

Endeavor Hall Newsletter 2022



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PRINCIPAL'S MESSAGE

As I pass Decker Lake each morning on my way to school, I always do a quick count to see if the 5-7 pelicans that have made this lake home are there. For some reason, seeing these pelicans each morning brings a level of peace, and consistency to my day. Late each September I take special notice to see how many there are each morning, and without fail, the colder weather and the change in the season's means that they will fly off to warmer weather for the winter months. Usually when October rolls around they are gone. I have no doubt that for these pelicans, leaving a familiar home and flying many miles to warmer weather is not easy. For these birds, change is critical to their survival. The same can be said for our students. They may need to "leave" their comfort zones in order to make some critical changes.

At this stage of the year we have enjoyed two months of school. Students have completed beginning of year benchmark testing, they have become familiar with school and class expectations, they have made new friends, and they have experienced their first Parent-Teacher Conferences.

During the recent Conferences teachers shared with families the academic

strengths and weaknesses that each student has. This is the perfect time for students to make some changes. These changes may include, but are not limited to:

1. Completing work during class
2. Paying attention during instruction time
3. Reading every day at home
4. Helping their friends in class
5. Being respectful
6. Going to bed early
7. Having a positive attitude

Our students are not alone! At Endeavor Hall we have wonderful, dedicated, qualified staff who are eager to help facilitate the change that may be needed for your students to be successful. I invite you as parents and guardians to be partners in guiding our students to success.

Thank you for all you do to make Endeavor Hall a great school.

Simon Raubenheimer
Principal

Endeavor Hall Food Pantry



FIGHTING HUNGER ONE STUDENT AT A TIME!

Endeavor Hall Family,

Please take advantage of this opportunity. We are here to help our Endeavor Hall community any way we can! If you have any questions call the main office at Endeavor Hall 801-972-1153. We have a new selection of items in our pantry!



Lizzy Jones is a fifth grader this year. She's been at Endeavor Hall since kindergarten. She loves school. When she was in first grade, she started teaching her younger brother to read by using magnet letters and a cookie sheet. (She might want to be a teacher when she grows up-maybe like her mom...)

Lizzy's favorite subjects at school are science and ELA. She loves learning about the world around her. She also loves art because she enjoys creating things and using her imagination.



Kyle Rogers is working hard to improve his KHFOOTY skills and likes math, history, P.E., art and soccer. He is learning to play chess and is great at problem solving. He enjoys learning from his teachers Ms. Stone-Booth and Mrs. Eddards. Kyle is off to a great 3rd grade year and he hopes to learn more than he has ever learned so one day he will make a lot of money!



Davian Yazzie is one of my hardest working students said Miss Forte. Even when he was sick he asked to know what he could work on at home. He loves basketball and playing video games. Davian loves learning about science and math. He thinks welding is pretty cool because he likes building things. He also loves art with Miss Bateman.



Dear Jaebriella/Columnist

What do you think of Halloween? My family likes witches because we have crazy hair. We like to think we can read each other's mind.

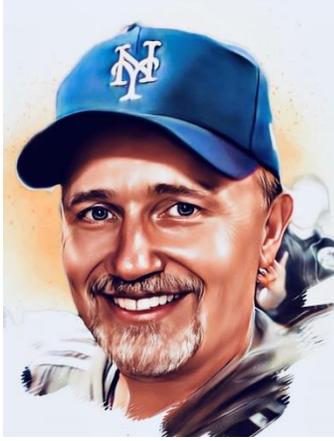
How do you think Halloween got started? I'm guessing it

started in Spain, Mexico or Venezuela. I feel the scary stories I have heard growing up originated from Hispanic people. I think it's because they are creative and like to have fun.

What's your favorite Halloween costume? A Bruja



Jessica Patton is happy to be teaching Kindergarten at Endeavor Hall for a third year. Jessica is originally from Western New York. Growing up she enjoyed being curious and creative. Jessica moved to Utah in 2015 to complete her education at Western Governors University. She is a proud parent of one teenage son. While she loves all animals, she is particularly fond of cats. Ms. Patton is excited to be an influencer in your student's education.



