

November 2019

# Southwest School

340 Litchfield Street, Torrington, CT 06790

<http://torringtonsouthwest.s16.sharpschool.com/>

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## Upcoming Events

**November 3:**  
Daylight Savings  
Time; Fall back one  
hour

**November 5:** NO  
SCHOOL/Election  
Day; District  
Professional  
Development Day

**November 8:**  
Veteran's Day  
program at  
Southwest

**November 11:** NO  
SCHOOL – Veteran's  
Day

**November 12-14:**  
Parent Conferences

**November 12-18:**  
Book Fair in the LMC

**November 13:** BOE  
Meeting @ THS; 6 PM

**Parent**  
**Teacher**  
**Conferences**

**Behavior**  
**Teamwork**  
**Grades**

**Progress**  
**Goals**  
**Achieve**

**Communication**  
**Homework**

DATES	Torrington & Vogel-Wetmore	Forbes & Southwest
Tuesday November 12	4:30 - 6:30 PM	5:30 - 7:30 PM
Wednesday November 13	5:30 - 7:30 PM	4:30 - 6:30 PM
Thursday November 14	2:00 – 4:00 PM	2:00 – 4:00 PM

Care for Self, Care for Others



# Principal's Message

Hello Southwest Dragon Families,

Southwest School continues to hustle and bustle as we enter the month of November. As we approach the end of our first trimester, we will host a Veteran's Appreciation Assembly for family and friends of our Southwest family; we will also be holding our Fall Parent Conferences, your children will receive the new standards-based progress reports and then we begin the holiday season with Thanksgiving on November 28<sup>th</sup>. With Thanksgiving right around the corner, one can't help but to feel gratitude for the many people who make a difference in the lives of our children. A great shout out of appreciation to our staff who work tirelessly for our children at Southwest. Our teachers, secretary, paraeducators, custodians, substitutes, kitchen staff and bus drivers – everyone plays such an important role serving the best interests of the students. We are very fortunate to have an outstanding staff who demonstrate each and every day how they *Care for Self and Care for Others*. Thank you for sharing and entrusting your children with us.

Sincerest blessings to you and your families.

Mary Ann C. Buchanan, Ed. D., Principal





## **Guide to the Torrington Public Schools Elementary Standards-Based Progress Report 2019-2020**

This guide provides information about Torrington Public Schools' new standard-based progress reports. The progress report is a communication tool between school and home to reflect a child's progress in academic, personal, and social growth. Student progress will be measured continuously throughout the year, but progress reports will be sent home three times a year.

## Frequently Asked Questions

### **What are the standards?**

The TPS Elementary Progress Report is aligned to the Common Core State Standards (CCSS). The CCSS are a set of rigorous standards in English Language Arts and Mathematics. For more information about the standards, please visit <https://ctcorestandards.org>.

### **What is standards-based scoring?**

The purpose of standards-based scoring is to identify a student's progress toward meeting a standard.

### **Why did we make the shift from letter grade report cards to standards-based progress reports?**

Standards-based progress reports more accurately reflect a student's performance. These reports show a student's progress toward meeting the standard. Letter grades reflect an average of a student's performance. For example, a student can initially struggle with a standard and then meet it. A standards-based report would reflect this, a letter grade report would average the grades and may not show meeting the standard.

### **How is my child's progress reported?**

The progress report is broken down by subject area, with descriptors reflecting the CCSS. Subject areas will not have an overall grade. Instead, you will see a progress bar for each descriptor indicating where your child's current understanding is in relation to the expectation.

### **How will parents/guardians know how their child is progressing toward end of year standards?**

The standards are assessed on a scale of 1,2,3,4. (see the descriptors chart on the last page) The score will indicate where your child is performing in relation to meeting the standard. In addition, there will be a bar on the progress report to provide a visual of your child's progress.



### **Evidence Used to Evaluate Progress Toward Standards**

Teachers collect evidence of student learning in (but not limited to) the following ways:

- Collection and analysis of daily work
- Observational notes gathered during individual and small group instruction/discussion
- Performance tasks
- Formal & informal assessments

### **Why aren't all of the standards listed on the progress report?**

Due to the number of standards, scoring every single standard at each grade level would be overwhelming. Additionally, many standards are not taught in isolation, so listing them separately is not necessary.

### **Why am I unable to view my child's "grades" in Parent Portal?**

Standards-based scoring is based on meeting the standards. When using this type of system, a teacher is measuring a student's growth over time. Throughout a marking period, the teacher will collect student work samples, assignments, and assessments. At the end of this grading period, the teacher will analyze the collection of work to see how close the student has come to meeting the standard. The most recent assessments will be given priority as those are the ones that demonstrate a student's present level of performance. With standards-based grading, we are looking at a journey – rather than a moment in time which is the case with a traditional grading system. Your child will be bringing completed work, assignments, and assessments home throughout the marking period that will continue to keep you abreast of his/her progress. However, traditional grades will no longer be entered into Parent Portal as the portal does not align with a standards-based system.

### **Will my child still receive teacher comments on his/her progress report?**

Yes. Individualized feedback is an essential component of standards-based grading.

**How will this affect students who receive special education services?**





Students receiving Special Education support will continue to work on IEP goals just as they have in the past. The Special Education teacher and the General Education teacher will collaborate to report student progress.

