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Mrs. Kerri Adakonis, Asst. Principal
Mrs. Jennifer Delaney, Asst. Principal
Mrs. Barbara Nanassy, Asst. Principal



Sarah Noble Intermediate School
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Mrs. Anne Bilko, Principal
Mrs. Jennifer Chmielewski, Asst. Principal
Mrs. Jennifer Hankla, Asst. Principal
Mrs. Jennifer Meyers, Asst. Principal



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Mrs. Susan Murray, Principal
Mrs. Barbara Nanassy, Asst. Principal

Spotlight on New Milford Schools

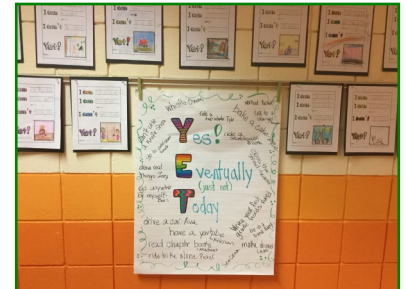
Volume 8, Issue 5

November 2017

Fostering a Growth Mindset

Our New Milford Public School students aren't the only ones who have summer reading assignments. Two summers ago, district administrators and members of the Professional Development Evaluation Committee and Curriculum Council read *Mindset: The New Psychology of Success* by Carol S. Dweck, Ph.D. In the book, the Stanford University psychologist explains why it's not just our abilities and talent that bring us success – but whether we approach our goals with a fixed or growth mindset. Dr. Dweck proposes that everyone has either a fixed mindset or a growth mindset. A fixed mindset is one in which you view your talents and abilities as pre-defined. In other words, you are who you are, your intelligence and talents are fixed, and your fate is to go through life avoiding challenge and failure. A growth mindset, on the other hand, is one in which you see yourself as fluid, a work in progress. Your fate is one of growth and opportunity. She says with the right mindset, we can motivate children and help them to improve in school and life.

Another book for study was *A Mindset for Learning: Teaching the Traits of Joyful, Independent Growth* by Kristine Mraz and Christine Hertz. This book illustrates how to lead students to a growth mindset for school, and life, by focusing on five crucial, research-driven attitudes: optimism, persistence, flexibility, resilience and empathy. The premise is that we always have a choice in our own thinking and behaviors. NMPS teachers are looking to harness this power of awareness, choice, and action and use it as a natural first step in their work to foster engaged and energized learners. The belief is that teaching children to think about their thinking will give them the keys to a lifetime of self-reflection and growth while working through mistakes and challenges in productive ways.



SNIS Principal Anne Bilko says, "I'm a big fan of growth mindset, so we chat about student and staff growth mindset a lot! As a staff, we watched [Carol Dweck's Ted Talk titled The Power of Yet](#) on Youtube. I'm sure many parents would enjoy it as well. Here at school, many of our classes deal in growth mindset daily."

During the district professional day on October 6th, teachers listened to keynote speaker Ed Gerety's message around student aspiration and sense of belonging, two components of our district's vision. Mr. Gerety spoke about the value of building relationships with students and supporting them with goal setting. He shared work around "dream boards" which he described as

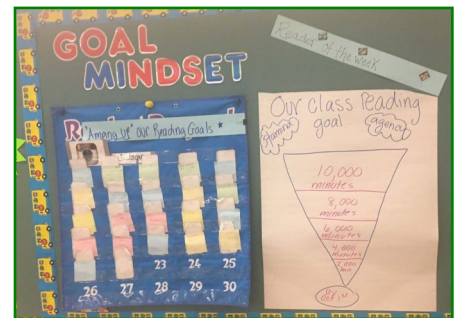
powerful visual representations of goals and dreams. He noted a dream board “represents who you are, where you want to go, and what you are committed to achieving.” Mr. Gerety shared success stories of professionals and Olympic athletes after they had created dream boards.

