

Curriculum/Instruction Subcommittee

Monday, October 27, 2025 7:00 PM

Meeting Access: Curriculum Subcommittee (10/27/25 at 7:00 p.m.) Web:
<https://zoom.us/j/91425200058> Dial In: (929) 205-6099 Meeting ID: 914 2520
0058, 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. APPROVAL OF THE MINUTES

II.A. September 29, 2025 – Regular

III. INFORMATION/ACTION ITEMS

III.A. NFPS AI Work Group Update (Instruction goal)

III.B. K-12 Digital Literacy Skills Progression
(Curriculum goal)

IV. OTHER

V. ADJOURNMENT

BOARD OF EDUCATION, NEW FAIRFIELD, CT
Curriculum Subcommittee Meeting

Name of Subcommittee: Curriculum

Meeting type: Regular

Date of Meeting: 9/29/25

Minutes submitted by: Kathy Baker

Members present: Kathy Baker, Sue Huwer

Members absent: Greg Flanagan

Other attendees: Ken Crow, Kristine Woleck, Dom Cipollone, James D'Amico, Karen Gruetzner, Allyson Story, Ernest Fabrizio-Garcia

Meeting Access: Curriculum Subcommittee (9/29/25 at 7:00 p.m.) Web: <https://zoom.us/j/93310691401>

Dial In: (929) 205-6099 Meeting ID: 933 1069 1401

Meeting called to order: at 7:00 p.m.

II. APPROVAL OF MINUTES

A. May 27, 2025

Motion: To approve the minutes of May 27, 2025, as presented

Made by: Sue Huwer

Seconded by: Kathy Baker

Recording of vote: All in favor

III. INFORMATION / ACTION ITEMS

A. Middle School World Language Program (Curriculum / Instruction goals)

Dr. Woleck presented the current enrollment numbers at the Middle School. Students have World Language (Spanish and French) every other day in the Middle School. In the High School, the students have World Language every day, and Italian and Chinese are offered as well. There is a plan to offer World Language every day in the Middle School beginning with the 2026-2027 school year. Work is being done on how to increase the frequency, as learning a language can help in other areas.

B. Summer Reading Review (Curriculum / Instruction goals)

The members reviewed how teachers are following up in the schools to show the connection and the importance. The High School summer reading involved a literary analysis writing baseline, and the Middle School summer reading was rolled into prompts in the first few weeks of school and journals were kept.

C. Summer Curriculum Project Review & Next Steps (Curriculum / Instruction / Wellness goals)

A variety of summer projects took place - 12 different projects, 73 staff members, 198 days. The projects were coded to align to the strategic plan. Many projects focused around K-12, relevant topics and mental health. There will be conversations in the fall about the *Anxious Generation* and potential action steps.

IV. OTHER – None

V. ADJOURNMENT

Motion to adjourn: Made by: Dom Cipollone

Seconded by: Kathy Baker

Recording of vote: All in favor

Meeting adjourned at: 7:56 p.m.

AI Work Group Update

Board of Education Curriculum Subcommittee
New Fairfield Public Schools
October 27, 2025



NFPS Artificial Intelligence (AI) Work Group



Essential Question:

How can AI be leveraged appropriately and ethically in NFPS as a tool for innovation, efficiency, and learning across stakeholders?

NFPS Artificial Intelligence (AI) Work Group



Objectives (Spring / Fall 2025):

- (1) To bring together stakeholders with multiple perspectives to **develop guiding principles** for AI that are situated in the broader context of digital literacy.
- (2) To research, examine, and shape **guidelines / norms for the permissible and ethical use** of AI in NFPS (including student-facing norms).
- (3) To **explore, examine, and experience AI tools and resources** in order to **inform professional learning** for all faculty and staff and learning experiences for students.

NFPS Artificial Intelligence (AI) Work Group



Loretta Boatey (HS - Parent)

Sara Dyckman (District - Technology)

Heidi Edel (HS - World Language)

Theresa Foley (MS - Library Media)

Jean Gephart (6-12 Science CIL)

Jeff Giuliano (ES - STEM)

Paul Gouveia (District - Director of Technology)

Christine Haddad (HS - Library Media)

Jennifer Hilderbrand (ES - Assistant Principal)

Amy Kidd (MS - ELA)

William Jones (HS - Social Studies)

Michael Lambert (ES - Parent)

Kimberly Laughlin (6-12 Counseling)

Sterling Miller (HS - CTE)