**Academic Progress Report Descriptors**

Each academic standard on the progress report will be evaluated based on the following criteria. They are given scores of 1, 2, 3, or 4 rather than letter grades. A score of three is defined as meeting the grade level standard. A score of Not Assessed (NA) is given for any standard that is not assessed in a trimester:

4	<b><u>Exceeding Trimester Goal</u></b> The student currently exceeds the trimester goal. Performance is characterized by consistent and efficient demonstration of the standard.
3	<b><u>Meeting Trimester Goal</u></b> The student currently meets trimester goal. Performance is characterized by independent demonstration of the standard.
2	<b><u>Progressing Toward Trimester Goal</u></b> The student is currently progressing toward the trimester goal. Performance is characterized by demonstration of the standard with support.
1	<b><u>Minimal Progress Toward Trimester Goal</u></b> The student is currently not meeting trimester goal. The student demonstrates difficulty understanding the standard.

This bicycling analogy helps explain the rubric.

Student Goal: To Ride the Bike Themselves		
	4	<b>Exceeding Trimester Goal</b> The student can ride the bike independently, and also performs stunts!
	3	<b>Meeting Trimester Goal</b> The student is successfully riding the bike independently!
	2	<b>Progressing Toward Trimester Goal</b> The student is pedaling well and staying upright as long as someone is assisting.
	1	<b>Minimal Progress Toward Trimester Goal</b> The student is riding the bike, using training wheels.



## SEPTEMBER Dragons of the Month



**Students (Left to Right): Grade 5 Violet Team – Jerenys Loja; Grade 5 Amethyst Team – Shirley Loja; Grade 5 Royal Purple Team – Christopher Pineda; Grade 4 Shamrock Team - Dylan Tucciarone; Grade 4 Jade Team - Dylan Juliano; Grade 4 Emerald Team – Gracie Lucas**

Each student received a Certificate of Appreciation and a 3-D printed Dragon.

**OCTOBER Dragons of the Month will be announced at our November assembly.**

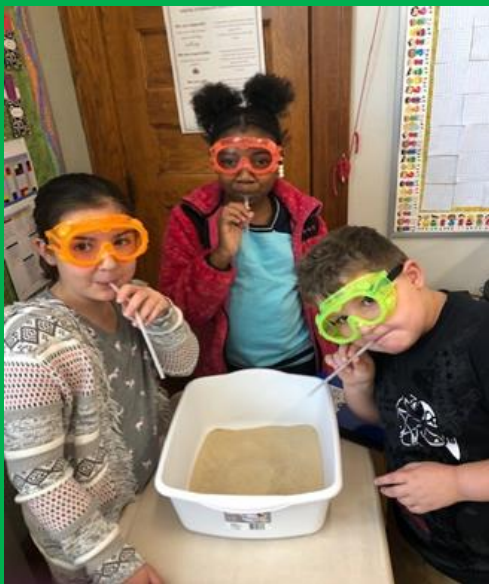


# Teacher Messages



Mrs. Hammer; Mrs. Martin  
Jade Team – Grade 4

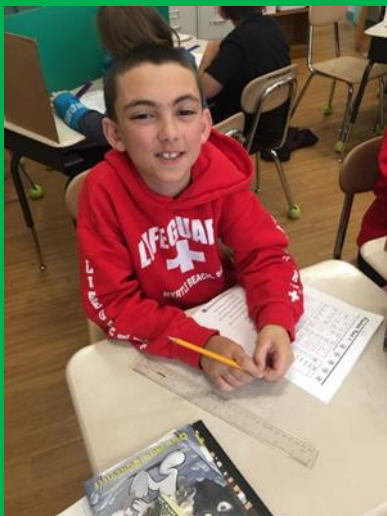
Our Jade Team students are well into the second unit of math. We constructed a base ten display to help grow our understanding of place value beyond ones, tens and hundreds. We are learning how to sketch arrays and area models to solve two-digit multiplication problems. The students also extended their knowledge of ratio tables by working with partners to complete ratio strips. In science, the Jade Team students are learning about the ways that rocks can be broken down and carried away and the impact this has on the life cycle of a mountain. We've done a few investigations such as Wind vs. Desert to help us understand these processes. The students especially enjoyed the Sugar Cube Shake activity which helped to show what can happen to rocks over time.

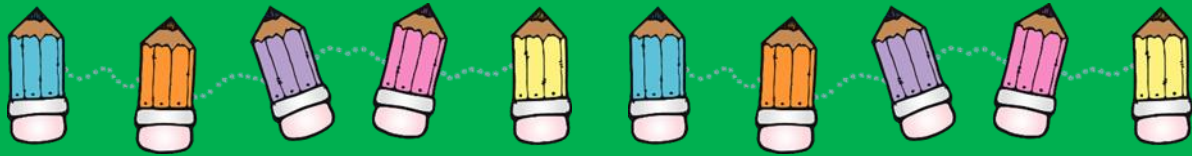


Mrs. Martin's classes have been busy in writer's workshop. Students are drafting and revising their realistic fiction pieces in order to get them ready to publish. We have many talented young writers who are practicing many different skills, including strengthening their verb choices. Students are also improving their use of dialogue to move their stories along and show how a character is feeling without telling it to the reader. We will be publishing outstanding stories very soon!

