

- a. Depending on how we structure the master schedule, students may have the opportunity to specialize and have more choice. Programs could offer specialized sections such as Marching Band in the fall and Concert Band in the spring, or Chorus in the fall and Musical Theater in the spring.
- 9. Would a student be able to take Dual Enrollment?
 - a. Absolutely, students would have more opportunities to take Dual Enrollment. The Aiken Tech and USC Aiken dual enrollment schedule is based on courses that are taken in a semester. A 4x4 block schedule at the high schools would fit this schedule.
- 10. Can a student take CTE and AP classes?
 - a. Yes, part of offering access to (ACPSD Mission & Beliefs), students would be able to take both CTE courses and AP courses. We have created some sample schedules to show how a student can do a four unit completer program in two years and also complete multiple AP courses.
 - b. In many cases now, students have to choose between a CTE completer pathway and an AP course. We hope to help nearly eliminate the need to choose one or the other.
- 11. Is there a negative impact on student performance?
 - a. No, we believe that through a (ACPSD Mission & Beliefs) to teaching and learning we can provide even more for students on a block schedule. Looking at districts like our district, we see no drop in student achievement for those who are on a block schedule.
 - b. Similar districts have not seen a drop in qualifying scores on AP exams either.
- 12. What is the impact on teachers?
 - a. Teachers have fewer sections to plan for and fewer students at one time. They will have to adjust how they plan, but would have the ability to plan for more student activities in class that apply and deepen the learning and foster student engagement.
 - b. Teachers also have fewer students on a caseload at a given time than they do under a traditional schedule.
 - c. Teachers teach fewer sections at one time, 3 in lieu of 5.
- 13. Can we make this happen, don't we need time/a year or more to prepare.
 - a. We do need time to prepare, but we have the right people and the right resources to prepare our team to begin with the 2023-2024 school year.
 - i. We have a solid professional development plan already built and we have amazing teachers who are experts at their craft who will be able to adapt to the change easily.
 - ii. Similar districts have implemented on a similar timeline.
 - iii. Training teachers for a year to teach a certain way the next year without having the opportunity to practice what they have learned is a big frustration to most. A better path is to learn about the impact of changes in the fourth quarter of this year, have a refresher in the summer and implement immediately in the 2023-2024 school year.
 - b. We have expert teachers who have taught on block who will help train our teachers. Principals have already begun identifying lead teachers in each department who can lead their teams through a possible transition.

- b. Students would also have more work to make up, since courses would cover more in-depth material in a 90 minute block, but they will only have four courses to keep up with instead of 7.
 - i. Also, in an ideal schedule, students would have two core and two elective courses per semester.
- 20. Can some of the proposed benefits of block scheduling be implemented in a traditional schedule?
 - a. for struggling math learners: No, not without additional staffing. Ideally, we would like to pair Algebra 1 students with a math support course as needed, but cannot do this for as many students as we want.