MAGNET SCHOOL APPLICATION

The application period will run from April 1, 2023 – July 1, 2023 All applications are due by 4:30 p.m.

STUDENT'S NAME *(print)*: _____ DATE OF BIRTH: _____

Gender (Check one): Male Female

Ethnic Category (Check One): African American American Indian Asian/ Pacific Islander Caucasian Hispanic

Other _____

PHYSICAL ADDRESS: _____

TELEPHONE:

Home: _____ Cell: _____

MAILING ADDRESS: _____

EMAIL: _____ CURRENT GRADE: _____ CURRENT SCHOOL _____

Grade applying for _____

Preferred Method of Contact (Check One): Phone Call Text Message Email

Please indicate your preferred area (Check One): Performing Arts/Dance Visual Arts

If you are applying for more than one child in the Magnet Program, please list the other applicant's or applicants' name and grade applying for

Name _____ Current Grade _____

Name _____ Current Grade _____

PARENT/GUARDIAN NAME *(please print)* _____ Date _____

Additional Space if Needed

<u>CENTRAL OFFICE USE ONLY</u>	
APPROVED: <input type="checkbox"/> YES <input type="checkbox"/> NO	Administrator's Signature: _____ Date: _____

APPENDIX D:

ST. MARTIN PARISH SCHOOL SYSTEM STUDENT TRANSFER APPLICATION

STUDENT'S NAME *(print)*: _____ DATE OF BIRTH: _____ RACE: _____

PHYSICAL ADDRESS: _____

TELEPHONE:

Home: _____

Cell: _____

MAILING ADDRESS: _____

EMAIL: _____ HOME ATTENDANCE ZONE SCHOOL: _____

PARENT/GUARDIAN'S NAME *(please print)* _____

TYPE OF TRANSFER REQUEST *(Check one, complete required information and forward to the administrator listed.)*

<p><u>MAJORITY TO MINORITY</u> <u>Deadline: May 1, 2023</u></p> <p>Forward to: Kevin Bonhomme P.O. Box 1000 Breux Bridge, LA 70517 or Kevin_bonhomme@saintmartinschools.org</p>	<p>*Please be aware that if, as of MAY 1, 2023, your child's race is not in the <u>MAJORITY</u> at your residentially-zoned school AND in the <u>MINORITY</u> at the requested school, the application will not be approved. * Current M to M students should reapply only if they are moving to a new school. Requested school: _____ Grade: _____ 2023-24 Transportation requested: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><u>SMPSS EMPLOYEE'S CHILD</u></p> <p>Forward to: Kevin Bonhomme P.O. Box 1000 Breux Bridge, LA 70517 or Kevin_bonhomme@saintmartinschools.org</p>	<p align="center">Please complete prior to the start of the 2023-2024 school year.</p> <p>Requested school: _____ Grade: _____ 2023-24 Employee based at: _____</p>
<p><u>EXTRAORDINARY CIRCUMSTANCES</u> <i>No deadline</i></p> <p>Forward to: Kevin Bonhomme P.O. Box 1000 Breux Bridge, LA 70517 or Kevin_bonhomme@saintmartinschools.org</p>	<p>Requested school: _____ Grade: _____ 2023-24 School attended in 2022-23: _____ Reason for request to transfer: _____</p>

Additional Space if Needed

<u>CENTRAL OFFICE USE ONLY</u>	
APPROVED: <input type="checkbox"/> YES <input type="checkbox"/> NO	Administrator's Signature: _____ Date: _____

APPENDIX E:

Benchmarks for Dance - Louisiana Arts Content Standards

Dance - Grades K-4 - Creative Expression

D-CE-E1	Use kinesthetic awareness, proper use of space, and the ability to move safely	(1, 2, 5)
D-CE-E2	Explore and demonstrate basic movements and the elements of dance (space, time, and energy)	(1, 2)
D-CE-E3	Recognize and explore dance as a way to create and communicate ideas and feelings	(1, 4)
D-CE-E4	Explore the process of making a dance; improvise to create a dance phrase	(1, 2)
D-CE-E5	Execute improvised and set movement patterns with concentration and focus individually and in groups	(1, 4, 5)
D-CE-E6	Identify relationship among dance, other arts, and disciplines outside the arts	(1, 4)
D-CE-E7	Develop awareness of technical dimensions of dance, such as costumes, performance space, and set design	(2, 4)

Dance - Grades 5-8 - Creative Expression

D-CE-M1	Demonstrate self-monitoring and effective use of space	(2, 5)
D-CE-M2	Use the elements of dance to execute basic movements with increased skill and develop a movement vocabulary	(1, 4)
D-CE-M3	Demonstrate the ability to use dance as a language and means of communication	(1, 4)
D-CE-M4	Use improvisation, choreography, and choreographic forms to sequence movements into dance phrases	(2, 3)
D-CE-M5	Perform informal and formal dance compositions individually and in groups	(1, 4, 5)
D-CE-M6	Understand and express relationships among dance, other arts, and disciplines outside the arts	(1, 4)
D-CE-M7	Engage in individual and collaborative use of technical dimensions of dance and explore how use of current technology can enhance dance ideas	(2, 3, 5)