Kimberly Moran (MS - Math)

Kathleen Neth (ES - Paraeducator)

Meghan O'Rourke (ES - Grade 5)

Scott Rohwedder (HS - Assistant Principal)

Kris Woleck (Assistant Superintendent)

Casey Wood (MS - Science)

NFHS Students: **Bronson Brown, Madison Cipollone, Patrick DaSilva, Dylan Dawes, Kaden Juul, Zachary Peterson, Kal Russo, Daniel Sanchez, Emilia Sedlak, Hudson Schaefer**

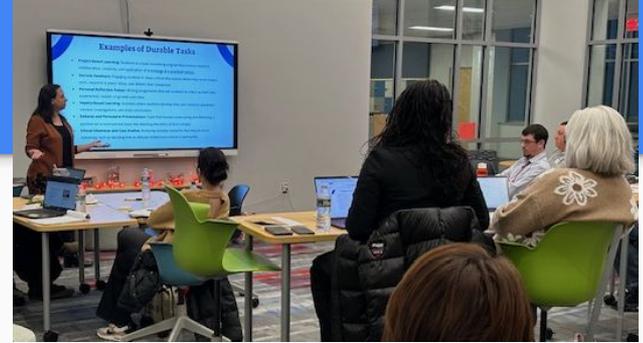
NFPS Artificial Intelligence (AI) Work Group

- **Range of stakeholders**

- 12 Teachers (K-12, cross-disciplinary)
- 4 Administrators
- 2 District staff members (paraeducator, IT)
- 2 Parents (ES, HS)
- 6-10 Students (NFHS, sophomores - seniors)



NFPS Artificial Intelligence (AI) Work Group



- **Monthly meetings**

- Understanding artificial intelligence
- Exploring AI tools and applications (*Dr. Elizabeth Radday, EdAdvance*)
- Analyzing ethical scenarios
- Examining models and guidance from other districts / states

Ongoing and iterative discourse, drafting, and reflection ...

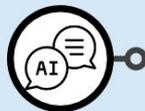
NFPS Artificial Intelligence (AI) Work Group

- **AI Design Teams**
 - Educator / instructional tools
 - Student-use norms / guidance
 - Educator guidance
 - Professional learning



NEW FAIRFIELD PUBLIC SCHOOLS GUIDING PRINCIPLES FOR THE USE OF AI

IN ALIGNMENT WITH THE NFPS VISION OF THE LEARNER, THESE PRINCIPLES GUIDE OUR ONGOING COMMITMENT TO THE INTEGRATION OF AI IN OUR SCHOOLS TO PREPARE STUDENTS FOR AN INCREASINGLY GLOBAL AND DIGITAL WORLD.



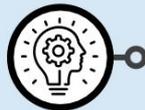
THE ROLE OF AI

We believe AI can augment and enhance learning when it is used with intentionality and judgment, and when it does not replace human relationships and community.



ACCESSIBILITY

We believe all learners should have the opportunity to develop meaningful, age-appropriate skills with AI and understand its capabilities and limitations.



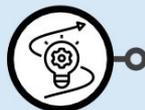
THE LEARNER

We believe critical thinking skills, including analysis, questioning, and reflection, support the appropriate use of AI and are to be balanced with strong foundational skills.



ETHICS AND SAFETY

We believe academic integrity, acceptable use of AI, and social responsibility must be upheld, with ongoing dialogue among all stakeholders.



CONTINUOUS IMPROVEMENT

We believe it is necessary to continually learn, reflect, and refine skills given the ongoing research and rapidly-changing development of AI technologies.



NFPS Student Use of AI (Artificial Intelligence)

I commit to using AI in a safe and responsible manner to support my learning and positively contribute to the NFPS community.

This means:

- For class assignments, I will use AI only at the level indicated by my teacher.
- I will be honest about my use of AI and will not submit work that has been generated entirely by AI as my own.
- If I use AI, I will credit its use and document the process I used.
- If I use AI, I will review what is produced to learn from it and to be sure it is accurate and credible.
- At no time will I use AI in a way that could cause harm.
- I will respect feedback from adults to help me be sure that I am not over-using or over-relying on AI tools.

I understand that failure to adhere to these guidelines may result in consequences, including loss of access to AI tools or electronic devices and disciplinary actions aligned to the NFPS Code of Responsibility and Respect, NFPS Academic Integrity policy, and NFPS Acceptable Use policy.

