

NEW MILFORD BOARD OF EDUCATION
New Milford Public Schools
25 Sunny Valley Road, Suite A
New Milford, Connecticut 06776

COMMITTEE ON LEARNING SUB-COMMITTEE
MEETING NOTICE

DATE: October 6, 2026
TIME: 6:30 P.M.
PLACE: Sarah Noble Intermediate School – Library Media Center

RECEIVED
TOWN CLERK
2026 OCT - 2 P 4 49
NEW MILFORD, CT

AGENDA

New Milford Public Schools Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

1. Call to Order

2. Public Comment

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

3. Items of Information

- A. District Beliefs About Learning
- B. New Milford High School: Student Success Plans Update

4. Public Comment

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with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

5. Adjourn

Sub-Committee Members:

Sarah Herring, Chairperson

Tammy McInerney

Joseph Failla

Alternates:

Brian McCauley

Tom O'Brien



Our Beliefs About Learning

The shared foundation for how we teach, lead, and learn, in support of growth toward our Portrait of a Lifelong Learner.

I The Conditions We Create *The relationships and culture that make learning possible.*

1. Connection

Learning is relational, emotional, and social. Students learn most from people who see and value them. The strength of the relationship between teacher and student, in the presence of meaningful content and tasks, shapes how deeply learners engage. The experiences that move us are the ones that endure.

2. Belonging & Courage

Learners take intellectual risks and grow from them when the culture around them is trusting, predictable, and welcoming — and when they are seen as whole people. Every learner carries experiences, strengths, and needs from beyond the classroom; belonging begins with remembering there is always more to an individual's story. Belonging is a precondition for learning, not a reward for it.

II How Powerful Learning Happens *What we believe learning looks like in every classroom.*

3. Purpose

Learners engage more deeply when they are clear on what they are doing and why. Clarity of purpose comes first and is made visible in every lesson and task.

4. Meaningful & Relevant

Learning matters most when it connects to and broadens the learner's world — meeting students where they are and taking them somewhere new.

5. Active & Experiential

Learners build knowledge and understanding by doing. Hands-on or authentic experiences make learning stick, as students take actions to shape their own learning, building their confidence and their own sense of agency.

6. Productive Struggle

Learning is challenging, intriguing, and joyful at once. Well-designed tasks ask for real effort and perseverance, pull learners in, and yield the “a-ha” moments that come from working through difficulty. Effort and persistence are themselves learnable.

7. Curiosity & Ownership

Curiosity fuels learning, and learners invest most when they help drive it. They understand more when they raise their own questions and follow ideas that intrigue them, and they invest more when they have a genuine voice in how they learn and how they show it, setting goals, tracking their progress, and taking pride in their process.

8. Feedback & Reflection

Learners show what they know through intentionally designed demonstrations, then act on timely, targeted feedback — with the time and space to reflect — to clarify, improve, and decide their next moves.

III Our Shared Commitments *What we hold ourselves to, for every learner and for one another.*

9. Growth for All

Every learner is owed a year's growth in a year's time. On-track, grade-level growth, attended to across the whole child, is our expectation for every student.

10. We Learn Together

These learning beliefs describe adults as much as students. Our educators bring passion and expertise, and we keep learning ourselves, growing through shared philosophy, evidence of impact, and continuous improvement, as one connected professional community.

Together, we increase outcomes and opportunities for all.

Synthesized from the district-wide “Beliefs About Learning” work, 2026 — the voices of faculty across Hill and Plain, Northville, Sarah Noble, Schaghticoke, and New Milford High School, together with the district's instructional principles.