

Curriculum & Student Development Committee Meeting

Tuesday, May 12, 2026 5:00 PM

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

I. AI Literacy and Advisory Lessons

II. K-5 Progress Report Revisions

III. Public Comment

IV. 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.



Curriculum and Student Development

May 12, 2026



Artificial Intelligence ADVISORY & LMC

```
int main()  
print("AI");  
print("AI");
```


↑↓↔

↑↓↔

Polson: AI in Advisory

OUR OBJECTIVE

Students will understand how AI generates responses and identify potential risks.

AI Misinformation & Hallucinations

A. Describe one AI hallucination noted in the video.

B. True / False Statements:

1. AI always gives correct answers because it is a computer.
 True False
2. AI can sometimes make up information that sounds real but is not true.
 True False
3. When AI makes up false information, it is called an AI "hallucination."
 True False
4. AI understands facts the same way humans do.
 True False
5. You should always check important information from AI using another trusted source.
 True False
6. If an AI answer sounds confident and detailed, it must be correct.
 True False
7. Misinformation means information that is false or misleading.
 True False
8. AI can sometimes mix real facts with made-up details.
 True False

PART 1

March 19th

- What is AI and Machine Learning
- The Risks: Misinformation and Hallucinations

PART 2

April 2nd

- The Risks continued: Deepfakes and Chatbots

Polson: AI Literacy

GRADE 6

The Spread of Information in 2026 (S.S.)

- Algorithms, filter bubbles, misinformation, deepfakes

GRADE 7

Navigating Digital Dynamics (with Guidance)

- Chatbots and mental health

GRADE 8

****Looking ahead****

Preparing for President Andrew Jackson debate (S.S.)

- Generating and citing prompts, using AI as debate partner

You see an image of a local politician doing something shocking on social media. In order to check if it's real or a deepfake, your best course of action is to:



Check the fingers and hands

Check the credibility of the account posting it and do a reverse image search

Look for a strange texture

A

B

or

C

DHHS: AI in Advisory

PART 1

March 25th

- [What is AI? & Deep Fakes](#)
Where is AI in our lives and what are consequences of deep fakes and consent?
- PHONE ACTIVITY

PART 2

April 29nd

- *Part II (April 29th)*
- [AI Companions Lesson](#)

DHHS: AI Literacy

AI DHHS Lessons

Creating Transparency about AI use

- [AI Use Statement](#)
- [Citing an AI Prompt](#)

Identifying skills for levels of AI use

- [AI Level of Use](#) based on Leon Furze

Looking for opportunities to use AI for analysis

- Skills: [Gem to identify a "problem" in Civics](#)
- Analyzing election polling:
 - [Conservative Polling Notebook](#)
 - [Liberal Leaning Polling](#)



What's Next: District AI Integration

Implementation Progress

- Coordinators are sharing progress using the [AI Application Lesson Template](#).
- Updated lesson templates, student work samples, and feedback to evaluate impact and experience.

Next Phase Focus

Expanding AI Literacy across classrooms with a focus on:

- Teacher collaboration
- Ongoing professional development
- Alignment with district curriculum goals



