

Curriculum & Student Development Committee Special Meeting

Thursday, October 9, 2025 8:00 AM

Town Campus Hammonasset Room/Zoom, 10 Campus Drive , Madison, CT 06443

I. **AI Literacy Presentation**

II. **Public Comment**

III. **The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting the Town ADA/Human Resources Director, Debra Ferrante, at 203-245-6310 or by email at ferranted@madisonct.org at least five (5) business days prior to the meeting.**



Preparing Our Students for an AI Literate Future

Adoption of a new content area: AI Literacy

Meet the team



Almost 50 thinkers from across the system...

Administrators,
Coordinators from all disciplines and
across the system,
Math and Literacy Coaches,
Library Media Specialists and
Instructional Technology Specialists...



MPS AI Literacy Framework



Why is AI Literacy essential for our students?

Position Statement

Teacher and Student Guidelines

District Design

AI Task Design

AI Literacy Guiding Document

What studies tell us...

- A 2024 [Common Sense Media](#) report found that students are adopting generative AI at home and school **despite a lack of parent awareness and school guidance**. The study, "The Dawn of the AI Era: Teens, Parents, and the Adoption of Generative AI at Home and School," concluded that ***young people are understanding the potential of AI platforms "perhaps without fully grasping the pitfalls"***.
- A **Harvard Graduate School of Education** report, 2024, revealed that half of teens surveyed had used generative AI, with the most common uses being "getting information" (53%) and "brainstorming" (51%). **Many teens reported using generative AI to get answers they may be afraid to ask adults, rather than from their friends on social platforms.**

Merriman & Sanz Sáiz (2024) which surveyed 5,218 global respondents

56%

Of Gen Z (ages 13-28) reported that they learn
About AI through **Social Media**

2024 Vodafone Foundation: 7,000 students across 7 European countries

74%

Of 12-17 year olds believe that AI will play a significant role in their professional lives...

2024 Vodafone Foundation: 7,000 students across 7 European countries

46%

Think schools adequately prepare them for AI use

AI Literacy is defined as the technical knowledge, durable skills, and future-ready attitudes required to thrive in a world influenced by AI.

*This literacy is **essential** for navigating daily life, creating with purpose, and preparing for the future of learning and work. AI literacy equips both learners and educators to understand the **risks and opportunities** presented by AI, enabling them to make **meaningful and ethical decisions** about its use. Ultimately, it helps learners critically **evaluate AI's impact** on their lives, education, and communities **while preparing them** to shape the future.*

Madison Public Schools is committed to equipping students with the digital literacy skills they need to thrive as informed, ethical, and empowered citizens in a rapidly evolving world. Critical thinking and decision-making skills are embedded in our instructional environment, aligning directly with the core belief that Artificial Intelligence (AI) is a partner, not a substitute for human thought. In partnership with our community and families, our responsibility extends beyond teaching technological skills to educating the whole child by balancing digital fluency with social-emotional growth and overall wellness.



As technology continues to shape every industry, including education, we recognize the unique role AI Literacy will play in our students' lives. This makes it essential for us to model curiosity, responsible use, and a growth mindset as we explore these tools together. At the same time, we remain deeply committed to the importance of off-screen experiences that support students' development, relationships, and well-being.

Beginning in the earliest grades, our students build foundational knowledge in navigating online environments safely and responsibly, learning the importance of privacy, balance, and positive digital behavior. As they advance, all students strengthen their skills in research, analysis, and ethical practice. Students are equipped to evaluate complex information, analyze media with a critical lens, and engage with emerging technologies in thoughtful, impactful ways. Students are not only consumers, but also innovators and makers.

Aligned with the district's Profile of a Graduate, this vision ensures that students not only protect their digital well-being but also grow responsibly and contribute positively to their communities in both academic and real-world contexts.

Guidelines for Teacher and Student Use

AI Supports, Not Replaces, Human Effort:

- Students must engage in meaningful learning, problem-solving, and creation. AI may provide scaffolding, examples, and feedback, but cannot replace student effort.

AI Encourages Growth, Not Shortcuts:

- AI should not allow students to bypass the productive struggle that builds resilience and critical thinking. Teachers will frame AI as a tool to support—not complete—student work.

