



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: April 10, 2025 @ 8:00 am

Team Roles: Note Taker: Heidi Kelbel/Dan Ondich Time Keeper: Matthew Schempp Facilitator:		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, Heather Novak
	Math CAC Update	Notes: <ul style="list-style-type: none"> ● Met on 4.7.2025 ● Reviewed vision and objectives ● Reviewed sample lessons with the enVision and Amplify curriculum ● Our team will be conducting a deeper review of the sample lessons and bringing back questions/comments for our next meeting ● Top options are Amplify, Savvas enVision, and MyLab Math (Martin-Gay series - is what we use currently, but there are a lot of texts we could choose from) Actions: <ul style="list-style-type: none"> ● The CAC will meet again on 4.14.2025
	Social Studies CAC Update	Notes: <ul style="list-style-type: none"> ● Looking into different curriculum ● Savvas - issues with navigations/processes <ul style="list-style-type: none"> ○ Curriculum is too robust - ex. 3 huge sections for just part of WWII with no good way to adapt it to teach within our timeline ○ Want more ability to individualize learning paths ● OpenStax - current contender for HS; under review now but does appear to have an above grade level reading level; developed by

		<ul style="list-style-type: none"> Rice University (can put into AI to adjust the reading level) Would also use a combination of existing resources, ABC-CLIO, and GALE materials <p>Actions:</p> <ul style="list-style-type: none"> Amee - could help teach the SS team on how to lower the reading level
	<p>Start thinking about curriculum committee goals for next year (we'll be discussing this at the May meeting)</p>	<p>Notes:</p> <ul style="list-style-type: none"> This year's goals: <ul style="list-style-type: none"> MnMTSS Implementation Academic engagement through evidence-based curriculum design and instructional practices <ul style="list-style-type: none"> Focus on the whole student experience (support student services) Using AI and technology in the classroom Use of data to drive instruction and support with the support of AI <ul style="list-style-type: none"> Analyze and use data to drive instructional decisions and outcomes Training staff to proactively address accessibility needs <p>Actions:</p> <ul style="list-style-type: none"> Come prepared to discuss what goals you'd like to see BlueSky focus on for the 2025-26 school year
	<p>2025-26 Budget</p>	<p>Notes:</p> <ul style="list-style-type: none"> Just a few minor revisions based on new vendor quotes We don't have the initial draft for review so we haven't determined if we'll need to make any cuts <p>Actions:</p> <ul style="list-style-type: none"> Administration will review the draft when it becomes available

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 order to solve those problems)

[Course revision proposals \(request form\)](#)

Notes:

- MS social work elective credit
 - Would be written as part of the work day during semester 1, then be offered to students Q3 and Q4
 - The course will include supports to help students enhance their learning environments, manage stress, and navigate relationships
 - Discussed if it could be repeated or a one and done course - not sure right now
 - Would not replace social worker homeroom time
 - Committee is in agreement to move forward
- Violence prevention unit
 - May be required as part of Policy 8.3
 - Violence Prevention
 - A charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.
 - The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
 - How to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
 - The importance of taking threats seriously and seeking help; and
 - The steps to report dangerous, violent, threatening, harmful, or potentially harmful activity.
 - After administrative review it was determined this component was not required
 - New standards will be coming out soon

Actions:

		<ul style="list-style-type: none"> • Health teacher can optionally decide to apply these components since new standards are being developed and it's not required • Mandy will let Megan know that we are ready to move forward with the MS social work class
	<p>AI Use Guidelines for Staff - DRAFT</p>	<p>Notes: FYI to be published in 2025 issue of MEJ Schempp -- Finding "The Wisdom to Know the Difference" about AI</p> <ul style="list-style-type: none"> • Big takeaways: <i>There should always be some human involvement</i>, cite when you are using it in classes, always double check before you put it in classes, feedback should be personal, make sure we are building relationships, protect PII • Expand the committee to include an office staff person (Beth?) or others that use/see AI often and have input on this policy <p>Actions:</p> <ul style="list-style-type: none"> • Make it shorter - condense it down <ul style="list-style-type: none"> ◦ Goal is to make a staff and student AI/Technology Bill of Rights or Positive Use of AI document (could be separate or combined) • Training on how to use properly, common scenarios on when to use, when to cite AI use, etc. • Eventually we will need to create a policy
	<p>FY25 Grading Policy Committee - Google Docs</p>	<p>Notes:</p> <ul style="list-style-type: none"> • This year we are creating a philosophy and would like it to be public facing • Next year we will dive deeper into grading and specific practices • What does a grade measure? Participation, task completion, content knowledge? Discussed if this is clear enough in the current draft • What does a failing grade mean and when is it given? Discussed if this should be in the philosophy or a more specific expectation that teachers follow <p>Actions:</p> <ul style="list-style-type: none"> • Look over the Guiding principles and we will revisit at the next meeting to make changes as needed

<p>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)</p>		<p>Actions:</p> <ul style="list-style-type: none">● Start thinking about goals for next year<ul style="list-style-type: none">○ AI guidelines for staff and students● Look over the Guiding principles and we will revisit at the next meeting to make changes as needed