In reading, we are almost finished with our character study unit and our class novel, *The Tiger Rising*. Students are practicing their "Signpost" called "Contrasts and Contradictions." This signpost helps students to stop reading and think about why a character is saying or doing something unexpected. From there, we can make many predictions and inferences about the plot. Many students have enjoyed the depth of discussion and character analysis during this unit. I have some awesome participators in both classes.

In social studies, we have finished up our map skills unit and we are moving on to studying the regions of the United States. The first region will be the Northeast, so we will be learning a lot about the culture and geography of where we live!





Mrs. Yagid; Mrs. Lebel  
Shamrock Team – Grade 4

October was a busy month for our students. We read some incredible fiction stories that gave us a lot to discuss, including students' understanding of the lessons in the stories. Students have improved their skills in presenting evidence from the text verbally and in writing.

We have started our narrative writing with personal stories. Students can describe their thinking and include dialogue and figurative language to help the reader understand the experience. Editing lessons will continue throughout the year.

For math we are continuing to focus on multiplication arrays and ratio tables. We will also be developing a stronger understanding of how to decipher story problems. In science we are continuing our research on Earth's changes, including plate tectonics. We are now delving into how weathering and erosion effect the Earth's surface.







Mrs. Melaragno; Mrs. Bruno; Mrs. Mooney  
Emerald Team – Grade 4

In Reader’s Workshop, my two classes are at the heart of our novel, *The Tiger Rising*, by Kate DiCamillo. We have gotten to know these characters very well and have been working to put ourselves into the character’s shoes. We have noticed points throughout the story where the character changes or displays an action that contradicts what he/she usually does. When we notice these changes, we stop and ask ourselves, “Why would the character be acting this way?” By answering this question, we are better able to understand a character’s motives, wants, needs and intentions. The work that we do with *The Tiger Rising* carries over into the students’ own independent books.

We are at the drafting stage in Writer’s Workshop. Students have created a drafting booklet, with one page dedicated to a particular scene. Students are filling up their scenes for their realistic fiction stories with lots of “show” not “tell”, juicy verbs, and elaborated detail. This gives the reader a picture in their minds and allows the story to come to life. I cannot wait to share our final products with you!

In Social Studies we have finished our Map Skills unit. We are moving on to study the regions of the United States. We are starting with our own, Northeast region. Students are being exposed to podcasts and are taught how to take notes about important information. We will learn why the proximity to water was so important for settlement in our region. We will analyze the impact of rivers and waterways on colonial and post-colonial trade and evaluate why people have moved to and from the Northeast from colonial times to present day.

I am excited for a jam-packed month! I look forward to seeing many of you for conferences! ~ Mrs. Mooney

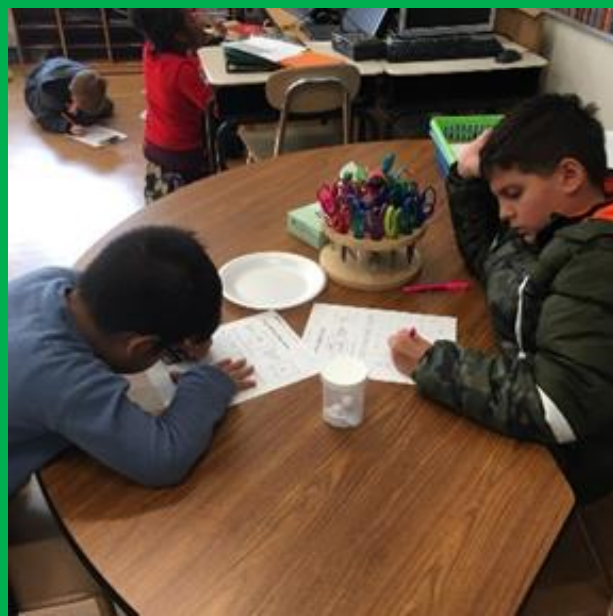
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## Math – Bridges in Mathematics

We have finished Unit 1 and continue to work through Unit 2. The focus of Unit 2 is to work on multi-digit multiplication and early division. Students have use base ten area pieces to investigate place value patterns, as well as model equations and solve single and double-digit multiplication problems. Students will move from building multiplication arrays to sketching them to find solutions, as well as write and interpret multiplication story problems. Division problems with remainders will also be covered.

## Science

Students continue to learn about Our Changing Earth and the factors that affect the seen change(s). The “Graham Cracker” experiment was used to help students see how plate tectonics and plate movement is possible and the role that energy plays in the formation and growth of mountains. After this understanding, the focus shifted from mountain formation to the birth of rocks and how weathering and erosion cause or promote seen changes. The “Sugar Cube” experiment was used to show the students how a solid can be broken down over time. Weathering and erosion have been introduced and experiments/investigations will continue to cover topics such as: “wind vs. desert”, “freeze vs. thaw”, and “water vs. mountain.” ~ Mrs. Melaragno



**Mrs. Bruno**

Our classroom is finishing up our second unit in reading, *Interpreting Characters*. Our class has loved reading, *The Tiger Rising*. It has helped us really understand how to determine what makes a character tick. Our class has started using new reading strategies called sign posts. Our first sign post is *Contrast and Contradictions*. We learned to look for characters doing the opposite of what they have been saying or doing throughout the book. Once we are done, we will be moving onto our nonfiction reading and writing unit.