SNIS Assistant Principal Jennifer Chmielewski says, “Some teachers at Sarah Noble have transferred the work from Mr. Gerety’s message into the classroom. Teachers have worked with students to create personal and class goals as readers, writers, and mathematicians. Growth mindset language is present around the classroom and some teachers have encouraged the creations of dream boards as a class project.”



SNIS Grade 4 teacher Melody Devlin reflected with her students about the importance of having aspirations and “dreaming big!” Students discussed their goals, hopes, and dreams and created dream boards that are displayed above their lockers outside of the classroom. Students shared their goals of future professions such as a professional athlete, pilot, game creator, and baker. They discussed the value of their work as students and how it will help support their path towards their goal. Student dream boards displayed individuality, uniqueness, and promoted the message, “If you dream it...you can achieve it!”

Goal setting and a growth mindset are evident in Tara Gee’s Grade 4 classroom as well. “My class creates a monthly reading goal that must be challenging, yet obtainable. Students have ownership of tracking their progress and recently achieved their October goal of 12,000 minutes by reading 14,887 minutes.” In addition Mrs. Gee says, “Before each unit, students create personal goals. Goals are visited and reflected on every Friday and students share progress on their goals with their families.”

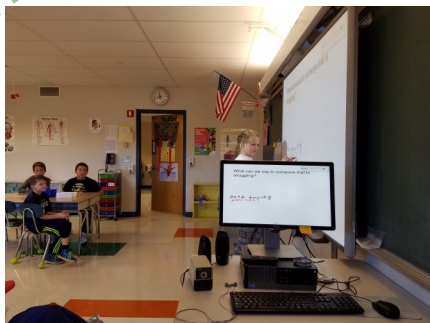


At SMS, the growth mindset concept is part of their school-wide goal for this year. Principal Chris Longo says, “We are focused on increasing our teachers’ growth mindset this year, which we believe



will lead to increased student engagement and sense of belonging.” The growth mindset is oftentimes a real shift in the way students think. Grade 8 English teacher Susan Swanson says the growth mindset requires different ways of looking at learning. “To that end, my students took a learning styles inventory and looked at different ways to learn and study. They also picked several ways they are going to try to use multiple intelligences to learn information.”

Grade 7 Science teacher Tracy Nevins says, “Middle school is the nexus of a student centered community and a growth mindset. Students were asked this year to state a career they may be interested in for their future. Focusing on the big picture helps students to do their work with purpose. Following NGSS standards of shared learning and making our thinking public, students are becoming more comfortable with sharing ideas and asking each other for help as they need it. Soon they will begin work on vision boards which will be on display in our classroom to remind us of our lofty goals.”



The growth mindset can create some anxiety as students learn to take chances with goal setting. The idea dovetails nicely with work the district is doing in the areas of social emotional development. Assistant Superintendent Alisha DiCorpo says, “In professional development, we are talking with teachers about ways to help students get to the next level when they are stuck. Students are learning to ask questions like: When I get stuck, what do I say to myself? What do I do when something feels new or hard? What words help me when something is hard? In this manner, teachers and students both are learning to think: What if, Why not, Could it be?”

Dr. Len Tomasello is providing additional support in the areas of social emotional learning at the elementary level. Dr. T can be seen in classrooms sharing stories with students related to empathy, flexibility, persistence, resilience and optimism. His puppets, Kind Kathy and Beckett the Kindness Dog, always accompany Dr. T on his classroom journeys to remind students to be kind to each other while they are working together. In the area of growth mindset, Dr. T has shown a series of videos to students with titles such as: *Your Brain is a Muscle*, *The Magic of Mistakes*, and *The Incredible Power of Yet*. Students receive [take home questions for parents](#) to discuss with their children about the topics experienced. Our students are not the only ones benefiting from Dr. Tomasello’s expertise. District elementary teachers were treated to “More Social Emotional Learning with Len” as part of their November 7th professional development day, and received many tips to bring back to their classrooms.

