



## 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: May 1, 2025 @ 8:00 am

<b>Team Roles:</b> Note Taker: Brenda Time Keeper: Cayla Facilitator: Heidi		<b>Members Present:</b> Amy Larsen, Ameer Wittbrodt, <b>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</b>
Updates: 10 minutes	Policy 4.6.4 curriculum requirements	Notes: <ul style="list-style-type: none"> <li>● Education program on cannabis and substance use</li> <li>● Emphasis on community values</li> <li>● Year to prepare for this</li> <li>● It should be noted that the updated policy has not been posted to our website but should be updated soon</li> </ul> Actions: <ul style="list-style-type: none"> <li>● Dan will work with health teachers to review and/or add this to our health curriculum</li> <li>● Student service teams should read for knowledge on portion of referral section</li> </ul>
	<a href="#">AI Use Guidelines for Staff</a> - Update	Notes: <ul style="list-style-type: none"> <li>● Sub-team met once, will meet 2 more times</li> <li>● Will have purpose statement</li> <li>● Human ethics centered (possible graphic)</li> <li>● Looked at other policies</li> <li>● Presenting in August to MN Summit on Learning &amp; Technology (Aug 7th - SCSU)</li> <li>● Document(s) will be written to try and answer the key questions</li> <li>● Working on staff/student together (most other schools have this on</li> </ul>

		<ul style="list-style-type: none"> <li>one document)</li> <li>● Do we need to meet in June to review or send out asynchronous for approval? <ul style="list-style-type: none"> <li>○ Optional with just this topic.</li> </ul> </li> </ul> <p>Actions:</p> <ul style="list-style-type: none"> <li>● Team will meet 2 more times</li> <li>● Send to curriculum committee and have optional meeting</li> </ul>
	FY26 Budget Approved	<p>Notes:</p> <ul style="list-style-type: none"> <li>● Approved</li> <li>● Meeting with the instructional designer team in a couple weeks to go over the plan, then sending out proposals.</li> </ul> <p>Actions:</p> <ul style="list-style-type: none"> <li>● Dan is meeting with our instructional designers to review projects</li> <li>● Proposals will be sent out after that meeting</li> </ul>
<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>	<a href="#">Course revision proposals (request form)</a>	<p>Notes:</p> <ul style="list-style-type: none"> <li>● No new requests</li> </ul> <p>Actions:</p> <ul style="list-style-type: none"> <li>● NA</li> </ul>
	<a href="#">FY25 Grading Policy Committee - Google Docs</a> - Second Review	<p>Notes:</p> <ul style="list-style-type: none"> <li>● This document is a starting point and we can build on it for recommendations in the years to come</li> <li>● There is time at the fall retreat to go over this</li> <li>● Important question <ul style="list-style-type: none"> <li>○ What do we want this grade to tell? <ul style="list-style-type: none"> <li>■ Suggestions <ul style="list-style-type: none"> <li>● Past performance in a class, inclusive of mastery, participation, other behaviors</li> <li>● Mastery of standards as primary focus</li> <li>● What about the embedded academic SEL pieces</li> <li>● Different content areas seem to feel that some</li> </ul> </li> </ul> </li> </ul> </li> </ul>

specific areas are a higher focus vs a variety of pieces

- Soft skill grading - Perkins consortium/employers say yes, bias in grading says no - can/how do we separate the soft skill grade from the Algebra grade?
- How much of the grade is currently based on SEL/soft skills? Estimated to be around 10% or less in most classes
- It indicates readiness at the next level
- This is how you did, this is how we expect you to do in the future
  - Added a statement to the first paragraph to reflect this question/discussion
- What does “flexible pacing” in point 2 look like in MP/GP/MS courses?
  - Sometimes it is moving from GP to MP in HS courses
  - It is providing options for students to make up live sessions in a way that makes sense for the course
  - Some classes have differing needs for pacing, like PhyEd and music lessons. There can still be flexibility within that structure.
  - Opportunity looks different in different classes - this should be outlined in course syllabi and expectations
- What is the goal for August training?
  - Get the conversation started
  - Set the stage for future work
  - Conversations around the different sections
    - Table conversations
    - If time short could jigsaw sections
  - Relate to supplemental program questions
  - Group people from different categories or do this in the future if time is short
  - There is also benefit for departments to talk together

Actions:

- This will be added to the student handbook and teacher manual

- We want to make sure parents have access and teachers/students are familiar
- Official post will be in the handbook
- Approved through the board
- Training in August

FY26 Annual Focus Areas

Notes:

- Current:
  - MnMTSS Implementation
    - Focus on embedding tier 1 interventions next year
  - Academic engagement through evidence-based curriculum design and instructional practices
    - Focus on the whole student experience (support student services)
    - will focus on this through Q-Comp instead of curriculum, include classroom management
  - Using AI and technology in the classroom
  - Use of data to drive instruction and support with the support of AI
    - Analyze and use data to drive instructional decisions and outcomes
  - Training staff to proactively address accessibility needs (will shift the focus of this to the technology committee)
- Suggestions:
  - Live Sessions
    - Re-evaluate best practices
    - MS vs HS
    - Quality 1-on-1 vs small group
  - AI
  - Grading/Feedback
    - Keep other committee
    - Not focus of curriculum committee
    - Can bring to curriculum as needed
  - Engagement/classroom management
- Plan
  - MnMTSS
  - AI and technology

		<ul style="list-style-type: none"><li>■ Curriculum development</li><li>■ Data</li><li>■ Feedback</li><li>■ Other uses</li><li>○ Live Sessions<ul style="list-style-type: none"><li>■ Re-evaluate best practices</li><li>■ MS vs HS</li><li>■ Quality 1-on-1 vs small group</li></ul></li></ul>
<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"><li>● Leadership - review committees and committee focus<ul style="list-style-type: none"><li>○ Remind chairs of committees to update descriptions before retreat</li></ul></li></ul>