Ethical Literacy and Awareness:

- Students will engage in discussions about AI ethics, including privacy, bias, and impacts on society and employment. Lessons will connect to the district's broader mission: learning is not about taking the easy way, but about building perseverance and real-world skills.

Guidelines for Teacher and Student Use

Fairness and Equity:

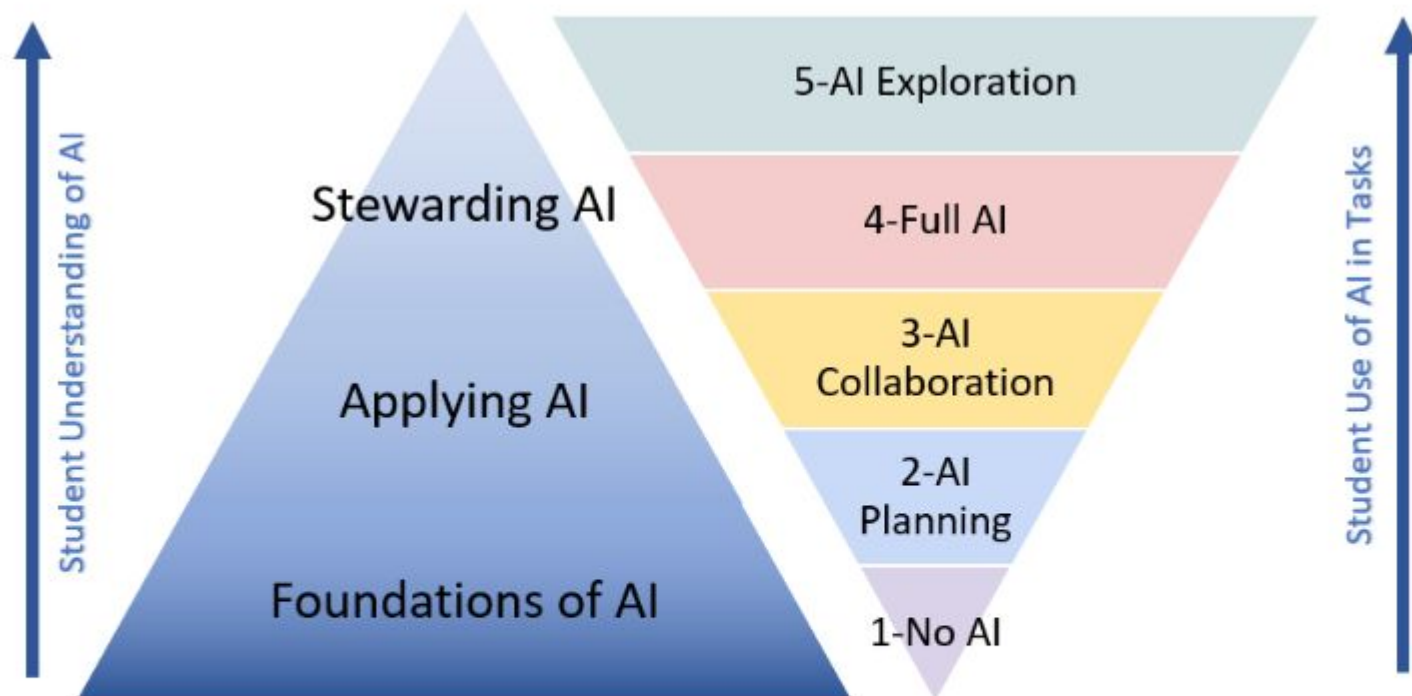
- AI systems may reflect bias in their training data. Teachers will guide students to question results, test for fairness, and understand bias in real-world contexts. Schools will ensure equitable access to AI tools to prevent opportunity gaps.

Human Connection at the Core:

- Teachers remain the primary guides of learning. AI cannot replace the relationships, mentorship, and emotional support that students need to grow.

Privacy and Data Protection:

- All AI tools used in school must comply with FERPA, COPPA, and district data privacy standards. When using AI tools, student information will not be collected, sold, or shared for commercial purposes.



Informed by the work of **Leon Furze: The AI Assessment Scale**
and **OECD (2025), Empowering Learners for the Age of AI: An AI Literacy Framework for Primary and Secondary Education** (review draft). OECD. Paris.

