

Curriculum Committee Agenda

February 2, 2023

8:00-9:00

Members Present:

Amy Larsen	Dan Ondich
Carla Anderson-Diekmann	Amee Wittbrodt
Darren Sonenstahl	Matthew Schempp
Suzy Bordeau	Erin Winchell
Bonnie Jude	Mandy Kasowicz
Brenda Ritter	Cayla Rother
Gabra Lokken	Carla Ahrenstroff
	Kim Pike

BlueSky Charter School Vision:

BlueSky is defining education for the 21st century by creating an individualized, dynamic education for all students. We are committed to empowering our community by facilitating relevant learning, skills, hopes and relationships.

BlueSky Charter School Mission:

Bringing quality online education and diverse learners together.

Curriculum Committee Primary Objective: The primary objective of the Curriculum Development Committee is to review and recommend to the BlueSky Charter School Board of Directors on matters pertaining to the content of the academic program, course materials, and method of delivery. This includes, but is not limited to, the review and selection of curriculum and educational materials, review of all class syllabi, common course outlines and learning objectives for use in the program.

Curriculum Vision:

Through high quality curriculum and instructional practices BlueSky will do the following:

- 1. Continue to implement and maintain standards-based and data-driven practices*
- 2. Ensure MTSS resources are available to all staff and students*
- 3. Foster academic and social emotional skills among students*
- 4. Provide college and career readiness resources to support student learning and prepare students for post-high school opportunities*
- 5. Empower teachers to tailor instruction that equitably meets the needs of a diverse student population that is inclusive of all students*
- 6. Develop consistent course design and format that ensures content accessibility for all students; and*
- 7. Offer both flexible and structured curricular options for students*

FY23 Annual Focus Areas:

1. Establish a best practice expectation for the number of learning experiences a course should have along with a suggested length range for each learning experience to provide a consistent and uniform delivery of curriculum.
2. Provide training and support for implementing new instructional strategies to improve student engagement and academic outcomes for asynchronous learning experiences.
3. Establish and implement a common end of course student survey that is purposeful and used to improve student outcomes.
4. Review and update the Curriculum Committee vision to incorporate accessibility, diversity, equity, and inclusion.

STANDING BUSINESS:

1. [Course revision proposals](#) ([request form](#))
 - a. CTE Advisory Board Recommendations
 - i. Add Cyber Security, AI, and Ethics courses
 1. Edynamic Learning has Cyber Security A/B
 2. Would want to incorporate ethics into any course we adopt
 3. Will offer 1a version of Edynamic next year (cap 25 students)

NEW BUSINESS:

2. Math Update
 - a. [2022 Math Standards](#) - Draft 3
 - i. Discussed some changes to include more inquiry and conceptual understanding of topics
 - ii. Will be reviewed in more detail once we begin the curriculum review process
 - b. 50 additional IXL seats purchased to support middle school students through tier 1 supports as part of weekly lesson plans; this should help address learning gaps identified as a result of the Covid pandemic
 - c. Curriculum Review
 - i. The review process will officially begin next year
 - ii. We are already looking into other curriculum options because our vendor has indicated MathXL may not continue to be supported at some point in the future; many new options exist
3. Policy 5.5.3 and 5.5.5 were reviewed and we are covering applicable curriculum and instructional elements
4. Curriculum Revision and Adoption Process Review
 - a. Review and revise - BlueSky's curriculum and instruction goals. These goals include:
 - i. Provide for articulation of courses of study from grade five through grade twelve;
 - ii. The use of research-based, data-driven, best practices in online learning;
 - iii. The inclusion of all required state standards;
 - iv. The establishment and implementation of local or national standards for content areas that do not have state standards;
 - v. Curriculum design that ensures content accessibility for all students;
 - vi. Curriculum inclusive of the contributions and roles available to the diverse

- cultures within the United States, people of all genders, and people with disabilities;
 - vii. Content specific and interdisciplinary scope and sequence alignment; and
 - viii. The establishment and continuation of a curriculum review and adoption process that improves instruction, curriculum and student achievement.
 - b. There will be updated forms and new forms
 - c. There will now be a teacher planning guide that is separate from the teacher guide that supports the teacher actually teaching the course
 - d. As appropriate we will incorporate elements of our instructional practices such as learning experiences, inquiry-based, student choice, and self-directed learning

OLD BUSINESS:

3. Partial Credit Recommendations
 - a. Identified 3 areas that need clarification: transfers in, transfers out, and completed scheduled enrollment but didn't complete the class
 - b. Transfers in:
 - i. No need to change
 - ii. Partial credit amount is based on actual need (accounting for trimesters, quarters, etc.)
 - iii. Teacher omits based on the percent of credit needed
 - iv. Counselor will continue to post amount of credit needed in PS notes
 - v. Credits attempted and credits earned both need to be changed at the start of the course enrollment Letter grade is recorded until (within 24 hours)
 - vi. less P/F is established in advance
 - c. Transfers Out (including 15 day drops)
 - i. Option 1:
 1. Only award 0.5 credit increments
 2. Must complete 90% of the course
 3. Encourage students to finish the term before transferring
 4. Academic snapshot/progress report is sent to the new school
 5. P/W grades only
 - ii. Option 2 (not recommended):
 1. Can award 0.25 credit increments
 2. Must complete at least 40%-90% for 0.25 credit
 3. P/W grades only
 4. See note below for partial credit for students who remain enrolled but don't complete the entire class
 5. *If we want to move forward with option 2 we should change to quarter schedule (to be fair and consistent for ALL students)
 - iii. Partial Credit for Completed Course Enrollments but Entire Course Not Completed
 1. Students in this scenario should get at least as much credit as student who transfer or are 15 day drops (this currently is not a consistent practice)
 - a. Option 2: If we do option 2 above - don't we need to do this for all students that stayed enrolled? Otherwise we are giving

transfer/drop students a credit advantage.

- i. P/F grade only; only change attempted credit
 - b. Option 3: We don't award credit; students retake where they left off (same school year) or must be written into IEP, 504 or IHP that partial credit can be awarded.
 - i. P/F grade only unless specified in plan; change only earned credit
 - iv. Committee is recommending moving forward with option 2 - no longer awarding partial credit for students who do not complete their scheduled enrollment duration or at least 90% of a course
 1. Will take effect for the 2023-24 school year
 2. Will need to add into the student handbook or course syllabi
 3. Will need to review transfer processes to ensure we are sending out appropriate in progress grades with descriptions explaining our grading (overall and quality)
4. [Number of Assignment Review](#) (carried over from last meeting)
- a. Findings from the subcommittee were reviewed
 - b. Will begin moving forward with plans in the findings
 - i. 50-70 assignment target range
 - ii. **Important that all "learning experiences" are designed to be 45-60 minutes**
 - iii. **We need to identify more ways to count formative learning experience time (not everything needs a formal assessment)**
 - iv. **Identifying strategies and providing training are critical moving forward**
 - v. For now we will focus on developing new courses within these expectations and prioritizing courses with over 80 assignments
5. Special Education Update
- a. No updates
6. SEL and Next Steps
- a. No updates
7. ELA Curriculum Advisory Committee Update
- a. No updates
8. Budget Review
- a. No updates
9. Review of Annual Focus Areas
- a. No updates