In Social Studies our class has been studying the regions of the United States. Our first stop is the Northeast region. We have been focusing on these three points: Examine why was proximity to water was so important for settlement in the region, analyze the impact of rivers and waterways on colonial and post-colonial trade, and evaluate why people have moved to and from the Northeast from colonial times to present day.



## Mrs. Bruno's afternoon (STEM) class:

Our class has been loving our Changing Earth unit. Right now we are about to finish our third learning sequence of this unit. We have been conducting experiments with weathering and erosion to see how landscapes are affected by wind, water, gravity, ice, and living things. In Math, we have been solving multi-digit multiplication problems by building and sketching arrays. We will be using our knowledge in solving multi-digit problems to help us solve multiplication story problems. We will wrap up our unit by diving into division. They will be introduced to remainders and will learn what to do with the “leftovers”.



Mrs. Wollschlager; Mrs. Palladino  
Violet Team – Grade 5

In math, we are at the beginning of a fraction investigation. Students are noticing how different fractions can be related to clocks and to money, and how we can use what we know about money and time to solve fraction addition and subtraction problems. We also have been investigating where fractions belong on a number line. We had a fraction mixer where students compared fractions to determine whose was larger or smaller. Then we took our fractions outside and created a human number line! There was much discussion about what

strategies we could use to find out where each of our fractions belonged. Next, we will be exploring the concept of equivalent fractions.

Our science work has centered around noticing and explaining the predictable patterns of day and night, seasons, lengths of shadows, and phases of the moon. Students are finding ways to use models to explain how the tilt of the Earth and its orbit around the Sun create our seasons. We also have investigated how our shadows change with the time of day and the position of the Sun during different seasons.

Our most recent design challenge was a Puffmobile. Using 4 Lifesavers, 3 straws, 2 paper clips, and 1 piece of paper, students built a car that was powered by their breath alone. They counted how many puffs it took to move their car 6 feet. Then they went back to the drawing board and redesigned their car to see if they could improve its performance. There were many creative designs.



We have been very busy in Mrs. Palladino's Humanities classes. This month, we expanded our reading strategies repertoire with new signposts. We can now identify Contrasts and Contradictions, Aha Moments, Words of the Wiser, and Again and Again signposts to help us interpret books we are reading. We honed our skills in identifying character traits and themes.

In Writing, we worked on editing and revising our personal narratives. We focused on including all the story elements and zeroing in on one small

moment. Even though we are young, we found many moments to write about. Check out our books of Personal Narratives and Memoirs.

To improve our spelling, we started our word study with the Words Their Way program. We are learning about word patterns as well.

In Social Studies, we are learning about the New England colonies. As colonists, we didn't come to North America with much, so we learned to barter with each other and the Native Americans as well. We bartered candles, fish, meat, eggs, milk, cloth, wampum, and other goods. Each colonist successfully bartered for useful products. We also inadvertently learned about basic economics and supply and demand!



Mr. McCotter; Mrs. Lage  
Royal Purple Team – Grade 5

## Humanities

The students have been working hard in Reader's Workshop. They are finishing up their second Book Club novels. The students have worked in deepening their understanding of these books by studying characters, analyzing themes, and discussing their reading in groups. Our next unit will focus on reading non-fiction text.

In the area of writing, the students are finishing up our unit on personal narratives. They have worked hard on improving these small moment stories



and were proud to share their published pieces. Our next unit will focus on opinion writing.

Our study of American History in Social Studies has focused on colonial America. The students have learned about the history and everyday life of this time period. We have studied the New England colonies and the Middle colonies. We will be focusing on the Southern colonies next.

## STEM

Our first two units in Math have dealt with Volume and Fractions. The students have used manipulatives, drawn representations, and abstract thinking in order to demonstrate their thinking. This is our first unit on fractions, with adding and subtracting with unlike denominators. In later units we will move to multiplying and dividing fractions.

In Science our focus has been on patterns with the Sun, Earth, and Moon. Students have done hands on activities to help discover why we have day and night, as well as phases of the moon. We have then applied our thinking to create visual models that explain these phenomena. In order to track data, we have also been monitoring sunrise and sunset to see how the amount of daily sunlight will be decreasing until we hit the Winter Solstice.

Our team was also lucky enough to have a Donors Choose project funded! Mr. McCotter set up a project to get additional Maker Space materials for the classroom. When they were first delivered students had the opportunity to try out all of the materials. We are very excited to be able to use these during our Maker Space Fridays.





Miss Gorman; Mr. Parkhouse; Mrs. Alamo – long term substitute teacher for Mrs. Giampaolo  
Amethyst Team – Grade 5

The students who see Mr. Parkhouse recently finished a short study of the Pequot War and the impact it had on the early settlers of Connecticut. In addition, students have been reading about different characters in their book clubs. One of a few key questions students have been thinking about while reading their book is: How can I use what I know about characters to determine themes? Mr. Parkhouse would also like you to ask your student to recite and talk about the class pledge. It is a pledge on how to treat others.



In Mrs. Alamo's classes the students have learned the connections between fractions and money. They are using money as a model to find equivalent fractions. Also, they have learned the difference between a numerator and a denominator. The class has explored fractions on a clock, another model to increase a better understanding of fractions, equivalence and addition and subtraction of fractions. They have learned a problem string multiplying whole numbers by fractions in problems. The class was introduced to a River Trail investigation, where they created a course and label landmarks on it in order to determine distance traveled. Students have worked on story problems on how to determine a better buy.