Student Activities – Enhancing Students’ Social Emotional Development

At the district’s opening convocation in August, Superintendent Smith talked about how the district understands and responds to students through three lenses: academics, aspiration, and a student’s sense of belonging. That sense of belonging often comes from participation in the extracurricular offerings of their school. Music, art, athletics and other activities enhance a student’s social emotional development and add joy to their day.

At our K-5 schools, student activities may take place before and after school and during recess. Sarah Noble Intermediate School, in particular, has made a conscious effort to increase the activities offered to its students. These activities include athletic intramurals, unified sports, band and chorus, a school talent show, the K-5 science fair, computer science/coding, a Rubik’s Cube Club and chess. SNIS recently welcomed two new after-school activities for students: the Ecology Club and the Yoga/Mindfulness Club. The Ecology Club will maintain trout tanks in conjunction with the Trout Unlimited program and explore other ecology projects and studies related to New Milford, New England and beyond. The Yoga/Mindfulness Club will consist of three eight week sessions, one per grade. Students will learn some basic yoga, meditation and mindfulness. The clubs join over twenty other activities offered at SNIS in the areas of fitness, music, and other general enrichment.

Schaghticoke Middle School offers more than 25 activities in the areas of art, music, drama, writing, student government, academic fitness, and community service. Other activities include the Chess/Board Game Club, American Sign Language Club, Computer Club, Invention Convention and World Language Exploration. Newly approved activities are Unified Sports: Bowling and S.A.F.E. (Schaghticoke Allies for Equality) Club. Principal Chris Longo says, “Bowling will



continue the expansion of our Unified Sports program which already offers basketball and track and field activities. The S.A.F.E. Club will help with our work in the areas of student belonging and positive school climate, hopefully increasing connections amongst all our students.”

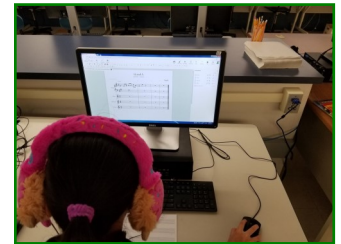
New Milford High School’s activity offerings change from year to year based on student and staff interest. This year’s roster includes over 60 different choices. Besides the usual clubs you’d expect to see, there are some fascinating new ones. How about the Coloring Book Club or Friendship Bracelet Club? Talk about relaxing! Really want to relax? Join the Meditation Club. The new Origami Club will connect with the SMS tradition of making cranes for the annual Crane-a-Thon event for New Milford and Danbury Hospital as one of their activities.

Students can stretch their minds with the Crossword Puzzle or Logic Puzzles Club or let their inner performer out in the Karaoke Club. Business minded students can test the waters in the Shark Tank Club or Real Estate Investment Club. The Earth & Space Club will take advantage of the McCarthy Observatory’s on-campus location. The choices go on and on. A full listing can be viewed on the [New Milford High School webpage](#).

An additional extracurricular activity was added recently in the areas of student sense of belonging and school climate. The School Climate Program Coordinator will oversee a variety of school-wide programs including NAMES and Freshman Orientation, as well as future initiatives that support character education. NMHS Principal Greg Shugrue said, “There are so many different initiatives in this area throughout the year, it will be very valuable to have one person coordinating with the various student groups to continue to foster a positive school climate which is inclusive to all.”

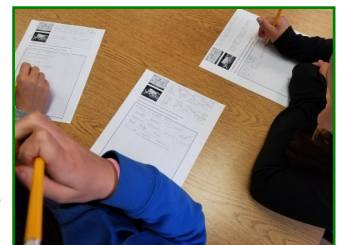
Students as Composers

SNIS Grade 5 students in Mrs. Parke’s music class have been given the challenge of getting inside the head of a composer of film scores. Students are exploring the creative process by considering the elements of purpose, context, and audience. They are posed with the questions: What is the purpose of this composition? What is the story behind it? Who will be hearing our finished work?



