Standard 6: Stakeholder Communication and Relationships

Louisiana State University Laboratory School fosters effective communications and relationships with and among its stakeholders in varied ways. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts. Students, parents, faculty, administration, and community members all have access to the school website, traditional publications and face-to-face meetings which ensure that information is available to all stakeholders.

The school offers joint activities and communications between businesses, non-profit and government agencies, and other community organizations. As part of the larger community of LSU, the Lab School often shares its success stories through local papers and campus publications. LSU faculty members are found in Lab School classrooms observing preservice teachers, supplementing classroom lessons, and working with teachers and students in ongoing projects/research. We have established partnerships with, but not limited to, Junior Achievement, Polk Elementary School, The Toyota International Teacher Program, The Fulbright Scholar Program, The Cinderella Project, The Greater Baton Rouge Food Bank, and various non-profit charities.

There is a process in place to engage and communicate with and receive relevant information from stakeholders. Most communication with parents is accomplished through electronic and print media as well as observations, conferences, surveys, and open houses. The school website communicates community members’ achievements, recognitions and awards. Teacher comments are placed on PowerSchool and report cards. Email addresses and phone numbers of faculty, staff, and administration are readily available to stakeholders. Email addresses, street addresses and phone numbers of students and parents are available through a published student directory. Parents, faculty and students are asked to participate in electronic surveys throughout the year.

The school solicits the knowledge and skills of stakeholders to enhance the work of the school. Volunteers are recruited primarily by individual teachers to enhance a current lesson/topic/etc. A Cub Club volunteer form runs monthly in each edition of the newsletter. A Grandparent Club volunteer form is posted on the website. There are open house sign in sheets for volunteering and for sharing parental expertise at all school levels. Parent expertise is solicited through classroom newsletters related to the current unit of instruction. The Career Fair participants are posted electronically. A database of volunteers, in one place, needs to be updated and made available to all. Parents help enhance the work of the school at all levels through financial support and
volunteer efforts. Parents are very involved in areas such as athletic support and fundraising. The Cub Club and science instructors established and have supported a Cub Garden in recent years modeled on the Edible School Yard. Foods grown there have appeared on tables in the cafeteria.

The Parent/Student Handbook, the Computer Usage policy, and the Internet Consent form at the elementary school level all ask for parental support. Criterion Referenced Learning Guides (CRLGs), Moodle, Student Agendas, and PowerSchool are available to parents. The faculty offers various parent trainings and meetings to keep parents informed. Examples include Parent Literacy, LEAP testing, Dual Enrollment, TOPS, and transcript evaluation meetings. Parents participate in Community Reads. Parent/teacher conferences are held at regularly designated times on the school calendar and can also be scheduled by request. Parent/family involvement activities have good participation by a representative cross-section of the school's population.

The school communicates the expectations for student learning, performance, goals for improvement, and school effectiveness in ways that are timely and understandable. The Student/Parent handbook, the school website, Moodle and PowerSchool, classroom and Cub Club newsletters convey information. Middle and high school teachers publish course syllabi on Moodle. CRLGs are used in Kindergarten through 12th grade. Report cards for both students and for the school are disseminated regularly. Emails from administration inform families and stakeholders of pertinent information. Student achievement is published in the local newspaper and by paid advertisements. Banners are used periodically to broadcast improvements, celebrations, and awards.