<https://ailiteracyframework.org>

MPS AI Task Design

LEVEL	Student Use of AI	Task Expectations
LEVEL 5 AI Exploration	You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor. Your final submission should cite specifically how you have developed and refined these ideas with AI.	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study.
LEVEL 4 Full AI	You may use AI extensively throughout your work either as you wish, or as specifically directed in your task. Focus on directing AI to achieve your goals while demonstrating your critical thinking. Your final submission should cite specifically how you have developed and refined these ideas with AI.	AI may be used to complete any elements of the task, with students directing AI to achieve the task goals. Tasks at this level may also require engagement with AI to achieve goals and solve problems.
LEVEL 3 AI Collaboration	You may use AI to assist with specific tasks to refine and evaluate your work. You must critically evaluate and modify any AI-generated content you use. Your final submission should cite specifically how you have developed and refined these ideas with AI.	AI may be used to complete any single element of the task, including editing, with students directing AI to achieve the task goals. Tasks at this level may also require engagement with AI to achieve goals and solve problems.
LEVEL 2 AI Planning	You may use AI for planning, idea development, and research. Your final submission should cite specifically how you have developed and refined these ideas with AI.	AI may be used for pre-task activities such as brainstorming, outlining, and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but tasks should emphasize the ability to develop and refine these ideas independently.
LEVEL 1 No AI	You must not use AI at any point during the task. You must demonstrate your core skills and knowledge.	The task is completed entirely without AI assistance in a controlled environment , ensuring that students rely solely on their existing knowledge, understanding, and skills. Students may not use AI at any point during this task.

MPS AI Literacy Transfer Goals

Students will be able to independently use their learning to:

Students will evaluate information from AI-provided sources to determine what is accurate and relevant, while filtering out misinformation and inaccuracies.

Critical Thinking - Analyzing

AI's Capabilities and Limitations

Students will question the accuracy, depth, potential bias, and usefulness of AI-generated content, combining it with their own reasoning and other sources to make informed decisions and fairly solve problems.

Critical Thinking - Analyzing, Self-Direction - Decision Making

AI Reflects Human Choices and Perspectives, AI Reshapes Work and Human Roles, The Nature of AI

Students will interpret or critique the impact of AI systems and their complementary and competing outputs on diverse people and cultures, to use AI in an ethical and empathetic way.

Global Thinking - Alternate Perspectives, Citizenship

AI Reflects Human Choices and Perspectives

Students will use AI to plan and shape creative ideas, then apply a design process to create a clear, principled, and purposeful product that addresses authentic audiences and needs.

Creative Thinking - Design

AI Reshapes Work and Human Roles

Students will determine when and how to use AI as a tool for learning rather than a shortcut, ensuring that their choices demonstrate respect and safety for themselves and others, while considering possible consequences and limitations.

Self-Direction - Decision Making, Self-Awareness

AI's Capabilities and Limitations

Students will purposely generate AI prompts to elicit responses and critically evaluate the output for bias, misinformation, and reliability.