The classes are working with a silent version of “Mickey Mouse and the Haunted House”, which was created in 1929. Almost 90 years later, they are using fresh ears and much experience watching movies and listening to music to create the sound effect layer for the video. The fifth graders are using classroom instruments such as xylophones, tambourines, maracas, and drums, to replicate sounds they imagine would accompany the on-screen action. Besides the sound effects, students are also choosing music to match the emotions in the scenes. Students sample various pieces from many different genres, and make selections based on how they want the audience to feel.

Mrs. Parke says, “As the project comes together, students are both the composers and performers. They explore how composers make creative decisions, as well as how performers refine and evaluate their work. When they play their composition live with the video, it is really exciting to see and hear their ideas come together. They can tell that their musical-driven choices effectively enhance the storytelling in the movie.”



New Voices

Last year saw the retirement of longtime NMHS music teacher Robert Keck. Mr. Keck taught in the district for 37 years and had served as Director of the high school's All School Musical since 1982. Those are big footsteps to follow, but the "new" staff members filling these roles are finding their own voices.

Ms. Diane Taylor, formerly the SMS music teacher, requested a transfer up to the high school where she is excited for a new challenge. "There were a couple of goals that I wanted to work on this year at the high school. One is to find ways for the chorus students to participate in more community and district-wide activities. We have had students singing the national anthem before games, and the Advanced Chorus recently sang at the Veterans' Day assembly at NES, so we are on our way with that. The other goal was to add another group as a way to offer more opportunity in which students could sing together. The result is the a cappella group we've titled the NMHS Sound Waves. We're experimenting with this group, and if it is successful, I'm hoping it can continue in years to come."



English teacher Alessandro Amenta is taking on the All School Musical challenge. The 2018 All School Musical is *Curtains*. *Curtains* is a comedic murder mystery, a playful nod to the classic whodunit genre. The fun twist is that the show is actually a musical within a musical! When the leading lady of the struggling musical Robbin' Hood mysteriously dies onstage on opening night, a local Boston detective must solve the crime while the cast and creative team try to revise the show.

Mr. Amenta says, "Although it is not as well known, *Curtains* is a funny, surprising, and heartwarming show about the incomparable, elevating effects of musical theatre for all those involved, whether that be in the cast, crew, pit, or audience. In addition to wanting a show that was significantly different in story and mood than the past couple years, we felt that *Curtains* was a fun show to showcase the talents of all our students. For our cast, there are a lot of diverse roles that require a range of strengths and abilities; for our crew, there are going to be a lot of beautiful sets and moving parts as the audience gets to see a behind the scenes workings of a musical; and for our pit, there is a range of fun musical styles from Western to Jazz. Finally, it is my hope that our audience will enjoy seeing something new, something different, something unexpected."

This year, the show is looking to increase its online presence too. Follow them on Instagram at [nmhsmusical](https://www.instagram.com/nmhsmusical) for promotional content about the musical or visit their Facebook page [@NMHSAllSchoolMusical](https://www.facebook.com/NMHSAllSchoolMusical). The group is also in the process of constructing a website and setting up an account for online ticketing this year (allowing for credit card purchases at home or at the Box Office for an additional fee). More information to follow as we get closer to performance dates.

<p>Show Dates: March 23, 2018 March 24, 2018 March 25, 2018 April 6, 2018 April 7, 2018</p>	<p>THE 2018 NEW MILFORD HIGH SCHOOL ALL-SCHOOL MUSICAL WILL BE...</p> 
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PLTW Students Design Prototypes

Students enrolled in the Project Lead the Way (PLTW) Gateway program at Schaghticoke Middle School are delving into a unit on design and modeling. Recently, they completed an instant design challenge that simulates engineering an ankle-foot orthosis (AFO) prototype for a child with cerebral palsy. Design team roles include a team manager, model tester, recorder, and presenter. Early in the process, students document their design idea and brainstorm ways that meet requirements that best suit the patient's needs. Teams are also under a budget constraint and must decide which materials to "purchase", which drives both team concepts and discussion about how to build the AFO and which team member's foot will be the best to build the prototype upon.