For science the students are learning about the solar system. They have learned the characteristics of a star. We proceeded to learn how much gravity the planets have and that each planet has its own amount of gravity. For

example, Jupiter has four times more gravity than the earth because it is a bigger planet. We learned the more mass a planet has the more gravity and that smaller planets have less gravity. Students have learned the effects of comets, meteors and that they go around the sun and are pulled by the sun's gravity. When a meteor lands on the earth it is called a meteorite. Comets consist of ice and dust and meteors are space rocks (chunks of rocks).

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The students who see Miss Gorman for Humanities are finishing up personal narratives. We are also working hard in our book clubs to gain a deeper understanding of the texts. We are finishing our read aloud, Home of the Brave which we are really enjoying.

The students who see Miss Gorman for STEM are doing a lot of work with fractions. We are adding and subtracting fractions as well as finding equivalent fractions. In science we are studying patterns in our solar system.





### Updates from Mr. Mann's Class:



Over the past month, our class has continued to work hard each and every day in all subject areas. We have had the opportunity to work with Miss Warchol's class for some cooking and project-based activities. We made pudding pumpkin patches, English muffin pizzas, built and painted birdhouses and created a newspaper! Every Friday we have been busy running our store. We fill orders, count money, identify coins and dollars, and use our communication skills while working! Mr. Mann's class has had a busy and productive month. We will continue to learn and build on our skills daily!



### Updates from Miss Warchol's Class:



This month in Ms. Warchol's room, we delved into a variety of individual and whole group activities, many related to the changing of the season! These include: practicing sentence building using words related to autumn; following step-by-step visual directions to build a birdhouse; creating pumpkin patch cups; and exploring a variety of fall books! Our students have also continued to work hard on individual academic work including decoding and sight word reading, spelling, handwriting, counting using a variety of manipulatives, and more. Our students have also enjoyed participating in yoga! This whole group activity allows us to work on following directions, focus, coordination, and gets



us up and moving! We find that yoga has been a great way to bring our students a sense of calmness and relaxation at the end of a busy day.





**Mrs. Merritt  
Library Media  
Specialist**

These students in the pictures below earned some library makerspace time by being responsible and respectful in their classroom. Well done! Get ready . . . Our Southwest School Book Fair is coming soon! Research shows that the more books that students have in their homes, the greater their academic success and chance of becoming lifelong readers and learners. Books make great holiday and birthday gifts, too! In addition, every purchase enables us to buy more books for our school library. Flyers will be sent home about one week before the fair. Students will be able to shop during the school day on Nov. 12, 13, 14, 15, and 18. AND families will be able to shop during conference times:

**Nov. 12: 5 to 8 PM**

**Nov. 13: 4 to 7 PM**

**Nov. 14: 1:30 to 4:30 PM**





Mrs. Vitali; Mrs. Nadolny; Mrs. Reynolds  
Response to Intervention (RTI)

Mrs. Nadolny, Mrs. Reynolds and Mrs. Vitali see students in small groups to support what they are learning in their classrooms.

In math, Mrs. Vitali and Mrs. Nadolny are working with fourth graders on multiplication strategies. We are using base ten pieces and sketches to make area models for multiplying 2-digit numbers. With fifth grade, we are using a clock model and money model to add and subtract fractions with unlike denominators. Manipulatives such fraction circles, pieces and strips are always available for students as well.

In literacy, Mrs. Nadolny and Mrs. Reynolds are teaching students strategies to decode multi-syllabic words. We are also working to improve fluency, build comprehension and expand vocabulary. We incorporate hands-on activities, games and high-interest books to motivate students and help them succeed!

If your child works with us, please sign up for a conference with us so we can share your child's progress and answer any questions you may have.



The following pages have been initiated Grade 4 students Lily and Cassie who wanted to share their thoughts about Southwest School....they may be future journalists! 😊





## Intordaction

Hi welcome, I'm cassandra A.  
and I'm proud to be a southwest  
dragon! There are amazing teachers  
like Mrs. melo ragno, Mrs. Bruno, Mrs.  
Mooney we have great staff!

GO  
Southwest  
Dragons



Hi, my name is Lily!  
My teachers are Mrs. Bruno,  
and Mrs. Melaragno! They  
are fantastic teachers! My  
friend Cassie has Mrs. Melaragno  
and Mrs. Mooney. She loves them  
just as much as I do!  
I love Southwest!

GO Southwest  
Dragons!



Michael V.

Cassie: Do you like 4<sup>th</sup> grade?

Michael: Yes!

Cassie: What's your favorite book?

Michael: Save me a seat.

Cassie: Why do you like Save me a seat?

Michael: It's interesting.

Cassie: Who are your teachers?

Michael: Mrs. Lebel and Mrs. Yagid.

Cassie: Thank you.

# Addy

Lily: Who is your teacher?

Addy: Mrs. Hammer,

Cassie: What does she teach?

Addy: Math and science.

Lily: Who is your second teacher?

Addy: Mrs. Martin.

Cassie: Do you like 4<sup>th</sup> grade?

Addy: Ya, but I hate math! 😊

Cassie: Thanks!

Addy: YUP!



Lily: Do you like your teachers?

Nathaniel: Yes!

Lily: Who is your teachers?

