Standard 2 - Governance and Leadership

The Louisiana State University Laboratory School has a policy in place for adding, removing, or revising governing body policies and procedures for the effective operation of the school. The governing body for the Lab School includes the LSU Board of Supervisors, the College of Education, and the Lab School administration. While the Lab School follows LSU governing policies and procedures, Lab School administration proactively develops and revises local policies and procedures that address a variety of situations and conducts an annual review of said policies. Local policies and procedures are ultimately either approved or denied by the Dean of the College of Education and the LSU Board of Supervisors.

To ensure full compliance with governing body policies and procedures, school leaders collectively review and plan for implementation and monitoring of procedures stated in both student and instructor handbooks. LSU policies and procedures are available on the LSU website at www.lsu.edu. The student code of conduct and annual faculty, staff, and administrative evaluation processes are in place to ensure compliance.

School-based policies and procedures ensure equity of learning opportunities and support for innovation in the school by aligning with local, university, state, and federal requirements. Examples include enforcement of Title IX, Section 504 of the Individuals with Disabilities Act (IDEA), Bulletin 741, National Common Core Standards, and Lab School policies and procedures listed in the student and instructor handbooks, and discrimination and anti-bullying legislation.

School leadership has autonomy in making operational choices about how to implement policy. The LSU Board of Supervisors establishes policy for the University and the Lab School follows that policy when it is applicable. However, while recognizing and preserving the executive, administrative, and leadership prerogatives of the administrative head of the school, the LSU Board of Supervisors generally upholds site-based policies and procedures implemented by the Lab School’s administrative team.

School leaders ensure that all legal compliance requirements are met by utilizing the expertise of LSU lawyers to review school policies and advise regarding implementation of policies and procedures.

School leaders advocate for a culture that is interested in and reliant on data evident by the time spent analyzing data compiled through state testing results; grade-level, department and team meeting records; school content area formative and summative assessments; and student, faculty and parent surveys. Information learned is shared with stakeholders through face-to-face or electronic communication and is specifically disseminated to appropriate groups to guide improvement goals.

The expertise, learning styles, and needs of instructional and non-instructional members of our community of learners are considered by following specific adult learning principles including off-site and site based professional development.
opportunities. These opportunities are practical and problem-centered, promote positive self efficacy, integrate new ideas with existing knowledge, promote respect for the individual learner, capitalize on the individual’s experience, and allow for choice and self direction. (Principles of Adult Learning; Adapted from John Goodlad’s writing.)

Teachers and students lead the school to ensure a safe, orderly environment in which behavior management is consistent school-wide. The Student and Instructor Handbooks specifically define behavioral expectations to ensure a safe and orderly environment. All community members are informed of their roles in upholding and enforcing codes of conduct and are expected to fulfill their responsibilities. Both adults and students can be observed supporting and encouraging respectful and collaborative behavior throughout the school.

Stakeholders actively contribute to the school improvement process and decision-making roles in many ways. For example, teachers are encouraged to actively participate in small group coffee meetings with the director; monthly meetings are held which include the principals, grade-level, team, or department leaders (who in turn carry information/questions back to their respective teams); and every faculty member is given the opportunity to actively participate on at least one of their choices of school improvement plan committees. Students contribute through their participation in or communication with Student Government, clubs, athletics, class projects, or classroom discussions. The Cub Club Executive Board acts as a liaison between school leadership and the parents, serves on the AdvancED steering committee, and brings parental comments or concerns to the table during Executive Board meetings. All groups are given the opportunity to give feedback on school improvement goals before final decisions are made, either through face-to-face or electronic communication. The administration encourages an open door policy with all stakeholder groups as a means of participation in the school improvement process and other meaningful decision-making roles.

Decisions are made regarding equity, level of participation, leadership roles, and allocation of resources in curricular and co-curricular activities using local, state, and federal guidelines to ensure equity. Examples include Title IX, Section 504 of the Individuals with Disabilities Act (IDEA), Louisiana High School Athletic Association (LHSAA) and Lab School eligibility requirements, discrimination and anti-bullying legislation.

The school has many means for learning about and responding to stakeholder questions, concerns, and satisfaction. Stakeholders actively work with their peers to encourage support, elicit, and address concerns. Their opinions are gathered through the implementation of an open door policy, periodic surveys, and frequent administrative meetings and socials with various stakeholder groups. Concerns are documented and acted upon by school leadership in a timely way and the response is explained to the originator.
School leaders monitor instructional practices through annual observations and by maintaining a constant visible presence throughout the entire school. Leaders provide meaningful feedback to faculty members regarding instructional practices and strategies in use and their relevance to individualized professional development plans. Leaders coach teachers in identifying and adopting new practices. For non-instructional staff members, administrators provide frequent feedback regarding specific job-related tasks and professional development opportunities that are tied to staff members’ needs. In addition, a formal, comprehensive annual evaluation process documented on the PS-35 is submitted by each faculty, staff, and administrative team member. The PS-35 is used as an opportunity for self-reflection as well to document strengths, areas in need of improvement, and recommended professional development.