

# Endeavor Hall Newsletter 2021

# October



## *Principal's Message*

I want to take a moment to recognize our wonderful staff. I am beyond grateful to them for all they do to make Endeavor Hall a great place. As I have visited each classroom over the past 6 weeks, I have been amazed at the level of their commitment. They care about our students. They are working tirelessly to ensure that our students are learning and growing. I am also grateful to our incredible Student Support Paraprofessionals. They work with students across multiple grades, and are always willing to jump in wherever they are needed. I watched this week in the lunchroom how our lunch staff interact with our students. Not only do they prepare delicious food, but they know each child, and care for each student. We have wonderful recess aides who keep our students safe outside. I know that the teachers are especially grateful to them. I feel blessed to work with such great people.

Parents, please take some time to acknowledge and thank your child's teacher. In all the years I have been in education, this so far has been the toughest. They are working long, hard hours, and more often than not spend many hours at home planning, assessing, collecting data, and learning how to be better.

Thank you too for your support. I honestly believe that we have the best school community. We could not do what we do without your support.

As a staff we have been reading and studying a book titled; ***Disrupting Poverty: Five Powerful Classroom Practices***. In one of the chapters the book deals with building relationships and advocating for students. I wanted to share with you some of the ideas that the authors give for developing meaningful relationships with students. This may work for you at home too.

### **1. Be Fully Present, Listen, and Set Aside Time to Bond**

There is nothing more rewarding than taking time to connect with our children. In the busy

lives that we lead, we sometimes need to plan for this. It could be as simple as 5 minutes where you sit and chat, or read a book together, perhaps tell them a story from your childhood. Most important is giving your child time to tell you how they are doing.

## **2. Sweat the Small Stuff**

Realize that everyday interactions make a difference. It's the little things that matter when we develop relationships.

## **3. Teach Routines and Provide Structure**

Children need routine and structure in order to thrive. Routines could include a regular bedtime, scheduled play, or reading time. They feel safe when they know what is expected of them.

***Simon Raubenheimer***  
***Principal***

# Writing

A love of writing has been a part of Endeavor Hall from the very beginning. While we recognize that superior writing skills are critical to the success of any student, we also realize that for most students becoming a great writer is a *process*.

Starting in Kindergarten, students are given the opportunity to express themselves on paper. Throughout a student's years with us, they will be exposed to writing in all subject areas. They will be given the necessary skills to become writers, and then they will be given opportunities to practice being a writer.

Each year, student writing is published, displayed, and celebrated!

**We invite you to join us on our journey to becoming a great writer.**

# 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 school counselor, **Mr. Kener**, or the main office at Endeavor Hall 801-972-1153. We have a great selection of items in our pantry!





## *Touchdowns & Good Grades*

**David "Jr." Fuller** Jr. is one of the most talented athletes in the school scoring touchdown after touchdown at recess. More importantly, is his commitment to doing well in the classroom. He says working hard in the classroom is important so that he can go to college one day and get a degree. His favorite subject is math. He likes how math and science work together. At home his mom and dad help him with fractions. His parents have taught him that sports are just for fun, but doing well in school is how you get a great job. Although he plays a lot of football at recess, his favorite sport is basketball. His favorite NBA player is Stephen Curry of the Golden State Warriors. He likes his teacher Ms. Jordan Forte because she is fun, smart, and disciplines the class just the right way. He also enjoys spending time with his friends at Endeavor Hall.



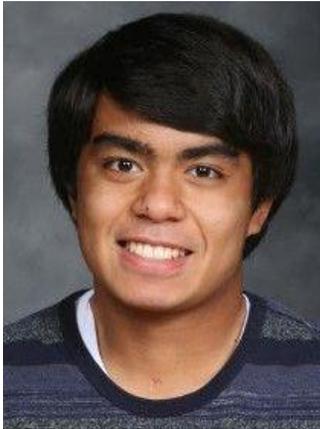
## *Always Do Your Best*

**Eliza Stevens** Doing your best is important to Eliza because she believes you have to try and finish your work. She works hard because it helps her feel smart. She feels a lot of people like her because she works so hard. She likes that! She loves her teacher, Mrs. Hillary Raubenheimer, because she wants all her students to have a good day in class. Her teacher is extremely happy when the class is good. Eliza also does her best so she can get smart and learn a lot of stuff! She enjoys the playground especially on the bars. Her mom loves her and lets her watch learning videos at home. Her favorite thing to eat is strawberries.