Nathaniel: Mrs. Melaragno and Mrs. Mooney!

Lily: Do you like southwest?

Nathaniel: yes.

Lily: Thanks Nathaniel!

Nathaniel: No problem!

EMERALD  
TEAM

# Kendall G

Lily: Who's your teacher?

Kendall: My homeroom is Mrs. Yagid and my sub is Miss. Wood.

Cassie: Who's your second teacher?

Kendall: Mrs. Lebel.

Lily: What does Mrs. Lebel teach? What does Mrs. Yagid teach?

Kendall: Mrs. Lebel teaches Reading, writing, and social studies. And Mrs. Yagid, teaches math and science!

Lily, and Cassie: Thanks!

Kendall: Ya, no problem.

Southwest

School

Rocks!!

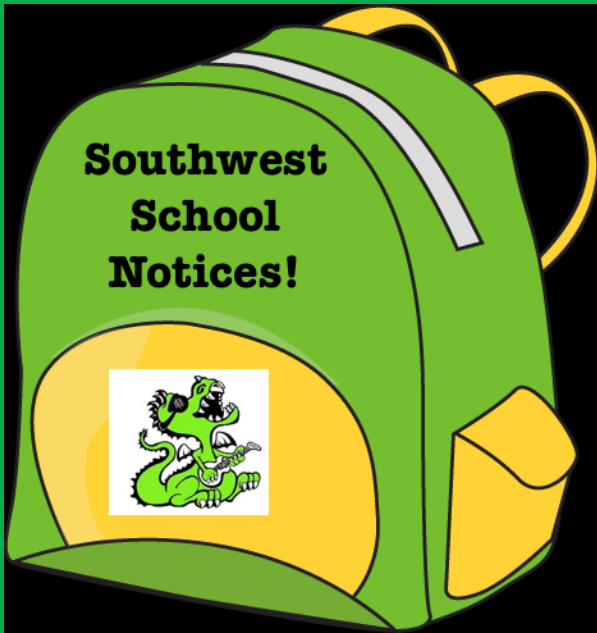


# Conclusion

As you can, Southwest is a amazing school (at least southwest dragons in fourth grade belive that!) I hope you liked our news-paper for fourth grade southwest school edition to Emerald team. We interviewed one student from each class.

Go southwest  
Dragons!





Please check your student's backpacks on a regular basis for any information being sent home. School-related forms will also be posted on our school website under **BACKPACK NOTICES**. You will find this resource to be handy if your child states he or she misplaced a form. You will be able to access the form directly from our website. For cost efficiency of resources, we will continue to provide paper copies to students, yet parents will be able to access duplicate copies from the website if needed.

This year our school days are on a five-day rotation, Days A, B, C, D, E. This creative scheduling helps when we share staff members between schools. Your children were informed by their classroom teacher of the days they have their specials classes scheduled. You can find a copy of the calendar with the rotation dates on our school website. Please note that if there is a school cancellation, the rotation day will be dropped and we will follow the schedule posted on the calendar. For example, if we have one snow day which occurs on a Day B, when we return to school the next day, we will follow a Day C schedule. If snow days occur on the same rotation day throughout the year, we will review towards the end of the school year and make adjustments if necessary.

## More November Dates to know:

November 18: Picture Re-take Day

November 21: Early Dismissal Day; PLC

November 27: Early Dismissal – Thanksgiving Break

November 28: Thanksgiving Day

November 29: Thanksgiving Break



YOU'RE INVITED TO SOUTHWEST SCHOOL'S  
**WINTER CONCERT**



**Thursday, December 19th**

**7:00PM TORRINGTON MIDDLE SCHOOL  
AUDITORIUM**

*Featuring the 5th Grade Band, 5th Grade Orchestra,  
and both 4th and 5th Grade Choruses!*

All students should arrive at 6:30pm in concert attire; white on top  
and black on the bottom. \*Mandatory performance



# ATTENTION FANS!

**WANT TO HELP OUR SCHOOL EARN CASH? YOU CAN EACH TIME YOU SHOP AT OUR LOCAL**

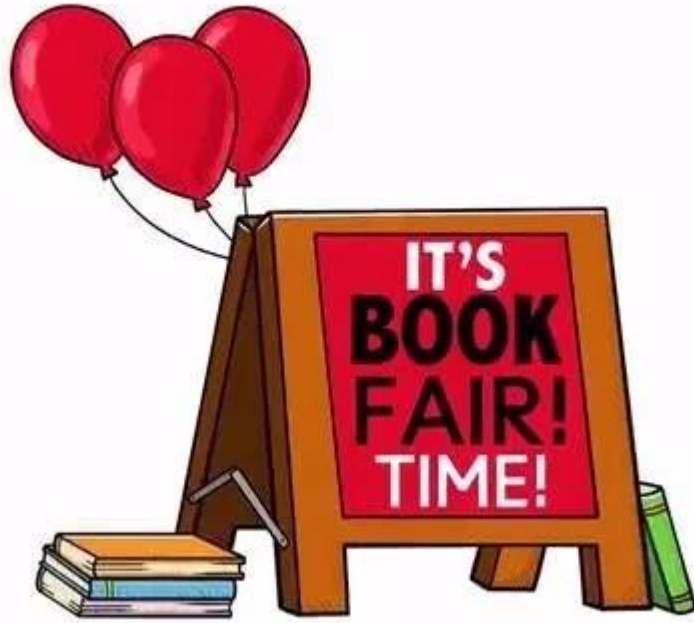


**REGISTER YOUR  
STOP & SHOP  
CARD  
\$\$ FOR OUR KIDS!**

Designate our school today using ID Code **06562** and each time you shop at STOP & SHOP using your STOP & SHOP CARD, you will earn points for our school! Those points become CASH for our school to use for any of our educational needs.