Dance - Grades K-4 - Aesthetic Perception

D-AP-E1	Recognize the elements of dance and apply basic dance vocabulary	(1, 4)
D-AP-E2	Recognize and respond to concepts of beauty and taste in the ideas and creations of others through the study of dance	(1, 4, 5)
D-AP-E3	Identify and discuss how dance affects thoughts and feelings	(1, 2, 4)
D-AP-E4	Recognize that there are many possibilities and choices available in the process of creating a dance	(3, 4)
D-AP-E5	Develop a basic understanding of the processes of creating, performing, and observing dance	(2, 5)
D-AP-E6	Recognize how dance differs from other forms of human movement and share personal feelings or preferences about dance	(1, 2, 4)

Dance - Grades 5-6 - Aesthetic Perception

D-AP-M1	Understand the elements of dance and apply expanded dance vocabulary	(1, 4)
D-AP-M2	Recognize that concepts of beauty differ from culture to culture and that taste varies from person to person	(1, 4, 5)
D-AP-M3	Describe the sensory, emotional, and intellectual impact of works of dance	(1, 2, 4)
D-AP-M4	Demonstrate awareness of various new ideas, possibilities, options, and situations pertaining to creating dance	(1, 4)
D-AP-M5	Identify and discuss appropriate behaviors for creators, performers, and observers of dance	(1, 4, 5)
D-AP-M6	Discuss the question, "What is dance?" and express intuitive reactions and personal responses to dance	(1, 4)

Dance - Grades K-4 - Historical and Cultural Perspective

D-HP-E1	Recognize and discuss the role of dance in cultural/historical contexts, including celebrations, ceremonies, and special occasions	(1, 4)
D-HP-E2	Recognize basic differences between dance styles and identify styles of dance in various cultures	(1, 3, 4)
D-HP-E3	Recognize great dance works, innovators, and performers who have shaped the history of dance	(1, 4)
D-HP-E4	Recognize careers in dance and identify roles of dancers in various cultures and time periods	(4)
D-HP-E5	Recognize universal themes in dance and how dance communicates a universal language	(1, 4)

Dance - Grades 5-8 - Historical and Cultural Perspective

D-HP-M1	Compare the role of dance in various cultures and discuss dance in cultural, historical, and contemporary contexts	(1, 4)
D-HP-M2	Identify differences in styles of dance and distinguish among dance styles from various cultures and time periods	(1, 4)
D-HP-M3	Identify and discuss the influences of great dance works, innovators, and performers who have shaped the history of dance	(1, 4)
D-HP-M4	Identify, describe, and compare contemporary careers and professions in dance	(1, 4, 5)
D-HP-M5	Identify and discuss universal themes exhibited in dance from various cultures	(1, 4)

Dance - Grades K-4 - Critical Analysis

D-CA-E1	Observe and identify the basic movements in dance	(3, 4)
D-CA-E2	Identify basic examples of the dance elements in various works of dance	(4)
D-CA-E3	Recognize and discuss the sequencing of movements in dance	(1, 4)
D-CA-E4	Identify the main theme or story idea presented in a dance	(1, 4)
D-CA-E5	Identify and discuss basic ways of changing dance movements to improve a dance	(1, 2, 4)

Dance - Grades 5-8 - Critical Analysis

D-CA-M1	Recognize and describe movement content and expression in dance	(1, 4)
D-CA-M2	Identify how elements of dance are used in a work to communicate the choreographic intent	(1, 2, 4)
D-CA-M3	Describe the use of choreographic principles such as unity, contrast, continuity, and climax in dance	(1, 4)
D-CA-M4	Describe the main theme, story idea, or political message conveyed in a dance	(1, 4)
D-CA-M5	Critique works of dance using expanded dance vocabulary	(1, 2, 5)

APPENDIX F:

Benchmarks for Visual Arts - Louisiana Arts Content Standards

Visual Arts - Grades K-4 - Creative Expression

VA-CE-E1	Explore and identify imagery from a variety of sources and create visual representations	(2, 3)
VA-CE-E2	Explore and discuss techniques and technologies for visual expression and communication	(1, 2, 3)
VA-CE-E3	Use art vocabulary and the elements and principles of design to convey the language of art (create and discuss own artwork)	(1, 2, 3)
VA-CE-E4	Experiment to create various art forms, including art forms from other cultures	(2, 3, 4)
VA-CE-E5	Draw on imagination, individual experience, and group activities to generate ideas for visual expression	(1, 4, 5)
VA-CE-E6	Identify relationships among visual arts, other arts, and disciplines outside the arts	(1, 4)
VA-CE-E7	Maintain a sketchbook or journal, or develop a portfolio	(1, 2, 3)

