BLUESKY ONLINE
The School Designed for You

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: April 4, 2024 @ 8:00 am		
Team Roles: Note Taker: Carla Anderson-Diekmann Time Keeper: Cayla Rother Facilitator: Matthew Schempp - chair		**Members Present: 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** Other Attendees: Emily Kreklau,
Headlines: 10 minutes (These are short announcements that do not need discussion. If discussion is needed, carry it down)	Social Studies CAC Update	Notes: ● Anthony doing a trial w/the HMH curriculum. Not going well so far with the initial setup and technology--may not be a working option but will complete the trial. ● 2 supplemental options available that may be a better option (Infobase Learning & ABC-CLIO); blending current curriculum and adding in ● CENGAGE: National Geographic based curriculum. Communication isn't good, although their product looks promising. May rule them out b/c the service is ineffectual. ● Potential Sequence change--will wait to make that decision once the curriculum is determined. (Move Geography to 11th grade and put Personal Finance opposite it.) ● The team is meeting on April 5th Actions: ● None
Discussion/Problem Solving: 40 minutes (These are items that need group discussion. The group should decide what is the most important to solve and work in	Course revision proposals (request form)	Notes: ● None this month ● Oct/Nov next year will be the start of the discussion for future revision proposals. Actions:

order to solve those problems)		●
	Engagement Committee - consider guidelines/rubric and training on engagement expectations (Emily K./Kim P.)	Notes: ● Longitudinal engagement is required as part of MN teacher evaluation ● Last year over 60% of intervention referrals had an identified root cause of engagement ● Emily Kreklau shared about the research of the engagement committee ● 3 types of engagement ● Created a rubric based on family coaching research (Engagement slides) ● Students want to be engaged (at least level 4 out of 7) but may not have the skills or capacity ● Could go as far as creating a common rubric and curriculum ● Do we want to make it a schoolwide initiative to embed this across all curriculum? ● Questions about how this would apply th GP, MP, and support services. ● This was taught in 7th grade homeroom and immediate improvement was observed ● That would provide a scale to measure how engaging asynchronous lessons are ● Questions about how we would train/parepare all students Actions: ● Engagement Committee can continue to research and refine as a subcommittee of the Curriculum Committee ○ Need to have representation from all stakeholders ● PLCs can support work and pilot strategies
	Perkins Consortium Membership - Update & Discussion - Use of CTE on website/syllabi	Notes: ● SBE Guidance For Schools - is an option that would allow BlueSky to have a student operated business and could earn WBL credit through our WBL teacher. This would likely require that we remain in the consortium. ● Not getting response from MDE regarding requirement to be in a Perkins consortium to have approved CTE courses. ● Do we want to continue being part of the consortium? Doesn't seem to be a financial benefit, but could impact some programming.

		● Work-based learning challenges. Would having a school-based enterprise help with this? ● If we are no longer part of the consortium we would likely need to rename some of our CTE classes b/c they won't meet the criteria by MDE and we would need to identify them as elective courses. ● What are our other options? Get into a different consortium? This would be challenging since any other consortium would need to approve letting us in. It likely wouldn't benefit us because it's the same person at MDE overseeing approvals. Actions: ● Tabled until the next meeting. Dan will continue to follow up MDE.
	End of Course Survey Results (Update & Discussion) - High School - 7th Grade	Notes: ● Subcommittee met on April 1st ● Made updates to align with the Cognia Digital Learning Accreditation: Guidelines or Education Providers (page 4) ● Draft: https://docs.google.com/forms/d/1Dt97ECFnpaiG3y8l3FAa5svp-41a7EJtU4OrlRXk_9U/edit ● Use for classes at the end of 2nd semester. Provide instructions for teachers to get the surveys into their courses. Attaching to an existing assignment would be best practice. Actions: ● Will have staff begin using this spring ● PD Committee will need to schedule training time

	Group Pace Vision Review	Notes:
		● Questions were brought up during a training at the beginning of the year if our GP vision is really what we want for the program.
		  ○ Group Pace courses are designed to create a highly interactive community of learners within an online high school. Students will have frequent opportunities to interact with their peers in live, collaborative learning environments.
		  ○ In Group Pace classes, students will be expected to attend one or more live online sessions each week and stay on pace with their work. This will allow all the students in the class to be familiar with the same content at the same time, allowing more productive discussions, collaborative projects, and other interactive learning experiences.

		● It was shared that the vision was created about 10 years ago with input from students, parents, and staff. There was a strong desire at the time to have a program that facilitated more interaction among students. ● Currently students are put into GP classes for structure or to meet NCAA requirements or for other reasons besides interaction. ● Perhaps Engagement Committee work will impact this. Participation in GP classes looks different because of the subject area. Actions: ● Recommendation is to table this discussion for a year until we have more info from the Engagement Committee.
		Notes: ● Actions: ●
		Notes: ●
To-Do's: 5 minutes (Quickly recap the to-do's. The notetaker will write down to-do's based on headlines and discussion items)		Actions: ●