Visit [www.StopandShop.com/aplus](http://www.StopandShop.com/aplus) or call 1-877-ASK-APLUS (1-877-275-2758)  
This simple effort will make a huge difference for our school!





# The Book Fair is Coming!

Southwest School is happy to be offering our Book Fair to students and families this month. Students will be able to shop during the school days and families will be able to shop during our parent conference times. We look forward to you seeing what the Book Fair has to offer for your children. Great gift ideas! 😊

## Book Fair Dates

Tuesday, November 12

Wednesday November 13

Thursday, November 14

Friday, November 15

Monday, November 18

## Parent Shopping Hours

5:00 to 8:00 PM

4:00 to 7:00 PM

1:30 to 4:30 PM

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2019

DON'T FORGET TO

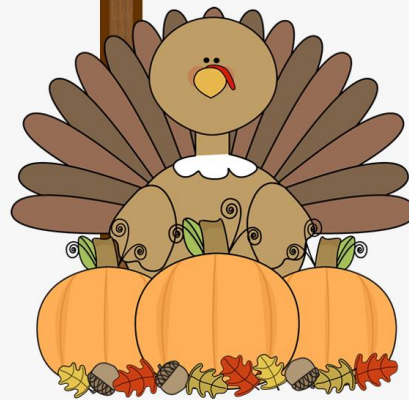
**FALL  
BACK**

**AND  
CHANGE THE  
BATTERIES**  
IN YOUR SMOKE/ CARBON  
MONOXIDE DETECTORS

NOVEMBER 3 AT 2 AM



We are  
Thankful for  
YOU!





A safety reminder to parents who may be bringing their children to school after our 8:40 AM start time. Please escort your child into the school and sign in at our main office.



**Attend Today, Achieve Tomorrow**



#schooleveryday



**Asista Hoy, Tenga Éxito Mañana**



#schooleveryday

Attendance is vital to a successful, enriched learning experience. We are excited that we will be recognizing students with 100% attendance each month. One hundred percent attendance is defined as being present 100% of the time, no tardies, no dismissals, no absences. An excused absence, tardy or dismissal will not count towards 100% attendance. Families are encouraged to schedule appointments outside of school hours whenever possible. Parents are reminded to submit written documentation for each absence. Written notification is required even when a parent calls to notify the school of an absence. On the next page you will find a note you may use for your convenience.

Students with perfect attendance for each trimester will be entered into a drawing to win a Kindle through the kindness of Horace Mann.

## September Perfect Attendance – 36%



Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Child's Name \_\_\_\_\_

Teacher \_\_\_\_\_

Was absent on \_\_\_\_\_  
because of \_\_\_\_\_  
\_\_\_\_\_

Was absent on \_\_\_\_\_  
and a doctor's note is attached.

Was late today because of \_\_\_\_\_  
\_\_\_\_\_

\*Parent Signature \_\_\_\_\_



Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Child's Name \_\_\_\_\_

Teacher \_\_\_\_\_

Was absent on \_\_\_\_\_  
because of \_\_\_\_\_  
\_\_\_\_\_

Was absent on \_\_\_\_\_  
and a doctor's note is attached.

Was late today because of \_\_\_\_\_  
\_\_\_\_\_

\*Parent Signature \_\_\_\_\_



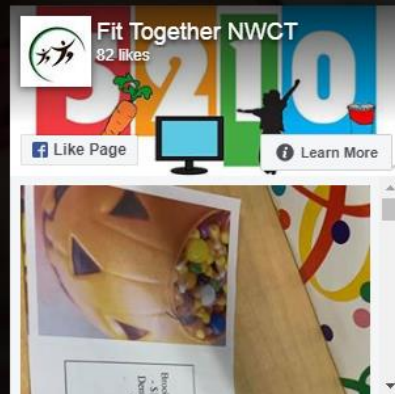


**Malachi Spires and Aiden Casella enjoy their ride to school with Officer Rob Simon. Malachi won the ride and was able to have a friend join him.**

## FIT TOGETHER NWCT

Our mission is to build the healthiest kids, families, and communities through sustainable strategies that foster healthy eating and active living.

## STAY CONNECTED



## CONTACT US

- ☎ 860-496-6676
- ✉ [fittogether@how2fitkids.org](mailto:fittogether@how2fitkids.org)
- 🌐 <http://fittogethernwct.org>  
<http://how2fitkids.org>
- 📍 259 Prospect Street  
Torrington, CT 06790

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[fittogethernwct.org](http://fittogethernwct.org)

[how2fitkids.org](http://how2fitkids.org)



# Bus Safety Drill

Thank you to our wonderful bus drivers and staff at All-Star Transportation for keeping our children safe. Below are some pictures from the safety drill practiced on October 11, 2019.

At Southwest School, we believe that "Safety is Everyone's Shared Responsibility."