Gordon Kener/Counselor

There have been questions about **R-E-S-P-E-C-T**. People are concerned that some students are disrespectful, and wonder how they can teach respect to their students/children. As human beings, we all have an innate need to feel respected by others. Everyone is happier and more productive when people show respect to one another. So how can you teach students about respect in a meaningful way?

The following are some ways we can work together to teach and encourage respect:

1. **Model Respect.** Children often watch their caregivers looking for clues defining the expectations. If they see parents and teachers treating one another with respect, they will do the same.
2. **Discuss Respect.** As children grow, talk about the way we treat others. Focus on the words we use (please, thank you), and the attitudes we portray. Explain the expectation of respect for others demonstrated in both attitude and behavior.
3. **Teach Turn-Taking.** Turn-taking is a skill needed in all aspects of life. Helping children to patiently wait for a turn to speak encourages respectful listening. Encouraging children to wait for their turn in line or their turn for a toy develops an attitude of patience and respect.
4. **Teach Polite Responses.** As children begin vocalizing, adding phrases to their vocabulary like, “excuse me,” “no, thank you,” and “yes, ma’am/sir” continues to encourage an attitude of respect.
5. **Praise Respectful Behavior.** When children demonstrate good manners and respect to others, give specific praise for the positive choices they are making.



October Dates to Remember

Wednesday, Oct. 12th: 12:45pm Early Release from School

Thurs & Fri. Oct. 13th & 14th: Fall Recess

Monday, Oct. 17th: Big Smiles Dental Visit

Tuesday, Oct. 18th: Friends for Sight Vision Checks

Friday Oct. 28: End of the 1st Term

Attendance Matters



Marielen Bigby/Office and Truancy Secretary

The number of students who have been absent and missed out on significant amounts of learning is alarming and unprecedented. When students are chronically absent, starting as early as preschool and kindergarten, they are at risk of not reading proficiently that results in poor achievement.

More than ever before, chronic absence is a valuable metric that alerts us to the students and families who may be facing barriers to accessing learning opportunities, especially if they live in poverty, have disabilities, are in foster care or lack shelter or stable housing. Monitoring chronic absence, (missing 10% or more of the school year), provides clear information to guide better planning.

Chronic absence is a call to action that we can and must address if we want all children and youth to benefit fully from an education that prepares them for

success in school, work and life. Everyone can notice when absences start adding up and ensure steps are taken to address attendance barriers.

1. Chronic absence reflects and contributes to educational inequity.

- a. Absenteeism is a lost opportunity to learn. We can't afford to think of absenteeism as merely a lack of compliance with school rules.
- b. Reestablishing consistent, predictable routines for learning every day is essential to attendance and participation in all modes of learning.
- c. All of us should examine and address current or historical patterns that create barriers and contribute to poor attendance.

2. Building strong, trusting relationships that promote a feeling of belonging is fundamental to improving student attendance and engagement.

- a. Recognize families as essential partners. Establish reciprocal relationships to support student learning in school.
- b. Responding to the social-emotional learning needs of students, families and staff is essential if we want children and youth to benefit fully from education.
- c. Building relationships that nurture a sense of belonging takes time.