## *Being Kind & Helping Others*

**Emmitt Adams** Emmitt is a kind person because he likes helping people. He likes helping classmates with math, science and reading. He says he has learned how to have fun from his teacher Ms. Kelsey Wolf. She uses a lot of creativity where students build things and he especially likes her sense of humor. He tries hard in class because he wants good grades and he enjoys learning. He is often seen smiling and helping others. He loves Endeavor Hall because it's a fun place to learn, play with friends, and he thinks Ms. Wolf is the best teacher!



**Simon Davis** (Support Staff)

He was born in Salt Lake City, Utah and lives in West Jordan. He attended Endeavor Hall and graduated from Copper Hills High School. He enjoys playing soccer and he likes to paint. His favorite is oil painting and he has a piece of his art work hanging in the EH main office... The Eagle portrait. He is currently planning to pursue an art degree. He had Ms. Janna Bateman as an art teacher and enjoyed her class. He also plays the piano. He prefers to play classical music. He is the son of our music & P.E. teacher, Mr. Marc Davis, and his mother, Grace Davis, used to teach at Endeavor Hall. He has one younger brother, Jacob, who also attended EH who just started attending college in the fall. Simon does a great job to make Endeavor Hall successful and works well with the students!



**Alvaro Nicolia** (Support Staff)

He recently returned from a mission in Michigan and started college this fall with a focus on business. His interests are track and soccer. He also plays the piano and likes to play a little of each genre. He loves to spend time with his family. He is the youngest of six siblings and his sister is EH Head of Teachers, Ms. Ludmila Nicolia. He achieved his Eagle Scout award and for his project, he collected baby, hygienic, and medical products for the victims of the volcano eruptions in Guatemala. He enjoys trying different restaurants and especially enjoys Korean food. He also loves learning about different cultures and finds the Filipino family structure to be fascinating. Alvaro takes his job seriously at Endeavor Hall and has made the school a better place for it!





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.



## *A Little October History*



Pumpkins with ghoulish faces and illuminated by candles are a sure sign of the Halloween season. The practice of decorating jack-o'-lanterns originated in Ireland, where large turnips and potatoes served as early canvasses. In fact, the name, jack-o'-lantern, comes from an Irish folktale about a man named Stingy Jack. Irish immigrants brought the tradition to America, home of the pumpkin, and it became an

integral part of Halloween festivities.

**October 2, 1968** - California's Redwood National Park was established. Redwoods are the tallest of all trees, growing up to 400 feet (120 meters) during a lifetime that can span 2,000 years.

**October 9, Birthday** - John Lennon (1940-1980) was born in Liverpool, England. He was a member of *The Beatles*, an influential rock group which captivated audiences first in England and Germany, and later in America and throughout the world.

**October 11, Birthday** - Eleanor Roosevelt (1884-1962) was born in New York City. She was the wife of President Franklin Delano Roosevelt, 32nd U.S. President. As First Lady, she led an unprecedented independent life, striving to improve the lives of people all over the world. In 1933, she became the first wife of a president to give her own news conference in the White House. She traveled extensively on her own and was affectionately called "First Lady of the world." She served as a U.S. delegate to the United Nations for many years and helped write the Universal Declaration of Human Rights.

**October 14, 1947** - U.S. Air Force Captain Chuck Yeager became the first man to break the sound barrier, flying in a rocket-powered research aircraft.

**October 24, 1861** - The first transcontinental telegram in America was sent from San Francisco to Washington, addressed to President Abraham Lincoln from the Chief Justice of California.

**October 31, 1941** - Mount Rushmore National Memorial was completed after 14 years of work.



## *The Few*

The easy roads are crowded  
And the level roads are jammed;  
The pleasant little rivers  
With the drifting folks are crammed.  
But off yonder where it's rocky,  
Where you get a better view,  
You will find the ranks are thinning  
And the travelers are few.

Where the going's smooth and pleasant  
You will always find the throng,  
For the many, more's the pity,  
Seem to like to drift along.  
But the steeps that call for courage,  
And the task that's hard to do  
In the end result in glory  
For the never-wavering few.

~Edgar Albert Guest

# TEACHERS RULE



**Meagan Jones** (6<sup>th</sup> Grade) has been teaching for 17 years, and this is her seventh year at Endeavor Hall. She graduated from BYU-Idaho in 2003 with a degree in Elementary Education. Mrs. Jones is passionate about teaching, and especially enjoys mathematics. Mrs. Jones was a finalist nominee for the Utah Charter Schools Association Educator of the Year (2018) and has been mentioned in *Who's Who Among America's Teachers* (as Meagan Black). Mrs. Jones has lived in California, Idaho, and Montana, although she loves Montana the most after Utah. She graduated from high school in Billings, Montana. She has three children - a son in 6<sup>th</sup> grade, a daughter in 4<sup>th</sup> grade, and a son in 1<sup>st</sup> grade. She is also the Assessment Director for Endeavor Hall.