## ***PTO NEWS***

***Please join us for our next PTO meeting:  
Monday, November 18th 5:30  
Vogel-Wetmore School***

***Thank you to all who helped at the Harvest Festival.  
It was a fun sister school event!!***

**Tuesday December 3<sup>rd</sup> and Wednesday December 4<sup>th</sup>  
At Southwest School 5:30-7:00**

**[ptosouthwest@gmail.com](mailto:ptosouthwest@gmail.com)**

**Keep an eye out for yearbook sales!!!  
COMING SOON!!!!**

**Please contact the PTO to get involved and support events!  
[ptosouthwest@gmail.com](mailto:ptosouthwest@gmail.com)**

Looking for ways to volunteer with our PTO? Please log onto to [www.tinyurl.com/torringtonpto](http://www.tinyurl.com/torringtonpto)

A list of events for the school year are posted along with the times and areas in need of volunteers.



Welcome to Vogel Wetmore and Southwest for the 2019/2020 Academic Year!

From all of us at the Vogel and Southwest PTOs we want to wish our students and families a bright and successful school year! As most of you know Vogel educates our K-3 students and then they "graduate" to Southwest for grades 4 & 5. In Torrington we call this the "sister school" model and we are proud of the relationship we have between our sister schools. As a result of this close relationship you will see most of our major events are events for students and families at both schools. We are always looking for families to share their time and talents to make our events special. We have provided a link to our volunteer site below where you can submit your contact info and signup to help at one of our events.

Thank you all for your past and future support. We look forward to meeting each and every one of you at our events!

For Volunteer Opportunities  
[www.tinyurl.com/torringtonpto](http://www.tinyurl.com/torringtonpto)

#### PTO Meeting Schedule

9/16	Vogel Wetmore 5:30pm
10/17	Southwest 6:00pm
11/18	Vogel Wetmore 5:30pm
1/14	Southwest 6:00pm
2/10	Vogel Wetmore 6:00pm
3/4	Southwest 6:00pm
4/23	Vogel Wetmore 6:00pm
5/27	Southwest 6:00pm

#### PTO Event Schedule

9/10	Ice Cream Social
9/26	99 Restaurant Night
10/18	Harvest Fest
9/30	Southwest Picture Day
10/25	Vogel Picture Day
12/3 & 12/4	Holiday Store
2/28	Vogel Wetmore Dance
3/27	Southwest Spring Dance
4/27 & 4/28	Mc Teacher Night
5/4-5/8	Staff Appreciation
5/15	Sister School Movie Night

#### PTO Fundraiser Schedule

Sept: Meadowview Farms  
(shipped to your house!)

December: Yankee Candle

April: Munson Chocolates

Email Us:  
[vogel@torringtonpto.org](mailto:vogel@torringtonpto.org)

For News and  
Events  
Like us on



@vogelwetmore





¡Bienvenidos a Vogel Wetmore y Southwest para el año académico 2019/2020!

¡De parte de todos en los PTOs de Vogel y Southwest queremos desearle a nuestros estudiantes y familias un año escolar brillante y exitoso! Como muchos de ustedes saben, Vogel educa a nuestros(as) estudiantes de K-3 y luego se "graduan" a Southwest para los grados 4 y 5. En Torrington lo llamamos el modelo de "escuelas hermanas" y estamos orgullosos de la relación que tenemos entre nuestras escuelas hermanas. Como resultado de esta relación cercana usted verá la mayoría de nuestros grandes eventos para estudiantes y familias en ambas escuelas. Siempre estamos buscando que las familias compartan su tiempo y sus talentos para hacer a nuestros eventos especiales. Hemos proporcionado más abajo un enlace al sitio de voluntarios donde puede dar su información de contacto y se puede apuntar para ayudar en uno de nuestros eventos.

Gracias por todo su apoyo en el pasado y en el futuro. ¡Esperamos conocer a cada uno de ustedes en nuestros eventos!

Para Oportunidades de Voluntariado  
[www.tinyurl.com/torringtonpto](http://www.tinyurl.com/torringtonpto)

**PTO Itinerario de Reuniones**

9/16	Vogel Wetmore 5:30pm
10/17	Southwest 6:00pm
11/18	Vogel Wetmore 5:30pm
1/14	Southwest 6:00pm
2/10	Vogel Wetmore 6:00pm
3/4	Southwest 6:00pm
4/23	Vogel Wetmore 6:00pm
5/27	Southwest 6:00pm

**PTO Itinerario de Eventos**

9/10	Social de Helados
9/26	Noche de 99 Restaurant
9/30	Día de Fotos Southwest
10/18	Harvest Fest
10/25	Día de Fotos Vogel Picture
12/3 & 12/4	Tienda Navideña
2/28	Baile Vogel Wetmore
3/27	Baile de Primavera Southwest
4/27 & 4/28	Noche Mc Teacher
5/4-5/8	Apreciación de Empleados
5/15	Noche de Películas de Escuelas Hermanas

**PTO Itinerario de Recaudación de Fondos**

sept: Meadowview Farms  
 (!enviado a su casa!)

diciembre: Yankee Candle

Email:

[vogel@torringtonpto.org](mailto:vogel@torringtonpto.org)  
[ptosouthwest@gmail.com](mailto:ptosouthwest@gmail.com)

Para Noticias y Eventos  
 De "Like" en Facebook



@VogelWetmore  
 @southwestschool