3. Students are more likely to attend school if they feel safe, connected and supported.

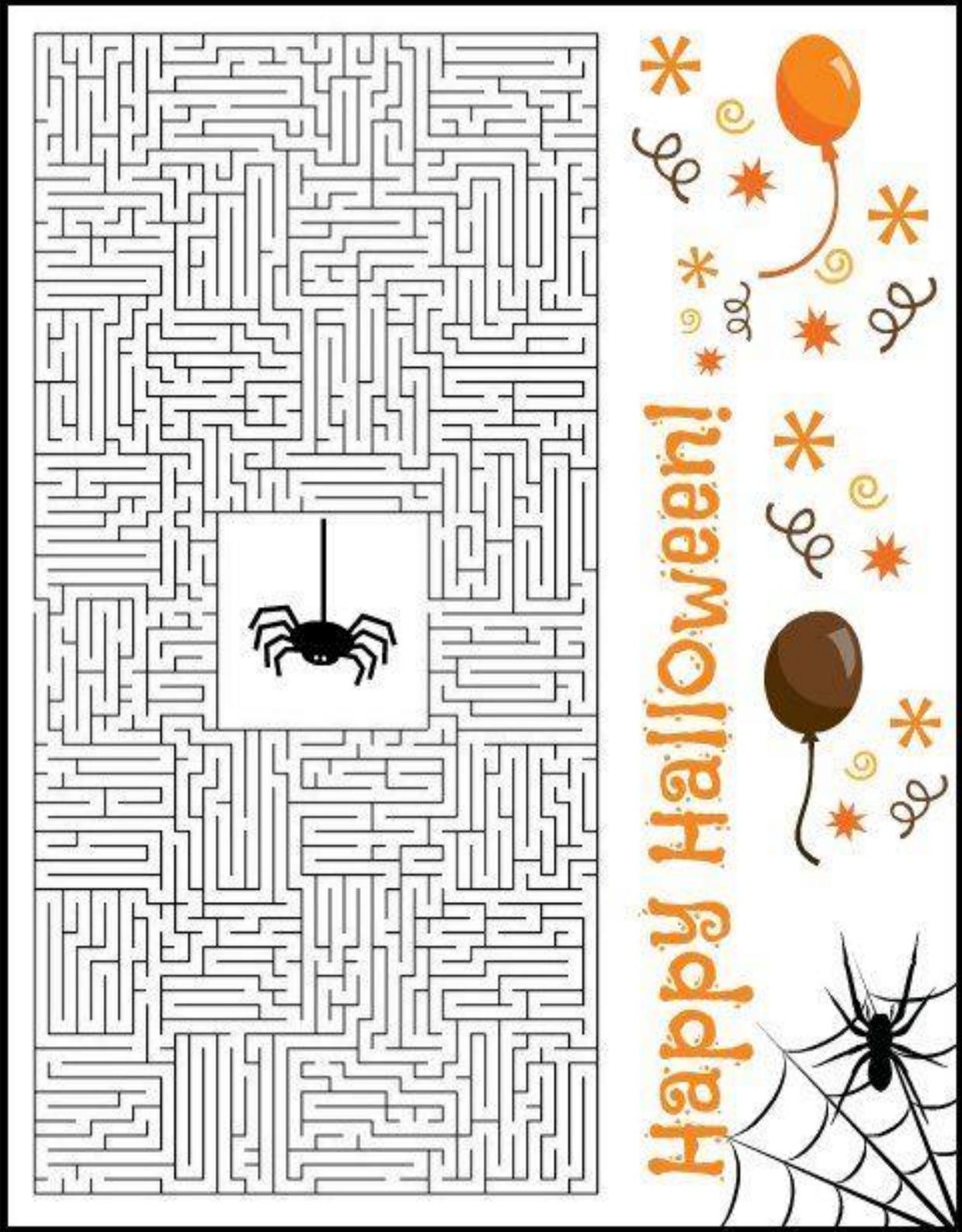
- a. School staff, especially teachers, play a primary role in creating an engaging, supportive school climate that motivates students to attend, fosters a belief that students can achieve, and encourages families to become and stay involved.
- b. Community and local government partners can help to ensure that all students are welcomed, affirmed and feel they belong in school.
- c. Students will become engaged in learning when given positive, supportive conditions, with access to individualized learning and behavioral supports.

4. A positive, problem-solving approach driven by data will improve attendance.

- a. Chronic absence, (missing just 2 days per month or 18 days over the school year), is easily masked by average attendance rates.
- b. Monitoring chronic absence data for helps identify barriers to learning.
- c. When families, caregivers, educators and community partners monitor which and how many students are missing too much school, they become more successful at developing strategies to reduce chronic absence.



Halloween Puzzle



Endeavor Hall History 2013

