



## Curriculum Committee Agenda

### **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*

### **FY24 Annual Focus Areas:**

1. MnMTSS Planning and preparation
2. Inquiry-based learning (and other strategies to engage students asynchronously)
3. Accounting for artificial intelligence in the classroom
4. Use of data to drive instruction and support (Renaissance Star)

5. Basic accessibility issues - highlighted text, fonts, etc.

Curriculum Committee Agenda: March 14, 2024 @ 8:00 am		
<b>Team Roles:</b> Note Taker: Heidi Kelbel Time Keeper: Dan Ondich Facilitator: Matthew Schempp - chair		<b>Members Present:</b> Amy Larsen, Amee Wittbrodt, Alex Schulz, Bonnie Jude, Brenda Ritter, Carla Ahrenstorff, Carla A-D, Cathy Parker, Cayla Rother, Dan Ondich, Erin Winchell, Gabra Lokken, Hanna Coleman, Heidi Kelbel, Jaclyn Weber, Kim Pike, Mandy Kasowicz, Matthew Schempp, Suzy Bordeau
<b>Headlines: 10 minutes</b> (These are short announcements that do not need discussion. If discussion is needed, carry it down)	Social Studies CAC Update	Notes: <ul style="list-style-type: none"> <li>• HMH is being tested, found that most of the curriculum hasn't been updated upon deeper review and doesn't have features, resources we really liked (ex: note taking), and some of it doesn't mesh well with our systems</li> <li>• Exploring ABC-CLIO, Savvas, Cengage to see if another curriculum would be a better fit</li> <li>• Full implementation in 26-27 school year, so there is still time</li> </ul> Actions: <ul style="list-style-type: none"> <li>• None</li> </ul>
		Notes: <ul style="list-style-type: none"> <li>•</li> </ul> Actions: <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Discussion/Problem Solving: 40 minutes</b> (These are items that need group discussion. The group should decide what is the most important to solve and work in order to solve those problems)	<a href="#">Course revision proposals (request form)</a>	Notes: <ul style="list-style-type: none"> <li>• Life skills: A lot of essay questions (a lot of AI answers), the information is good (although it relies on a lot of outside sources), the sequencing is well done, but the assignments (mainly the style of assignments) could be revamped</li> </ul> Actions: <ul style="list-style-type: none"> <li>• Will be added to project list for next year</li> </ul>
	Perkins Consortium Membership	Notes: <ul style="list-style-type: none"> <li>• Concerns with current status</li> <li>• Benefits of membership</li> </ul>

		<ul style="list-style-type: none"> <li>• Discuss if we want to continue - a lot of requirements and time for no money or benefits</li> <li>• Have asked MDE about forming a consortium for just online schools</li> <li>• If we leave, we may not get back in</li> <li>• Not as supportive of online schools, and we are feeling restricted with resources</li> </ul> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Check with MDE about work based learning before we make a final decision (SPED WBL details)</li> </ul>
	<p>End of Course Survey Results</p> <ul style="list-style-type: none"> <li>- <a href="#">High School</a></li> <li>- <a href="#">7th Grade</a></li> </ul>	<p>Notes:</p> <ul style="list-style-type: none"> <li>• Lowest rating is collaboration (somewhat expected for a MP class)</li> <li>• This could help us review our GP course vision</li> <li>• Area of improvement from Cognia was digital content</li> <li>• Teachers were given the option to email it or add it to their class</li> </ul> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Course Survey committee will meet after spring break to review criteria discuss next steps</li> </ul>
	<p>Special Education Discussion (Mandy)</p>	<p>Notes:</p> <ul style="list-style-type: none"> <li>• Unified class - putting it on hold for now</li> <li>• Would like to, eventually, co-teach more courses so students can take asynchronous courses and still get supports they need</li> <li>• Teach gen ed students for a few weeks about their role in a Unified class, and then collaborate with the SPED department to add SPED students into those courses</li> </ul> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Bring it to our departments and see if there is interest</li> </ul>
	<p>Curriculum Conflicts with Attendance Practices (Brenda/Dan)</p>	<p>Notes:</p> <ul style="list-style-type: none"> <li>• Who is our attendance policy for? Students or MDE?</li> <li>• When our attendance policy starts affecting our ability to use more engaging curriculum/technology, what can we do?</li> <li>• HMH brought this issue to our attention though we've run into issues in the past</li> <li>• Middle school has also requested different needs for attendance</li> <li>• Goal isn't necessarily to redo attendance but rather to expand options for attendance</li> <li>• Reviewing grading and formative assessment practices may also</li> </ul>

		<p>play a role</p> <p>Actions:</p> <ul style="list-style-type: none"> <li>Identify specific issues</li> <li>Create a subcommittee? Will need to follow up at a future meeting</li> </ul>
	<a href="#">FY25 Budget</a> (projects and supplemental curriculum)	<p>Notes:</p> <ul style="list-style-type: none"> <li>37 projects currently, \$37,000</li> <li>\$23,500 for ELA to purchase books through Sora or Mackin; this is a one time purchase for most materials that would be used until we revise our ELA curriculum again in 7-10 years</li> <li>About \$48,000 used for supplemental curriculum right now</li> <li>Generally the budget is close this year's budget</li> </ul> <p>Actions:</p> <ul style="list-style-type: none"> <li>Ask our departments if there is supplemental curriculum they want/need so we can budget for them</li> </ul>
		<p>Notes:</p> <ul style="list-style-type: none"> <li></li> </ul>
<p><b>To-Do's: 5 minutes</b></p> <p>(Quickly recap the to-do's. The notetaker will write down to-do's based on headlines and discussion items)</p>		<p>Actions:</p> <ul style="list-style-type: none"> <li>See the actions above</li> </ul>