PreK-Grade 5

Districtwide Progress Report Revision

2026



Districtwide Progress Report Revision

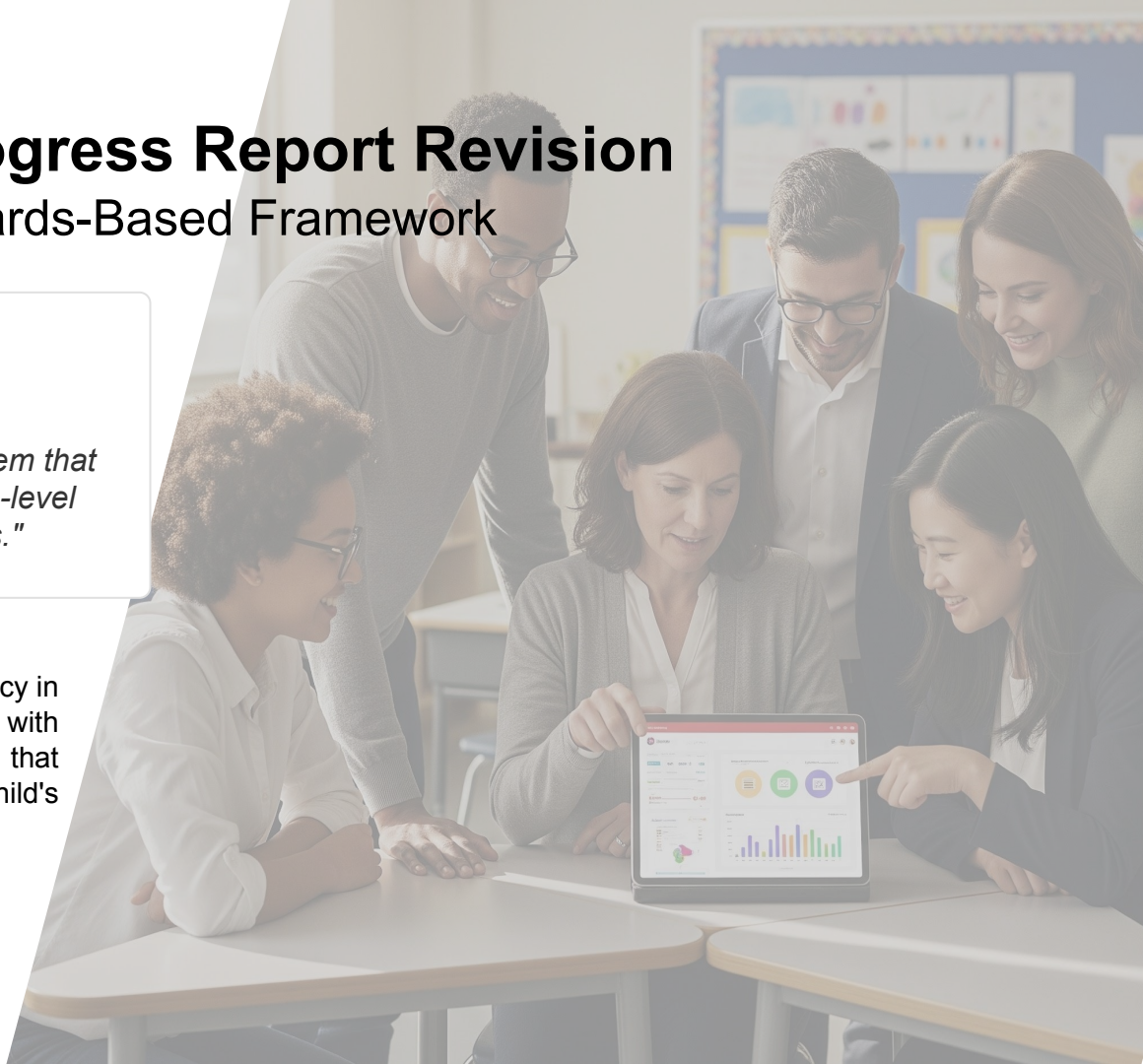
PreK-Grade 5 Standards-Based Framework

Strategic Foundation

"To maintain a standards-based reporting system that provides specific skill mastery relative to grade-level learning targets to MPS parents and guardians."

The 2026 revision focuses on clarity and transparency in student achievement. By aligning reporting directly with discipline standards, the new system ensures that parents receive a precise roadmap of their child's educational journey.

Implementation Goal: Fall, 2026





Progress Report Revision

Implementation Timeline & Steps

Review Process: Revision of K-5 Report Cards

(Jan-March 2026)

- Grade levels and content teachers from both schools
- Examination and vertical alignment check after each meeting
- 51 teachers, coaches and principals involved

Indicator Examination

Evaluating each area for discipline grade level standards and assessment data.

Parent Communication

Developing reporting for a progression of indicators across grade levels.

Digital Delivery

Infinite Campus (IC) for viewing; exploring PDF delivery vs. printing at year end.

The goal is a standards-based reporting system that clearly outlines what students know and are able to do.



Progress Report Revision

Progression of Indicators

Guardians can see a progression of indicators based as they track their child's growth across grade levels in core content areas. Language is consistently based on standards and fall within the same area of the progress report.

STANDARD

LANGUAGE ARTS/READING:

Reads a wide range and level of complex literary and informational texts.

Kindergarten

With prompting and support, identifies characters, settings, and major events in a story.

Grade 1

Describes characters, settings, and major events in a story, using key details.

Grade 2

~~Describes characters using traits and finding proof from story. **NOT A STANDARD**~~

Describes characters and their actions using details from the text. (2.3)

Grade 3

~~Understands characters and their traits.~~

Describes characters, including traits or motivations, and their actions using details from the text. (3.3)

Grade 4

~~Draws on specific details in the text to describe in depth a character, setting, or event in a story.~~

Describes in depth a character, setting, or event in a story drawing on specific details in the text. (4.3)

Grade 5

~~Draws on specific details in the text to describe in depth a character, setting, or event in a story.~~

Compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text. (5.3)



Progress Report Revision

Progression of Indicators

Guardians can see a progression of indicators based as they track their child's growth across grade levels in core content areas. Language is consistently based on standards and fall within the same area of the progress report.