PLTW teacher Pierre de St. Croix says, "Throughout the process, the students realize that effective communication and teamwork are critical in completing a useful prototype that is under budget, so their presentation to their class demonstrates both the struggles they had and the modifications they made. Students then create team norms as part of a reflection piece on their overall effort regarding effective and efficient project creation in order to understand the steps involved in the engineering design process."



Students enrolled in New Milford High School's PLTW Engineering Design and Development (EDD) class presented their initial project proposals to the Committee on Learning at its November meeting. Science teacher Mr. Brad Jones says "EDD is the senior capstone course for the pathway. It is similar to a senior design course at an engineering school. Student teams are required to choose their own yearlong problem which they solve through open ended design, documentation, research, and problem statement. They are required to research the idea, look at similar products that have a patent, design a brochure, and ultimately build a prototype." The Committee on Learning members heard presentations from several students:

- Students Paxton Smith and Erick Jellen presented their idea for a "Lifta Bike" which will provide a means for people to transport a bike up and down stairs without having to directly lift it up and down every step.
- Students Trevor Bowes and Chris Pesantez are working on "Skatenamo". This product would use the rotational motion of skateboarding to charge electronic devices and would be designed to attach to a rider's existing board so that the rider would not have to change their style.
- Students John Adams and Viseth Neak are exploring protection for riot police that would add safety for police officers and cut down on injuries to protestors. They call their product "Disturbance Defender".

- Students Steven Davis and Dillon Ash are working on developing a water turbine that would charge Jet Ski batteries.
- Students Jared Raines and Kelli Souza are developing their product as part of a design contest through Source America. Source America is a networking company that helps people with disabilities connect with businesses. Each year, they hold a design competition in which high school students are paired with a local community member to design a product which will help an individual become more independent in the workforce. Jared and Kelli are working with Ability Beyond to design a package sorter for a disabled person who has trouble bending over and lifting packages.

The students' presentation of initial project proposals at Committee on Learning was the first of three required formal presentations. Mr. Jones said students will also present at the CT Science Fair in March and complete a final presentation in May. The Committee was very impressed by the professionalism of the students and with their ideas and wished them success going forward.



Highlighting Virtual Reality and Augmented Reality Tools

Connecticut computer educators and librarians recently gathered at the 2017 CECA/CASL conference. This year's theme was *Gear Up for Your Future: Partner, Prepare, Produce*. SMS computer applications teacher Jennifer Morrison presented a Playground session on Virtual Reality (VR) for conference attendees. Playground sessions are short sessions where participants have an opportunity to ask questions and often go hands-on with the technology. The session demonstrated two tools that Ms. Morrison's grade 8 students used last year to create 360 interactive spaces, *Co-Spaces* and *Story Spheres*. Ms. Morrison says, "Virtual Reality and Augmented Reality (AR) are opening new doors in education. My session focused on students creating the worlds, rather than viewing those created by others."

Co-Spaces creations can be viewed on a computer, tablet or phone. They can be interacted with on a computer by mouse or touch screen. In the phone app, the Space can be viewed using a VR viewer (3-D) or, by taking advantage of the phone's gyroscope, the viewer can simply move around with the phone to see all 360 degrees. *Co-Spaces* has a library of items that can be added to the Space; objects can also be created with building blocks, or images can be imported from the Internet. Built-in items can be modified and moved in three dimensions and can be coded using Blockly Code to create animations.



The image to the left is of a student's game. In it, the viewer is asked to find all the rabbits; the rabbits disappear as they are clicked. If you'd like to view a *Co-Space*, [try this link to a Space Mrs. Morrison created for the session](#). The Space found there has three scenes: an introduction to *Co-Spaces*, and two scenes summarizing a children's Halloween story.