Student AI Guidelines: At a Glance

New Fairfield Public Schools



Using AI in a safe and responsible manner can support learning and positively contribute to the NFPS community.



Here's what that means:

Responsible Use

- Talk with your teacher before using AI for any class assignments.
- Always check the accuracy of facts and reliability of sources in AI.
- Cite AI use and document the process used.

Ethical Behavior

- At no time should AI be used in a way that could harm any one in our school community or beyond.
- Be honest about your use of AI and do not submit work that has been generated entirely by AI as your own.
- Do not share confidential information or use AI platforms that are restricted.

Always Learning

- Learn about AI before using it to understand how it can be used well and what the cautions are.
- Respect feedback from adults to be sure you are not over relying on AI.



Professional Learning



- **June AI Summer BootCamp** for NFPS educators (with Matt Mervis, EdAdvance consultant)
- **Staff-led AI Student-Use session** for NFHS staff (August 2025), with introduction of levels of AI Use
- **Staff-led AI Professional Learning workshop selections** for PK-12 NFPS staff (November 2025)
- **AI Keynote / Professional Learning workshop selections** for PK-12 NFPS staff (with EdAdvance facilitators, anticipated, February 2026)



Next Steps



- (1) Implement **guidance / norms of use** with **review and feedback** from range of stakeholders
- (2) Collaborate with PDEC and leadership team to structure **AI professional learning opportunities** for all staff across 2025-26 school year
- (3) Integrate AI as a component of the **K-12 Digital Literacy skills progression** to articulate points of instruction for students (ongoing) and ensure tools to support that learning
- (4) **Participate** in Tri-State Consortium, EdAdvance, and other educational AI opportunities to remain current in practice, consider policy implications, and inform the work of the AI Work Group
- (5) Launch **NFHS Student AI Group** (Fall 2025) to engage students in opportunities to examine AI tools, give voice to integration in the classroom, and learn about use of AI tools across a range of industries (science, finance, media production, etc.)

K-12 Digital Literacy

Board of Education Curriculum Subcommittee
New Fairfield Public Schools
October 27, 2025



About Digital Literacy



Digital literacy entails:

- **Digital safety and well-being**
- **Media and information literacy**
- **Social responsibility and collaboration**

Digital literacy requires the development of critical thinking skills, questioning, and a stance of inquiry.

AI falls under the broader umbrella of digital literacy and is embedded within each aspect of digital literacy.

2024-2029: Five-Year Curriculum Design Map



	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
ELA / English	Monitor / Revise (K-5 Implementation)	Research (6-12)	Design	Implement	Monitor / Revise
Mathematics	Monitor / Revise	Monitor / Revise	Research (K-5 Implementation)	Design (K-5 Implementation)	Implement (K-5 Implementation)
Social Studies	Research	Design	Implement	Monitor / Revise	Monitor / Revise
Science	Design	Implement	Monitor / Revise	Monitor / Revise	Research
World Language	Research	Design	Implement	Monitor / Revise	Monitor / Revise
PE / Health	Monitor / Revise	Research	Design	Implement	Monitor / Revise
Fine & Performing Arts	Monitor / Revise	Monitor / Revise	Research	Design	Implement
CTE (Career and Technical Education)	Design	Implement	Monitor / Revise	Monitor / Revise	Research
Digital Literacy	Research (Spring 2025)	Design	Implement	Monitor / Revise	Monitor / Revise

Context



Guiding Legislation: Public Act 24-151

- Sec. 145. (Effective July 1, 2024) (a) Not later than January 1, 2025, the Connecticut State Department of Education (CSDE), in collaboration with the Commission for Educational Technology established pursuant to section 4d-80 of the general statutes, shall develop a model digital citizenship curriculum for grades kindergarten to twelve, inclusive, that may be used by local and regional boards of education.

Resources



Research and mapping was undertaken in the Summer of 2025 with a K-12 team of NFPS educators (*general education teachers across grade levels and disciplines, special education teachers, library media specialists, & administrators*). In addition to collaboration with EdAdvance consultants and a review of other CT districts' curriculum, resources included:

- [**K-12 Connecticut Model Digital Citizenship Curriculum**](#)
- [**Common Sense Media Digital Literacy Curriculum Resources**](#)
- [**National School Library Standards / American Association for School Librarians \(AASL\)**](#)
- [**ISTE Standards**](#) (*International Society for Technology in Education*)
- [**Teach AI**](#)

Reverse Engineering the Future



- How does preparing students for current tech also prepare them for future tech?
- What are the “timeless” digital literacy skills that remain relevant regardless of the specific technology?
- In what ways does this influence our thinking about what skills we prioritize in our K-12 curriculum?
- How can we design a curriculum that is flexible enough to integrate future technologies and unforeseen challenges?