**Sheri Hall** (5<sup>th</sup> Grade) has been teaching for six years. She graduated from BYU-Idaho, and has loved teaching every subject in first, fourth, and fifth grade. Originally from Washington, she has mostly adjusted to the mountains in Utah. When she isn't teaching, she enjoys spending quality time with her husband, son, and elderly Pomeranian Chihuahua. Mrs. Hall has been at Endeavor Hall for three years. This year, Mrs. Hall is our science specialist!



**Addie Hunsaker** (4<sup>th</sup> Grade) “I am a U of U graduate with a passion for literacy and fine arts. I enjoy helping students grow through classroom based discussions and introducing them to new topics. My goal is to inspire my classroom to have a passion and love of learning in an environment where they feel safe and respected.”



**Dawn Fox** (2<sup>nd</sup> Grade) “I have been teaching since 2014. I have a Bachelor's degree in Liberal Studies/Elementary Education with an emphasis on Ethnic Studies, and a Master's degree in Curriculum and Instruction. I have previously taught 3<sup>rd</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades, and now I am teaching 2<sup>nd</sup> grade! I have lived in seven states, with California being the state I lived in the longest. In my free time, I enjoy riding my horse, exploring with my dogs, going to museums, and listening to music.”



## October Dates to Remember

**-Friday, Oct. 1:** No School

**-Wednesday, Oct. 20:** 12:45pm Early Release from School

**-Thurs & Fri. Oct. 21 & 22:** Fall Recess

**-Friday Oct. 29:** End of the 1<sup>st</sup> 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.

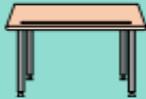
**4. A positive, problem-solving approach driven by data will improve attendance.**

- 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 helps identify barriers to learning. The data also informs decisions about Covid-19 recovery resources and continuous improvement.
- 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.



# ENDEAVOR HALL 2021-2022 COVID-19 PLAN

<https://coronavirus.utah.gov/education>



Regular classroom instruction will take place on a Monday through Friday schedule.

Students and employees at Endeavor Hall are not required to be vaccinated. However, we encourage ALL eligible individuals to get vaccinated.



We will remain mindful of safe spacing and cleanliness to the highest degree possible. We will continue to follow best practice for cleaning and sanitizing.

COVID-19 cases counts will still be monitored by the county health department. If cases reach a threshold for dismissal (30 cases) the health department may initiate a rapid testing program to reduce the amount of time that students are away from school. Participation is completely optional but students with a negative test result will be allowed to return to school sooner. Those who are vaccinated will not need to be tested.



Quarantine decisions for students and staff who may have been in close contact with someone who tested positive for COVID-19 will be made with the county health department. Quarantined individuals may need to follow one of more of the following protocols:

- Quarantine for 10 days from date of contact before returning to school.
- Quarantining for 7 days and being able to return on day 7 with a negative test result, or
- Remaining at school, but wearing a mask for 10 days.



\*Please be aware that, per state law, Endeavor Hall does not have the authority to initiate a mask mandate for students. This is a dynamic situation, and Endeavor Hall will comply with any and all state directives made at any point during the school year, and we will continue to adhere to guidance from the health department.



# Halloween Word Search

Q M T J V M P L P L S W R Y N Y  
S B R L E F W H X B V C L P K W  
P H P Q V F T O S H T F X H X H  
O B F H D J I J N O T E L E K S  
O R Q C A N D Y I F U Q I O O B  
K G H O S T S L K J J E N D O S  
Y M Z L G J F C P H E K Y J X Y  
I T E C O S T U M E S L A H X A  
V G A X B K L M U M M Y H A K S  
E A A B L Z S T P P I B U L H M  
D M W F I T P A R T Y Q G L C U  
A E Y Q N U G E S S L H Z O T S  
S S B J E C C R F F K X P W I Y  
T R I C K U P T J A S L Z E W E  
F T Z Q W P X B J Q A B I E U W  
M T V C R J K U D T M U S N H O

BOO  
GAMES  
HALLOWEEN  
PARTY  
SPOOKY  
WITCH

CANDY  
GHOSTS  
MASK  
PUMPKINS  
TRICK

COSTUMES  
GOBLIN  
MUMMY  
SKELETON  
TREAT