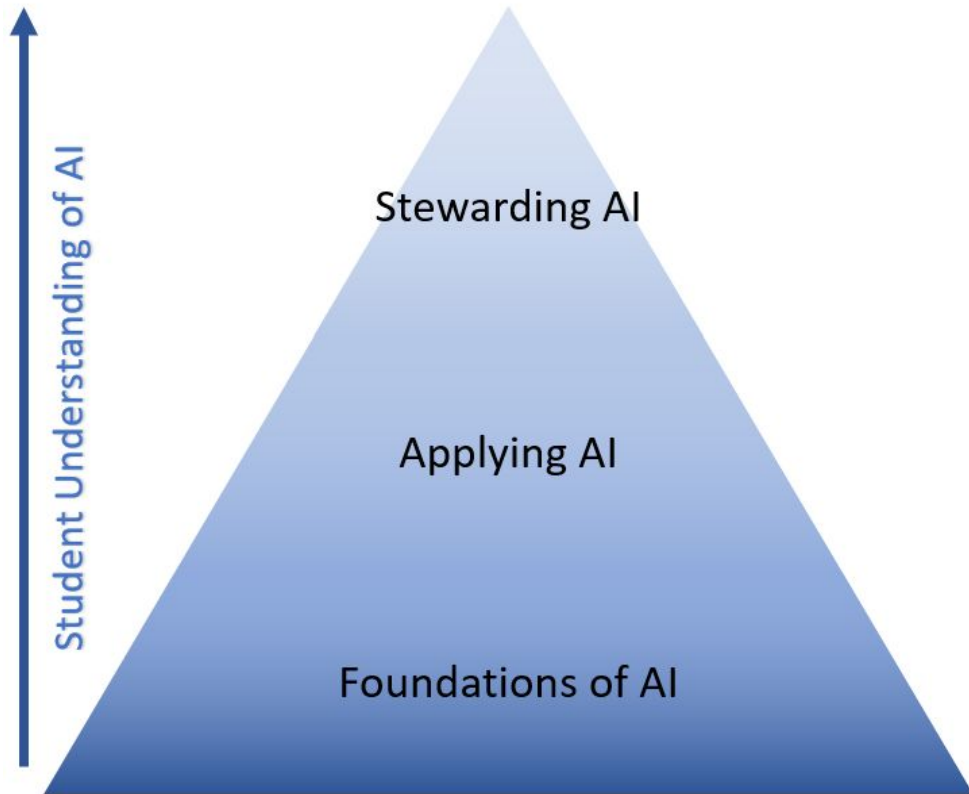
Critical Thinking - Inquiry

AI's Role in Society

Students will recognize the behavioral and societal implications of AI use and propose responsible solutions, guidelines, and/or measures in order to contribute to positive societal outcomes.

Global Thinking - Citizenship

AI's Role in Society



- The most frequently repeated AI Standards in all Domains
- Establishes the most common vocabulary and conceptual Understandings

Foundations of AI

Madison's approach to AI Literacy is based on the four core domains informed by the *AI Literacy Framework For Primary and Secondary Education* (May 2025), and aligned with the Madison Public Schools Profile of a Graduate.

Engaging with AI



Engaging with AI in daily life involves using AI as a tool to access new content, information, or recommendations.

- **Recognize** AI's role and influence in different contexts.
- **Evaluate** whether AI outputs should be accepted, revised, or rejected.
- **Examine** how predictive AI systems provide recommendations that can inform and limit perspectives.
- **Explain** how AI could be used to amplify societal biases.
- **Describe** how AI systems consume energy and natural resources.
- **Analyze** how well the use of an AI system aligns with ethical principles and human values.
- **Connect** AI's social and ethical impacts to its technical capabilities and limitations.

Creating with AI



Creating with AI consists of collaborating with AI in a creative or problem-solving process.

- **Use** AI systems to explore new perspectives and approaches that build upon original ideas.
- **Visualize, prototype, and combine** ideas using different types of AI systems.
- **Collaborate** with generative AI systems to elicit feedback, refine results, and reflect on thought processes.
- **Analyze** how AI can safeguard or violate content authenticity and intellectual property.
- **Explain** how AI systems perform tasks using precise language that avoids anthropomorphism.



Applying AI

Madison's approach to AI Literacy is based on the four core domains informed by the *AI Literacy Framework For Primary and Secondary Education* (May 2025), and aligned with the Madison Public Schools Profile of a Graduate.

Managing AI



Managing AI requires intentionally choosing how AI can support and enhance human work.

- **Decide** whether to use AI systems based on the nature of the task.
- **Decompose** a problem based on the capabilities and limitations of both AI systems and humans.
- **Direct** generative AI systems by providing specific instructions, appropriate context, and evaluation criteria.
- **Delegate** tasks to AI systems to appropriately automate or augment human workflows.
- **Develop and communicate** guidelines for using AI systems that align with human values, promote fairness, and prioritize transparency.



Designing AI



Designing AI empowers learners to shape AI through hands-on exploration of the data used by AI models and engagement with AI design decisions.

- **Describe** how AI systems can be designed to support a solution to a community problem.
- **Compare** the capabilities and limitations of AI systems that follow algorithms created by humans with those that make predictions based on data.
- **Collect and curate** data that could be used to train an AI model by considering relevance, representation, and potential impact.
- **Evaluate** AI systems using defined criteria, expected outcomes, and user feedback.
- **Describe** an AI model's purpose, intended users, and its limitations.



Stewarding AI

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**Next Steps to address the
need for AI Literacy in our
schools...**

Madison Board of Education

actions for consideration:

- Adopt the AI Literacy Position Statement
- Recognize AI Literacy as a curricular content area