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

<table>
<tr><th colspan="3">Curriculum Committee Agenda: September 4, 2025 @ 8:00 am</th></tr>
<tr><td colspan="2">Team Roles:
Note Taker: Carla Anderson-Diekmann
Time Keeper: Dan Ondich
Facilitator: Heidi Kelbel</td><td>Members Present: Amy Larsen, Amee 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, Benoit Kabwar</td></tr>
<tr><td rowspan="2">Updates: 10 minutes</td><td>Welcome/Committee Overview</td><td>Notes:
● Welcome to our newest member, Benoit!
● Read the items above for the overview
Actions:
● No actions</td></tr>
<tr><td>Review Annual Focus Areas</td><td>Notes:
● Strengthen MnMTSS tier 1 implementation and fidelity
● Leverage AI and technology to support high quality learning experiences
● Explore and review best practices for facilitating engaging live class sessions
  ○ Generally, students leave because of lack of socialization. How can we make GP classes more robust and interactive to provide that for students?
  ○ Breakdown of data MS vs HS? How many of the students who want that are those who were here in MS and have continued on to HS? Only hear from 10% of students/parents. Mostly a concern of parents.
  ○ Definition of Socialization needs to be established. Looking at “connections” (staff to student? Student to student?)</td></tr>
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		Actions: ● No actions
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: ● Updating Forensic Science for next year (2026-27). EDynamic New Packaging ● May also impact ASL Actions: ● Approved. Added to the curriculum project list.
	Driver Education - consideration for adding this as a course	Notes: ● 30 hours classroom--which is less than a .25 credit ● 6 hours behind the wheel (not all programs will provide just BTW) which is the major part of the cost ● 47/49 programs provide both (very few outstate programs) ● Driver's education has its own license (210000) ● 18 yr olds don't need BTW. ● How many students would be interested? Is it cost effective? ● Do we have someone licensed to teach it? Casie Hammel's husband is licensed? Offer in summer only? ● Would need to charge something for the behind the wheel portion, which would be expensive to offer. Actions: ● Make the list of programs that already exist available on our website. https://acrobat.adobe.com/id/urn:aaid:sc:va6c2:63deba7a-6c3a-4f9e-bf10-6eca8dd05391 ● Determined to not be cost effective for the number of students it would benefit. Will not move forward with offering Drivers Ed at BSO.
	Student AI Use Levels (used as part of explicit instruction)	Notes: ● Where should this instruction happen? What will it look like? ● Scale was mentioned at the Back to School--students had lots of questions but seemed to like the clarity of it. ● Some teachers are using it regularly in their lessons. ● It's currently being taught in 11th and 12th grade English courses.

		• Middle School--Level 0 right now--very little AI instruction because they are not developmentally ready to use it. Actions: • Pilot use of the AI Usage Scale until the end of the semester. • AI survey for the English classrooms at the end of the semester; Kim Pike will draft questions.
	End of Course Survey Results	Notes: • Participation in the survey increased overall for S2 after some implementation changes were made. • Pacing--overall, students think pacing is just right. • Tech Issues: top 10 classes with issues, Brenda reached out to several of them to discuss ways to improve. But even with these courses, it was a relatively small number of students impacted. • Open ended answers: not helpful for teachers to see the comments. Intended for the designers. Specific comments were followed up with individually.
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: • See actions listed above.