The other tool demonstrated is not VR, but rather showed the possibility of creating an interactive 360 image. *Story Spheres* is one of Google Labs' creations. In this tool, 360 images are uploaded and sound files added; spheres can be linked to create virtual tours. Last year two students used the

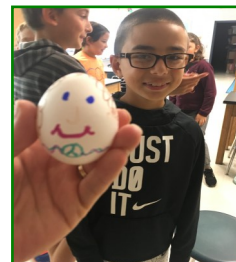
free Google Street View camera app on their phone to capture a 360 image of the library and recorded Mrs. Baerny describing the different areas. A viewer clicks on the music notes to hear the narration. Their virtual library tour can be seen in action by following [this link](#).



Ms. Morrison says, “The challenge for this year’s independent study projects in VR will be for my students to create a project that could be submitted as a project to a class they have now or had in past years. I find that the students are very motivated to create and explore in VR and AR. The eighth graders look forward to the Independent Study Unit each year and a chance to discover more about a technology that interests them.”

SNIS Students “Eggcited” About Learning

SNIS Grade 4 Science enrichment students are working through a problem based learning activity in which they will design a vehicle restraint system for a very delicate passenger, an egg! After observing how passengers, “EGGitha” and “EGGsavier,” crashed and cracked when they were unrestrained, teams got to work problem solving.



K-5 Science enrichment teacher Susan Brofford says, “Students first researched how mechanisms change energy by transferring direction, speed, type of movement, and force. They did hands-on activities, including building a pendulum, using VEX building kits and a 3D building app. The pendulum helped them see how potential energy can be stored and released as kinetic energy. They used science notebooking skills to explain the speed of an object and the energy of that object. They made predictions about how the energy is transferred when two objects collide and now are building models to test these theories in their final project.”

Using the knowledge and skills they have gained through each step of the engineering design process, students are creating a vehicle restraint system to protect their egg passenger, who will be hurtling down the ramp toward a cement wall! In the final step of the process, students will evaluate their designs and share their findings to decide if further improvements are needed. In this learning activity, students are focusing on the Science and Engineering Practices defined in the Next Generation Science Standards. These Practices include:

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Mrs. Brofford says, “As students gain experience in implementing these practices, they are developing critical thinking skills that can be applied to other content and situations. Working through the engineering design process and incorporating the Science and Engineering Practices is challenging work, but the ‘EGGcitement’ is building as crash test day approaches.”



NMHS Receives CIAC Michaels Achievement Cup

The New Milford High School Athletics program was one of fourteen high school programs selected by the CIAC (Connecticut Interscholastic Athletic Conference) to receive the Michaels Achievement Cup for 2016-17. The award recognizes the achievements of exemplary programs during the academic year. According to the CIAC's press release:

The 14 schools were selected by the Michaels Cup Committee for their efforts in launching and implementing the CIAC Class Act School sportsmanship program. The Class Act School program was launched at the 2016 Sportsmanship Conference and was designed to empower schools and specifically students to enhance sportsmanship. "These fourteen schools with the creativity and enthusiasm of their students have exemplified what we hoped the Class Act School program would be" said CAS-CIAC Executive Director Karissa Niehoff. "This group has demonstrated the impact that student leaders can have on challenging issues such as sportsmanship when they are empowered to make a difference."



The fourteen schools were honored at the CIAC Sportsmanship Conference at the AquaTurf in Southington on November 16. NMHS Athletic Director Keith Lipinsky says, "NMHS was one of three schools asked to speak at this year's conference about what we have done as a school to implement the Class Act Sportsmanship Program." Three student leaders offered remarks. An excerpt is offered below.

