



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*

FY25 Annual Focus Areas:

1. MnMTSS Implementation
2. Academic engagement through evidence-based curriculum design and instructional practices
 - a. Focus on the whole student experience (support student services)

3. Using AI and technology in the classroom
4. Use of data to drive instruction and support with the support of AI
 - a. Analyze and use data to drive instructional decisions and outcomes
5. Training staff to proactively address accessibility needs

Curriculum Committee Agenda: March 13, 2025 @ 8:00 am

Team Roles:

Note Taker:
 Time Keeper:
 Facilitator: Dan Ondich

Members Present: Amy Larsen, Ameer Wittbrodt, **Brenda Ritter, Carla Ahrenstorff, Carla A-D, Cathy Parker, Cayla Rother, Dan Ondich, Erin Winchell,** Heidi Kelbel, Mandy Kasowicz, Michelle Wilkinson, Sam Savoie, Matthew Schempp, **Laura Welciek, Kim Pike, Suzy Bordeau**

Headlines: 10 minutes

(These are short announcements that do not need discussion. If discussion is needed, carry it down)

Change some former CTE courses to EL on our website/transcripts

Notes:

- Courses that are no longer approved CTE courses will be changed to EL (electives)
- The website already reflects this change
- Some back end coding will need to be updated which may impact how courses are sorted for scheduling

Actions:

- Dan will follow up with appropriate staff to make updates during the summer

Apprenticeship Update

Notes:

- We are expecting approval for expanding our apprenticeship program which is similar to WBL (Work Based Learning) but doesn't need the oversight of WBL
- Students will need to take Career Success, Work Experience Seminar, and one Career Academy course (must align with a MDE framework - TBD) from the field area they will be an apprentice in
- Students must meet the 3.0 Career Academy requirement
- Can take up to ½ of their day (1.5 credits per semester)

Actions:

- None

		<p>Notes:</p> <ul style="list-style-type: none"> • <p>Actions:</p> <ul style="list-style-type: none"> •
	<p>Math Curriculum Advisory Update</p>	<p>Notes:</p> <ul style="list-style-type: none"> • Working to finalize the new program for next year • My Math Lab is similar to Math XL, but the other options are more aligned with the state standards • Math XL may be phased out • Doing some sample lessons, Kim is doing an accessibility evaluation • The first wave of courses will be created next year and FY27 will be the first year the new curriculum will be used • Our selected curriculum could affect the math sequence; most are Algebra I, Geometry, Algebra II <p>Actions:</p> <ul style="list-style-type: none"> • None
<p>Discussion/Problem Solving: 40 minutes</p> <p>(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)</p>	<p>Course revision proposals (request form)</p>	<p>Notes:</p> <ul style="list-style-type: none"> • <p>Actions:</p> <ul style="list-style-type: none"> •
	<p>2025-26 Budget</p>	<p>Notes:</p> <ul style="list-style-type: none"> • Some fairly substantial increases in the cost of programs; (10-15%) • About \$83,000 total for curriculum proposed • EDynamic curriculum was more than budgeted for b/c it was used more. (\$16,000 next year--\$65 per seat; doesn't require much for development.) • \$40,000 increase or so for next year (proposed) • If we don't pay for the increased programming cost, there would be significant development required to make current programs accessible • Question to consider: what impact will this have on other areas of the school budget?

		<p>Actions:</p> <ul style="list-style-type: none"> • Take it to finance committee
	<p>End of Course Survey Best Practices</p>	<p>Notes:</p> <ul style="list-style-type: none"> • Plans in place • Counting on teachers to place them in classes as part of the course setup • Reminder was sent to teachers at the start of S2 <p>Actions:</p> <ul style="list-style-type: none"> • An additional reminder will be included in the weekly update to staff
	<p>Personal Finance - review and approve recommended standards alignment</p> <p>Personal Finance Teacher Guide</p>	<p>Notes:</p> <ul style="list-style-type: none"> • Brenda has reviewed the guidance from the state as well as different curriculum options provided by Chris <ul style="list-style-type: none"> ○ Her recommendation is that we use the NGPF Trimester course as the foundation for writing personal finance ○ There will be a few components added and some taken away from the course as it is written to better align to the MN course content recommendations found on the MDE website ○ The course is also aligned to the National Standards for Personal Financial Education ○ There are 206 high school benchmarks in those standards, the course aligns to just over 100 of them • See the teacher guide linked to the left for full details • Please let Brenda know if this plan is suitable or if something else should be considered before proceeding in the curriculum development. • MDE says we can pick our own curriculum but we are following the framework provided by MDE. (and the national standards.) • Still an option to have different departments teach it--not just CTE teachers. <p>Actions:</p> <ul style="list-style-type: none"> • Approving the use of the MN Guidance document for Personal

		Finance as our local standards/benchmarks (Will not be a CTE course.)
		Notes: Actions: <ul style="list-style-type: none"> •
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: <ul style="list-style-type: none"> • Dan will report back on the budget next month •