STANDARD

Math:
Geometry Common Core Standard

Kindergarten

Describes, identifies, and draws 2 dimensional shapes.

Grade 1

~~Names and identifies attributes of 2 and 3 dimensional shapes.~~

Identifies attributes and composes 2 and 3 dimensional shapes.

Grade 2

~~Names and identifies attributes of 2 and 3 dimensional shapes.~~

Identifies, recognizes and draws shapes having specified attributes.

Grade 3

~~Identifies, sorts and classifies shapes.~~

Identifies, sorts and classifies polygons.

Grade 4

~~Classifies two-dimensional shapes by properties of their lines and angles.~~

Draws and identifies lines and angles, and classifies shapes by properties of their lines and angles.

Grade 5

Classifies two-dimensional shapes based on their attributes.



Progress Report Revision

Proficiency Scale Structure

Old Scale

Strength

Meets Expectations

Developing

Needs Support

Gray box-Not assessed at this time

New Scale

Exceeds Trimester Benchmark

Meets Trimester Benchmark

Progressing to Trimester Benchmark

Needs more time/support

Gray box-Not assessed at this time



Progress Report Revision

Work Habits and Social Development

slight refinements :

- **Work Habits:** "Organizes and takes care of work space and materials" has been rephrased to "**Takes responsibility for materials and belongings**".
- **Social Development:** The indicator "Asks for help when needed" was moved from Work Habits to Social Development and reworded as "**Can self-advocate when needed**".



Progress Report Revision

Profile of a Graduate

One capacity reported under the content area:

Mathematics-
Analyzing

Science-
Design

Inquiry

We ask big questions and try to find answers to help us learn more about something important. This process is called **inquiry**, because it helps us think deeply and explore new ideas!

Idea Generation

We use our imagination to study problems, stories, or artwork and come up with new ideas or ways to change or improve them. This is called **idea generation**, and it helps us become better creative thinkers and problem-solvers!

Collective Intelligence

We work respectfully and responsibly with others, sharing and evaluating ideas to reach a common goal. By doing this, we are using **collective intelligence**. This helps us learn from each other and create our best work together!

Self-Awareness

We look closely at how we're doing right now to find ways we can keep going and improve. This is called **self-awareness**, and it helps us stay focused and get better at what we're working on!

Citizenship

We notice important problems in the world, think about them carefully, and help in a kind and responsible way. This is called **citizenship**, and it helps make the world a better place!

PROFILE OF A GRADUATE

We look at facts and information from different places to help us find hidden ideas, patterns, and connections. This is called **analyzing** and it helps us make smart guesses about what might be happening!

Analyzing

We work hard to make something better. This is called **design**. It helps us create things that are just right for the people we want to share them with!

Design

We use the best way, like pictures, writing, or speaking, to share important ideas. This is called **product creation**, and it helps others understand what we want to say clearly!

Product Creation

When we stop and think about our choices and what might happen next, we are practicing **decision making**. This helps us make smart and responsible decisions!

Decision Making

We listen to and think about different ideas and experiences so we can understand how other people feel and see the world. This means thinking about **alternate perspectives**, which helps us be kinder, more thoughtful, and better problem-solvers.

Alternate Perspectives



Progress Report Revision

Parent Access

Infinite Campus
Parent Portal

CAMPUS



- Guardian view in Infinite Campus
- Instruction posted on [district website](#)

Home

Calendar

Assignments

Grades

Grade Book Updates

Attendance

Schedule

Fees

Documents

Message Center

Grades

All Terms T1 T2 T3

Term T3 (03/20/2026 - 06/18/2026)

Art

Adjusts product creation throughout t

Combines techniques and ideas to ge

Design - Technology & Visual Arts: Eng purpose.

June Comments

Question:

Would end of year printouts be important for everyone? Or, just those not accessing online by EOY?

- Would be limited to one page



Progress Report Revision

Guidance for Comments

Core Areas

Common expectations:

- 2-3 strengths
- One goal
- Personal comment

Related Arts

Related Arts will rotate comments by Trimesters - by the end of year, every area will have a comment.



Progress Report Revision

PreK Progress Reports



- Piloted this year for all students
- Based on Standards for... by 4 years old, by 5 years old...
- Provided on same schedule as K-5



Progress Report Revision

Implementation Timeline & NEXT Step

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Digital Delivery

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Next Step:

Developing indicator guidelines for teachers to use across the district for Fall, 2026.

The goal is a standards-based reporting system that clearly outlines what students know and are able to do.