After attending the 2016 Sportsmanship Conference, New Milford formed a Class Act Committee consisting of student leaders in our Athletic Council group, a coach, and the Athletic Director. As a group, we discussed sportsmanship at New Milford High School, and what the students thought Sportsmanship should look like at New Milford High School. We listed the positive things that add to the spirit and atmosphere of the school, and we listed the negative things that would cast New Milford in a negative light. We then brainstormed ideas to get the Class Act Program up and running. Some of the student-athletes on the Class Act Committee worked with the Athletic Director to draft a pre-game announcement to be read at every sporting event to reinforce the Sportsmanship expectations at the high school. We then worked with our video production class and had that class help us create a Class Act School Video, using student-athletes and coaches to stress what it means to be a Class Act School. This video is shown at all of our preseason parent and student-athlete meetings. We also purchased the large Class Act School Banner and had our Maintenance staff hang it in our gymnasium so it is the first thing you see across the court when you enter the gym. Sportsmanship is also stressed with our coaches, student-athletes, and parents at all of our preseason meetings.

This year, we have started making plans to create a video about Sportsmanship and what that looks like at New Milford High School, using teachers, coaches, students, and administrators. Two of our teams received special Sportsmanship Awards last year from the Officials for their sports as a result of the example they set both on and off the field. Our Boys Soccer Program received the WCSOA Art Hamm Sportsmanship Award, and our Girls Basketball Program received the IAABO 7 Sportsmanship Award. As a result of the implementation of the Class Act Sportsmanship Program, attending New Milford High School events has become a much more positive and enjoyable experience.

NMHS Athletic Hall of Fame Unveils Inaugural Class

A dozen coaches and athletes representing a span of 80 years were honored October 28 during the New Milford High School Athletic Hall of Fame's inaugural induction banquet. Over 200 well wishers gathered at Fairview Farm Golf Course in Harwinton to celebrate the honorees.

Taking their place in the Athletic Hall of Fame were the late Joseph Wiser, a longtime coach and the school's first athletic director, who served the school system from 1948 to 1980, as well as coaches Fran Zaloski (field hockey, basketball, softball and more) and the late Russell Devin (track & field, cross country).

Athletes honored were the late Fred Collins (Class of 1933), Howard "Pete" Pease ('62), Peter Squires ('70), Mary Schneider ('79), Laura Doria ('86), Jamie McCullough ('91), Jesse McCullough ('91), Rob Belville ('00) and Ashley O'Connor ('10).

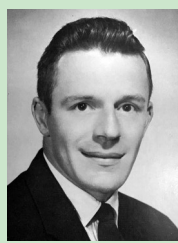
The NMHS Athletic Hall of Fame will be sited at the high school. Another class of inductees is expected to be announced in the spring of 2018. For more information and an in-depth look at the Class of 2017, visit nmhsahof.org or email nmhsahof2017@gmail.com.



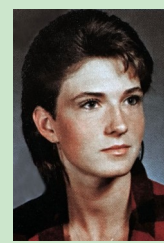
Rob Belville
Class of 2000



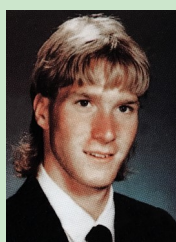
Fred Collins
Class of 1933



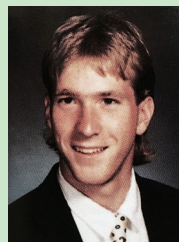
Russell Devin
Coach



Laura Doria McGovern
Class of 1986



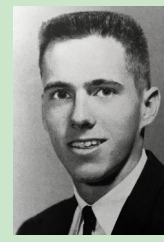
Jamie McCullough
Class of 1991



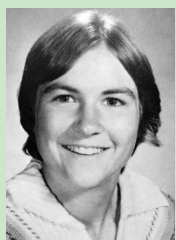
Jesse McCullough
Class of 1991



Ashley O'Connor
Class of 2010



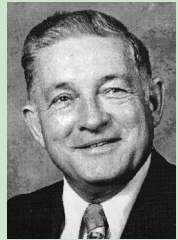
Howard (Pete) Pease
Class of 1962



Mary Schneider
Class of 1979



Peter Squires
Class of 1970



Joseph Wiser
Coach /AD



Fran Zaloski
Coach

**Congratulations to the
New Milford Public School “Stars”
for the month of November!**



Jane Cox (not pictured)
Judy Grossenbacher
Susan Holland (not pictured)
Al Marchena Rodriguez
Barbara Morris
Jennifer Tuozzoli



Special congratulations to Barbara Morris who will drive the
 Ingersoll Auto of Danbury NMPS courtesy car.