NFPS Digital Literacy Skills Progression



Concepts & Skills Mapping

- For each grade band (K-2, 3-5, 6-8, 9-12), **Technology Foundations** have been articulated as well as a set of **Digital Literacy and Citizenship** concepts and skills.
- The intent of this mapping is not to be exhaustive, but rather to **prioritize** the learning for students that can allow them to be **safe, healthy, and effective with technology in the present** and be able to **innovate and contribute to the world using digital tools in the future**.

NFPS Digital Literacy Skills Progression *(Draft examples)*



New Fairfield Public Schools Grade 3-5 Digital Literacy Skills and Technology Foundations



Digital Safety and Well-Being

- Recognize cyberbullying and utilize strategies to respond and be an upstander.
- Make thoughtful choices to balance screen time with offline activities.



Media and Information Literacy

- Understand the structure of online pages and articles, and recognize elements of sponsored content and advertisements.
- Identify indicators of credibility and reliability for websites, platforms, photos, and videos.



Social Responsibility and Collaboration

- Use digital tools to work with others, share ideas, and clearly present learning in creative and responsible ways.



Technology Foundations

- Use a learning platform (Google Classroom) as an application for their learning resources.
- Develop keyboarding fluency to construct short paragraphs on an electronic document.
- Identify and appropriately use features of digital tools for text documents and presentations (documents, slides).



New Fairfield Public Schools Grade K-2 Digital Literacy Skills and Technology Foundations



Digital Safety and Well-Being

- Identify media that are "just right" or "not right" and know what to do if unsure or uncomfortable.
- Identify personal information and understand never to share personal information online.
- Know when and why to take breaks from devices.



Media and Information Literacy

- With teacher support, recognize and use electronic sources for research, information, and solving problems.



Social Responsibility and Collaboration

- Understand that the information shared online creates a digital footprint.



Technology Foundations

- Log into, use, and take care of a device responsibly.
- Identify, locate, and use numbers, letters, and special keys on a keyboard.
- Access and navigate online learning platforms, websites, apps, and interfaces efficiently (Classlink).



New Fairfield Public Schools Grade 6-8 Digital Literacy Skills and Technology Foundations



Digital Safety and Well-Being

- Make safe, legal and ethical decisions in the digital world, with understanding of the lasting impact of their digital behaviors on themselves and others.



Media and Information Literacy

- Generate appropriate, concise, and specific search terms and prompts, and evaluate, modify and refine search terms based on the quality of returned results.
- Critically evaluate sources for reliability, bias, and validity of information.



Social Responsibility and Collaboration

- Understand why citation is important, what constitutes plagiarism, and accurately cite sources using recommended tools.
- Communicate and collaborate with others using a variety of digital tools to create and revise a collaborative product.



Technology Foundations

- Use naming conventions when creating and organizing documents and files.
- Manipulate digital files and content and fluidly adapt and customize digital assets (e.g., multimedia files, screenshots, accessibility features).



New Fairfield Public Schools Grade 9-12 Digital Literacy Skills and Technology Foundations



Digital Safety and Well-Being

- Develop skills for authentic self-presentation online, considering the benefits and drawbacks of curated digital identities and profiles.



Media and Information Literacy

- Analyze and evaluate global discourse and perspectives presented in digital content and interactions, including understanding of digital algorithms.
- Select and utilize digital tools for data collection, problem solving, and design-thinking across disciplines.



Social Responsibility and Collaboration

- Engage in understanding and navigating ethical dilemmas involving AI and emerging technologies to solve real-world challenges.
- Demonstrate fluency and creativity in using digital tools for project management, communication, and presentation.



Technology Foundations

- Attend to audience and corresponding etiquette in communications using technology.
- Efficiently create, manage and organize digital files, including creating logical folder structures in cloud environments, using naming conventions, and performing advanced file operations (Google Drive organization).

Next Steps



- **Gather and review feedback.**
- **Continued research and revision**, with attention to AI literacy integration.
- **Curate resources and design learning experiences.**
- **Implementation planning:**
 - ❑ *Formats of instruction*
 - ❑ *Time*
 - ❑ *Disciplines / courses for integration*
 - ❑ *Other ...*