

(1) How would you prefer to participate in the school planning process?
(for example: meetings, town halls, surveys, other?)

Meetings that are advertised with at least 2 weeks notice, that are scheduled after 5 pm, and ideally with some sort of programming or kids as well

No strong preference for method

Surveys

Attending meetings, town hall, and assisting with the promotion and of the various surveys.

conversation with small groups of Lea community members

A mix of these seems appropriate, in line with the open/close decisionmaking process. Starting with surveys, then town halls, then meetings of planning committee members...

...and I'd be happy to participate in each step. Agree with another commenter that having planning committee members engage parents at pick up and dropoff is a great idea.

I propose we give staff time to reach out and call families that do not attend HSA & SAC Meetings. We can ask families what times that are convenient for THEM to talk over the phone.

meetings, town halls, surveys, standing outside to grab parents to answer survey questions for those not likely to respond electronically

Personally I think there need to be a range of options, I would participate in any of these- meeting/townhall/survey- but not all families are comfortable in each of these. -->

Surveys allowing input on specific and concrete proposals for spending and programming.

--> Some families should be invited to give feedback from their teachers or other trusted Lea staff like Mr. Brown.

Meetings open to the community including residents of the catchment that aren't necessarily current Lea families since this partnership will likely have an effect on the neighborhood.

(2) What are your hopes re: school planning and the Lea-Penn Partnership opportunity?

Agree!

That any vision comes from, and any benefits go to, the school community rather than Penn.

That this process carried out with the necessary HISTORICAL context and understanding of both the neighborhood and its schools.

Penn Alexander's waitlist happens not because catchment enrollment is above what was planned during its founding and drawing - it is overenrolled because the building was not expanded as planned. ->

-> That Lea capacity will increase if/when additional families move into the catchment, preventing a Penn Alexander waitlist situation before it arises.

That we can put some metrics in place to ensure that the racial diversity of the school is preserved in perpetuity.

Agree!

That this can be done with all current Lea community members feeling welcome and valued.

Agree!

That we can retain the ESOL and SPED families in our community that don't live in catchment.

That it does not further contribute to gentrification of the neighborhood.

Representative of community - solicit feedback from sources proportional to the student body (race, class, etc etc)

That teachers and staff receive opportunities as part of this partnership.

That the school continues to be Black-centered

Ensuring longterm residents of the community get to take advantage of lea and aren't priced out of the community

Agree!

Additional administrative staff, up to and including an assistant principal. Diverse learning programs, including possibly accelerated options if able to equitably implement. Language programs.

I hope that we can figure out how to leverage our decades long relationship with Penn to get them to invest in other west philly schools to degree that we are already enjoying before giving us more money

That this will spur Penn Alexander to resolve its enrollment issues and stop forcing Lea to solve its problems.

1. our students benefit from differentiated supports. 2. teachers feel more supported, 3. our learning community comes together to enhance all the wonderful that lea is, 4. facilities advocacy

Would love to see curriculum/projects around civics and financial literacy among the older grades

That facilities improvements can be worked in somehow

+1 gentrification concerns (particularly around housing prices and economic+demographic diversity in the neighborhood)

Yes! How do we keep the current populations (ESOL, SPED, race/class diversity) from changing given the fact that this will accelerate gentrification.

(3) What questions or concerns do you have re: school planning and the Lea-Penn Partnership opportunity?

what if the outcome of the process is that students, teachers, parents don't want to further partner with penn?

This isn't elegantly put, but I don't want this to turn into Penn Alexander. I want this to be a community school (and I can see that we all want that), that is able to offer excellence to all its students.

The MOU states, "undertaking research that will facilitate the opportunity to replicate and scale this model" what is the "research" that will be asked of students and staff?

Ensuring that those participating in focus groups & surveys are a true representative sample of the Lea community

How can the school administration be the center of decision making when there is so much turnover in those positions over the years? -->

--> Parent-Community-Teacher-Admin decision body would make it less risky.

Getting input from diverse populations in our school - how will we make that happen?

How can a vision be established AND followed through on in a school experiencing so many challenges and churn annually?

To what extent will specific proposals need approval from either the district or other stakeholders before implementation?

Might be worth engaging our local representatives (Jamie Gauthier?) with regard to housing development & community protections.

How do we avoid becoming another Penn Alexander in terms of harm to our existing community?

Will the school continue to serve PK-8? How will space issues be addressed?

Who is setting the context and boundaries of who "counts" as a Lea community member and how

Curious how this compares to the Penn-PAS partnership, and if there are learnings or watch-outs that Lea can glean from them to ensure the partnership is smooth and works in Lea's best interests.

<- Capturing accurately would require a lecture-rant and a Charlie Day Red String wall.

Process inclusivity in a VERY diverse community

No real estate deals should be made relating to this partnership: No leasing of land (for instance the L wing), and no relationship between penn and the redevelopment of neighboring apartment buildings.

The MOU says "a vigorous clinical setting for teacher professional growth and development." What does this actually mean when implemented?

Will the school continue to be a neighborhood catchment school?

Will the Lea catchment area change?

Will out of catchment sibling preference be offered?

1. What needs have been outlined as priority in years past we should use to help frame needs? (Outside what comes out of community discussions, What staffing needs would you outline as a starting place?)

2. I would love to connect with others who have gone through this and understand best practices

3. What commitments are given to Penn as part of this?

The MOU says it will use funding "to further enhance and improve school operations, instruction, culture, and student achievement". Will this \$ go to facilities too?

I am very concerned about the way this "partnership" will impact current student demographics. Gentrification will price out low-income families.

Additionally, we already have many low-income families that are part of the Lea community from outside the catchment. How can we be sure to keep them at Lea?

Who is setting the vision for a "project-based" school? Where is this coming from? Whose agenda is this? Is this coming from parents and the community?

The MOU says "a portion of which will be in the form of services provided by individuals who are paid by Penn." Does this mean part of the money is already earmarked to pay Penn employees? If so, how much?

How can we build trust? This MoU is between the school (without input from the community), the PFT (without input from the staff), and Penn. A concerning start.

Agreed.