Visual Arts - Grades 5-8 - Creative Expression

VA-CE-M1	Demonstrate art methods and techniques in visual representations based on research of imagery	(2, 3)
VA-CE-M2	Select and apply media techniques, and technology to visually express and communicate	(1, 2, 3)
VA-CE-M3	Use the elements and principles of design and art vocabulary to visually express and describe individual ideas	(1, 2)
VA-CE-M4	Develop skills in creating various art forms, including art forms from other cultures	(2, 3, 4)
VA-CE-M5	Produce ideas for art productions while engaging in individual and group activities	(1, 2, 5)
VA-CE-M6	Understand and visually express relationships among visual arts, other arts, and disciplines outside the arts	(1, 2, 4)
VA-CE-M7	Maintain a sketchbook or journal and develop a portfolio	(1, 2, 3)

Visual Arts - Grades K-4 - Aesthetic Perception

VA-AP-E1	Use elements and principles of design and basic art vocabulary for expressing responses to the work of others	(1, 4, 5)
VA-AP-E2	Recognize and respond to concepts of beauty and taste in the ideas and creations of others through the study of visual arts	(1, 4, 5)
VA-AP-E3	Explore the beauty in nature and discern images and sensory qualities found in nature and art	(1, 2)
VA-AP-E4	Recognize that there are many possibilities and choices in the processes for designing and producing visual arts	(2, 3, 4)
VA-AP-E5	Participate in guided inquiry into the basic question, "What is art?" and share personal feelings or preferences about various works	(1, 2, 4)
VA-AP-E6	Identify where and how the visual arts are used in daily life and in the community	(1, 2, 4)

Visual Arts - Grades 5-8 - Aesthetic Perception

VA-AP-M1	Use elements and principles of design and expanded art vocabulary for responding to the aesthetic qualities of various works	(1, 4)
VA-AP-M2	Recognize that concepts of beauty differ by culture and that taste varies from person to person	(1, 4, 5)
VA-AP-M3	Perceive the aesthetic value and influence of organic forms and the natural environment as reflected in works of art	(1, 2, 4)
VA-AP-M4	Demonstrate awareness of various new ideas, possibilities, options, and situations pertaining to the art world	(1, 4)
VA-AP-M5	Discuss the question "What is art?" and express intuitive reactions and personal responses to various works	(1, 4)
VA-AP-M6	Describe the use and value of the visual arts in daily life, the workplace, and the community	(1, 2, 4)

Visual Arts - Grades K-4 - Historical and Cultural Expression

VA-HP-E1	Identify the subject, basic style, and culture represented by various works of art	(2, 4)
VA-HP-E2	Recognize universal symbols and how works of art communicate a universal language	(1, 4, 5)
VA-HP-E3	Identify art images and themes from the past and present and discuss historical differences	(1, 2, 4)
VA-HP-E4	Identify media used in works of art throughout history and recognize the importance of available resources	(2, 3, 4)
VA-HP-E5	Recognize professions in the visual arts and the role and status of the artist in various cultures and time periods	(2, 4)
VA-HP-E6	Recognize great artists and works of art that have shaped the history of art	(2, 4)

Visual Arts - Grades 5-8 - Historical and Cultural Expression

VA-HP-M1	Identify and classify works of art by their subject, style, culture, and time period	(2, 4)
VA-HP-M2	Understand how works of art cross geographical, political, and historical boundaries	(2, 4)
VA-HP-M3	Understand the meaning and significance of ideas, themes, and messages in works of art from the past and present	(2, 4)
VA-HP-M4	Distinguish media and techniques used to create works of art throughout history	(2, 3, 4)
VA-HP-M5	Describe and compare careers in visual arts and the role and status of the artist in various cultures and time periods	(1, 2, 4)
VA-HP-M6	Identify major works of great and influential artists and recognize their achievements	(4, 5)

Visual Arts - Grades K-4 - Critical Analysis

VA-CA-E1	View works of art and express observations about how the elements and principles of design are used in the works	(1, 4)
VA-CA-E2	Identify images, colors, and other art elements that have specific meanings in cultural contexts	(1, 4)
VA-CA-E3	Express and explain aesthetic judgments about the created (built) environment	(1, 2, 4)
VA-CA-E4	Express and explain opinions about visual works of others using basic art vocabulary	(1, 4)
VA-CA-E5	Express interpretations about works of art and give supporting reasons	(1, 4)

Visual Arts - Grades 5-8 - Critical Analysis

VA-CA-M1	View works of art and analyze how artists use design elements and principles to achieve an aesthetic effect	(2, 3, 4)
VA-CA-M2	Analyze and interpret art images for their symbolic meaning, purpose, and value in place and time	(2, 4)
VA-CA-M3	Express and justify aesthetic judgments about the created (built) environment	(1, 2, 4)
VA-CA-M4	Critique works of art using expanded art vocabulary	(1, 4)
VA-CA-M5	Develop interpretations about works of art and give supporting reasons	(1, 4)