Don't forget to visit the district website to [submit your staff nomination](#).

Appreciation of Service

***Thank you to outgoing Board of Education members
 Robert Coppola and Dave Littlefield
 for their volunteer service
 to the New Milford Public Schools
 and Town of New Milford***





NMHS Key Club Volunteers

In honor of Veteran's Day, New Milford High School Key Club students assisted in the annual Flags of Valor sponsored by the Danbury Kiwanis. Flags were erected on the New Milford Historical Society and the Town of New Milford's lawn at the north end of the Green.



Key Club members are keeping busy with other volunteer activities as well. Just in time for the holiday season, members volunteered to make tie blankets to donate to Social Services with patterns and designs appropriate for any age group. Also, members of Key Club and the Principal's Advisory Council are volunteering as mentors to students at Hill & Plain and Northville. They have been paired up with an elementary student and meet once a week to read, play basketball, and work on a fun activity.



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Ms. Alisha DiCorpo
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Ms. Ellamae Baldelli
Human Resources Director

Mr. Kevin Munrett
Facilities Director

Mr. Anthony Giovannone
Fiscal Services & Operations
Director

Mrs. Laura Olson
Pupil Personnel &
Special Services Director

Ms. Roberta Pratt
Technology Director

Mrs. Sandra Sullivan
Food Services Director

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Mrs. Wendy Faulenbach

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Mr. J.T. Schemm

Budget Planning

With the new year on our doorstep, planning is underway regarding the 2018-19 Board of Education budget. This is a long process that begins almost as soon as the school year starts, as administration evaluates current programs and looks ahead to future needs.



The Board of Education will hold formal budget hearings on:

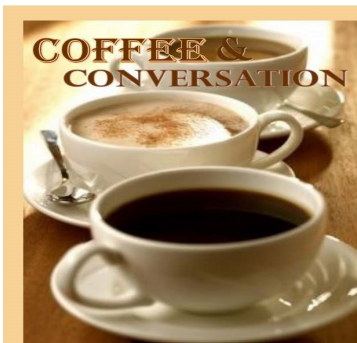
Tuesday, January 16, 2018 with
Discussion of the 2018-2019 School Budget including,
but not limited to, Elementary Schools and
the Intermediate School

Wednesday, January 17, 2018 with
Discussion of the 2018-2019 School Budget including,
but not limited to, Middle School, High School, and
the Department of Instruction

Tuesday, January 23, 2018 with
Discussion of the 2018-2019 School Budget including,
but not limited to, Pupil Personnel/Special Education,
Department of Maintenance, Technology, Department of General
Administration, and Capital

Wednesday, January 24, 2018 with
Discussion of the 2018-2019 School Budget including,
but not limited to, wrap-up issues and questions AND
a vote on adoption

There is an opportunity for the public to be heard each evening. However, you do not have to wait until then to participate in the process, offer thoughts, or ask questions. Superintendent Smith welcomes discussion about the budget and other topics at the next Coffee with the Superintendent. Hope you can attend.



What's on your mind?

Please join us for casual conversation with
Superintendent of Schools Joshua Smith

Tuesday, December 12, 2017
5:00 p.m. to 6:00 p.m.

Lillis Administration Building, Rm 2
50 East Street
New Milford

Can't join us but have a question or concern?
Call (860) 355-8406 or email:
suptoffice@newmilfordps.org

November

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.