



March 7 Blue Ribbon Questions

The following is a list of the questions posed and recorded at the March 7th Blue Ribbon Committee Meeting

The Why

1. no questions
2. Should high school go to 6 period day?

Survey debrief

1. There are staff members that may be on this committee who don't live here, but have children who are students here (passed by board in 2017)
2. Need to separate by constituency
3. Question #12 - focus on educational innovations versus reducing operational expenses
 - a. Question 12 needs to be retaken

Gravity Schools Mechanics

1. "Gravity" lottery sounds a bit elitist. It really needs to be marketed as "alternative" or ...
2. Why weren't gravity schools mentioned in the bond?
3. How is it equitable and not competition?
4. What if someone sues?
5. How will we keep transportation equitable for the Gravity School?
6. The schools mentioned other places - are they walkable?
7. HOW MUCH DO WE SAVE?
8. Are there incremental costs to opening a gravity school? What are costs?
9. How will cohorts be separated?
10. What is the community interest in Gravity Schools?
11. How do Gravity Schools solve the problem?
12. What is the reason 3-8 was chosen? Why not high school or 8-12?
13. The administration does not currently have the bandwidth (\$, people) to review the current curriculum as frequently as desired. How will it now review 2 curricula as often as desired?
14. How will the non-Gravity school curriculum be improved?
15. How are slots filled in the later grades if space becomes available?
16. Why can't students join mid-year? What's the harm?
17. If a child transitions back to their home school mid-year, would the transition be seamless?
18. Is January too late for the lottery?
19. What if not enough students apply?
20. Will start times and end times be different? If no sibling preference, how could a parent transport if they have a kid in another school?

21. Will there be a room for students with autism? Will we kick students in categorical rooms out of their schools to turn them into schools they can't apply to?
22. Can we slow this process down?
23. What is so "different"?
24. What research support grade configurations K-4, 5-8, 3-8?
25. If reasons stated on first slides are true (70% of bonuses) for restructuring the district, then why "add" a gravity (30% of bonuses)?
26. What opportunities will be lost/gained?
27. If students enter at later grades, how will they fit in the curriculum with project/outcomes?
28. Will we have enough numbers for later grades to start?
- 29.

Gravity Concept

1. How do we know this will work?
2. How does this not hurt the rest of the district?
3. What if students don't apply?
4. Why do we need this?
5. What does this do to Magnet and Special Education?
6. How do I know if this is right for my child?
7. universal measure throughout GPPSS for standards?
8. Developmental preparation, social/emotional environment of younger folks in middle school
9. Where is demonstrated demand compared to Multi-Age?
10. How would magnet program be impacted?
11. Would/could there end up being a gender imbalance?
12. What will before and after school options be?
13. What happens when we recall school board after they approve this?
14. Why not just use these methods in all schools?
15. How much does this save?

Statements

- Please offer FAQ
- Please provide heat map over time
- Concerns all voices aren't being heard

General Questions

1. What is capacity? What is the statewide/district expected capacity per building?
2. What is the capacity of Barnes?
3. Would Pierce students lose swimming?
4. Was the auditorium at Trombly considered to be converted to classrooms?
5. What about Magnet Program/Special Education not being at home school?
6. What is the cost of each building?
7. On average what would it cost to repair an elementary/middle/high school building?
8. If we close a school how do we repurpose the land?
9. What is the role of community partners to attract new families?

Observer Questions

1. How do Gravity Schools save money?

2. How do we pay for the planning to design Gravity Schools?
3. Why does Plante Moran study only go back to 2011? (asked by many observers)
4. Will students be auto-enrolled in a Gravity School if enough parents do not register?
5. What if nobody enrolls/or enrollment is too low to fund the school?
6. Why do you need a Gravity School to do student centered learning? Can't these approaches happen within our current system? Tech 1:1/Schoology allows for students to have Individualized Learning and present their knowledge/understanding in multiple ways.
7. How does focus on building a new "gravity" school not detract from the rest of the district?
8. Shouldn't every student be part of innovative programs?
9. Why can this not be a program inside a school?
10. How will you make this equal for students without access to transportation?
11. Could you do a survey that splits out the overwhelming teacher/principal/admin staff results? ("biased opinion since this impacts their job/they want to look good to other districts")
12. Will there be a community survey on their opinions of gravity schools? (no sense in creating a school no one wants to send their kids to) ** before board decision
13. Have any developers been in contact or collaboration with the board or administration?
14. Will anyone on the board or committee benefit from the decisions?
15. What is the rush to make a decision now?
16. With fund equity at \$10 million and the bond passing, is there a rush?
17. The gravity school concept is almost identical to the International Baccalaureate Primary Years Program ([IB PYP](#)) program. Why reinvent the wheel?
18. Will the administration also look at the advantages from a general right-sizing and how focus on a wholesale enhancement to pedagogy/design/curriculum could thus help all the students and help keep school boundaries tighter?
19. If we consolidate and save admin/overhead costs, should we revisit class sizes? Is 25 really a good number in elementary school? (28 in multiple grades/buildings. I hear this isn't happening today)
20. This meeting focused solely on the benefits of a gravity school. Is there time to review all other options (trades, college, expanded Young Fives)?
21. Has the administration considered the impact on the district if/when no one wants to be the first class in a gravity school (or if additional students go private ... ie follow up closures?)
22. Where is the community involvement on the "GS" committee? How do parents become involved?
23. How will this "school" remain equitable?
24. Why aren't we implementing GS idea at every school?
25. How can you tell a child that applies to the GS they didn't get in?
26. Have you thought about the number of students our district will lose because of a GS?
27. Could flipped classroom be part of this Gravity model?
28. Does research support this methodology to prepare kids for career/college?
29. Could this methodology be the lighthouse that filters to other schools?
30. Will students transition well into high school?
31. Why can't we revisit option 7 with the addition of an endowment supported by the GPFPE?

Observer Comments

- So far those on board are teachers/administrators who make up too much of this committee
- There needs to be a discussion regarding the high school going to six periods to save \$1 million/year and possibly avoiding closing any schools.

Many of these questions have been addressed in the Blue Ribbon materials that are posted online. An FAQ is also being updated as new questions come in. Questions from this list, that are not already addressed in the March 8 FAQ, will be added to future posts. Thank you for sending questions to schoolboard@gpschools.org and to the administration.