



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*

FY26 Annual Focus Areas:

1. Strengthen MnMTSS tier 1 implementation and fidelity
2. Leverage AI and technology to support high quality learning experiences
3. Explore and review best practices for facilitating engaging live class sessions

Curriculum Committee Agenda: November 6, 2025 @ 8:00 am

Team Roles:

Note Taker: Dan/Heidi
 Time Keeper: Cayla Rother
 Facilitator: Heidi Kelbel

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, Sam Savoie, Matthew Schempp, Laura Welciek, Kim Pike, Suzy Bordeau, Benoit Kabwar

Updates: 10 minutes	MnMTSS Update	<p>Notes:</p> <ul style="list-style-type: none"> ● Data literacy training tomorrow ● Deeper training is coming up ● Dashboards are coming out aligned to tier 1 pacing <p>Actions:</p> <ul style="list-style-type: none"> ● Nov 21st staff meeting will be our next training
	Health Update	<p>Notes:</p> <ul style="list-style-type: none"> ● New Health Requirements <ul style="list-style-type: none"> ○ Health credits will be required outside of elective credit requirements (checked statute and this is not explicitly stated but it was reported at MDE curriculum director's meeting) ○ Cannabis education requirements <ul style="list-style-type: none"> ■ Previously checked and felt we met this requirement ■ MDE is now indicating it must be a full unit and they will be developing training (effective 2026-27) ■ Model Programs -Brittney and Jeremy are in favor of adopting one of the programs <p>Actions:</p> <ul style="list-style-type: none"> ● We will keep an eye on this to make sure we have credits in the correct places
	2026-27 Schedule	<p>Notes:</p> <ul style="list-style-type: none"> ● Leads and committee members need to talk to their teams to see what classes will be taught next year

		<p>Actions:</p>
	<p>Cognia</p>	<p>Notes:</p> <ul style="list-style-type: none"> ● Mid-Cycle Report Accepted ● No required actions; maintain “continue accredited” status ● internal priorities: <ol style="list-style-type: none"> 1. Maintain and document fidelity of intervention tracking (from Area for Improvement #1). 2. Continue embedding professional development cycles aligned with curriculum updates (from Area for Improvement #2). 3. Advance the balanced assessment system by: <ul style="list-style-type: none"> ○ Refining common formative assessments ○ Expanding student self-assessment and reflection ○ Formalizing grading policy consistency (from Area for Improvement #3)
	<p>Ethnic Studies Update</p>	<p>Notes:</p> <ul style="list-style-type: none"> ● Framework appears to have been developed by the working group and rejected by MDE ● Uncertain if a framework will be released by the 2026-27 implementation deadline ● The framework is separate from the ethnic studies stand within the social studies standards ● We are adding it to English 4 ● Dan is continually checking to see if/when the framework will be released <p>Actions:</p>
	<p>CTE Advisory Board Update</p> <ul style="list-style-type: none"> ● 	<p>Notes:</p> <ul style="list-style-type: none"> ● Advisory board update ● Computers/technology courses & sequence is recommended to be updated ● Agricultural Science program approval & program of study

recommended (career academy), this includes adding in Agricultural Science 2

- Will need to explore new Accounting curriculum

Actions:

- Dan will work with impacted teachers

[AI Committee Update](#)

Notes:

- Phase I: Review
 - Define key terms within the guidelines and include positive/negative examples
 - Review corresponding policies and procedures and establish practical guidance for daily use
 - Establish AI privacy and safety checks (could apply to all technology)
 - Adoption criteria
- Phase 2: Identification
 - Tool selection based on staff and student needs (focus on classroom/teacher uses)
 - Training plan (definitions, guidance, selection, and tools)
- Phase 3: Implementation
 - Training
 - Integration
- The committee also discussed having specific grade level/banded standards/benchmarks which could be integrated into this plan or be included as part of a later phase – concern is that the scope is getting to broad to complete this school year
- The committee noted that BlueSky’s assignment completion culture may be facilitating unsanctioned student use of AI

Actions:

- The committee will continue to work on the outlined phases

<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"> ● Burlington English - for lower level EL students <ul style="list-style-type: none"> ○ Was initially designed for adult learners ○ One of a few programs that actually has speaking activities with accent coaching ○ \$96/student ○ Would like to conduct a 2 student pilot ○ Curriculum would mainly be used for low level, new arrival students but could be used for targeted support to other students in our program ○ Need to explore additional training ○ In agreement to move forward with the pilot ● FY27: interest in adding Agricultural Science 2 <ul style="list-style-type: none"> ○ Brenda will add the curriculum to Moodle for Ben to see ○ A few students enrolled, but then changed to a new class in the first few weeks of school ○ Is the course description accurate? ○ 36 current students ● FY27 ASL <ul style="list-style-type: none"> ○ May need to cut back numbers/sections due to staffing ○ Would like to keep both ASL 1 and 2 so that students have 2 years of a foreign language ○ We could explore other language options, but ASL is the most requested ○ Courses also need to be updated ○ If we only offer 1 language, students could take another language through PSEO ○ 7 of 12 ASL 2 students are Supplemental students <p>Actions:</p> <ul style="list-style-type: none"> ● Training for the Burlington English program and pilot 1 or 2 student accounts ● We will table the ASL decision for now
	<p>Explore and review best practices for facilitating engaging live class sessions - plan next steps</p>	<p>Notes:</p> <ul style="list-style-type: none"> ● Breakout session at our next in-person meeting to talk about what is and is not working in GP classes

	<p>*The previous meeting we decided we need a shared vision of what the live session experience should be for students</p>	<ul style="list-style-type: none"> ● Sam will lead the HS teacher discussion <p>Actions:</p> <ul style="list-style-type: none"> ● Dan will talk with Sam about the training and what we are looking for
	<p>Grading Philosophy - where do we go from here?</p>	<p>Notes:</p> <ul style="list-style-type: none"> ● Discussed options for moving forward since the grading philosophy was just the foundation for establishing more specific grading practices ● It was recommended that we try to get a parent and/or student member on the committee ● The previous members may not want to continue as the commitment was just to establish the philosophy last year <p>Actions:</p> <ul style="list-style-type: none"> ● We will reform a grading team to talk about unfinished business ● Invite a parent or student to join the team
	<p>9th grade advisory low live session attendance –should we combine this with RCP for credit?</p>	<p>Notes:</p> <ul style="list-style-type: none"> ● Low participation in live sessions ● Can we pull data on those that attend advisory and their success in courses? ● Could do 0.25 per semester, P/NC ● Have the advisors had training in leading live sessions? <p>Actions:</p> <ul style="list-style-type: none"> ● Invite advisors to GP conversation ● Review what data we have about attendance/participation <ul style="list-style-type: none"> ○ What students are showing up? ○ Is there a correlation between attendance and being a middle school student? ● Build the program (longer term) ● Combine with RCP (involve counseling)

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)

- Review the actions listed above