

My AISD

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All in the family for Monroes

Give Lamar High School teacher and tennis coach Courtney Monroe credit.

Not only can he remember the first time he met his wife, he can also remember exactly where it was.

"We met in the fall of 2000 outside of room 275," said Monroe, whose future bride Alyce was just starting as a teacher that fall at Lamar High School.

Given the family history of both Courtney and Alyce Monroe, it really makes perfect sense they met at an AISD school.

Alyce, who teaches hospitality and tourism at the Dan Dipert Career and Technical Center, grew up going to Arlington schools with her mother Jo Thompson teaching for more than 30 years in the



Lamar High School teacher and coach Courtney Monroe and his wife Alyce know a thing or two about slicing and whisking.

SEE MONROES, PAGE 3



A message from Dr. Cavazos

It's hard to believe that the school year is coming to an end already, but, in reading the cover story of this edition of *My AISD*, I doubt school's ever far from the minds of the Monroe teaching team.

They are truly a family dedicated to the AISD in the present, the past and possibly the future. Thanks to them for their service.

Speaking of service, it was great to see so many of you at the service recognition and retirement banquet at the PDC. I was honored to thank each of you along with the members of our Board of Trustees for your dedication to the district.

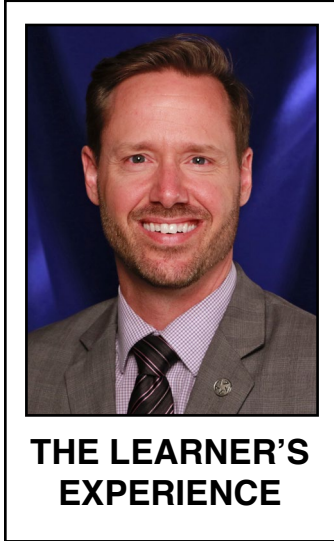
For those of you who are retiring in June or have already retired, thanks again for everything you've done to help us strive to reach our goal of being a premier school district and leader in education.

Congratulations to all of our employees of the month. It was wonderful going across the school district throughout the year to honor you for all of your hard work. Stay tuned this fall as the program returns with some changes in store for how we honor our winners.

Congratulations also to all of our outstanding customer service representatives across the district.

A case for curiosity

Have you ever been a silent observer and watched a young child engage with the world around him or her? What did you notice? Chances are you saw someone who had a voracious desire to experience everything

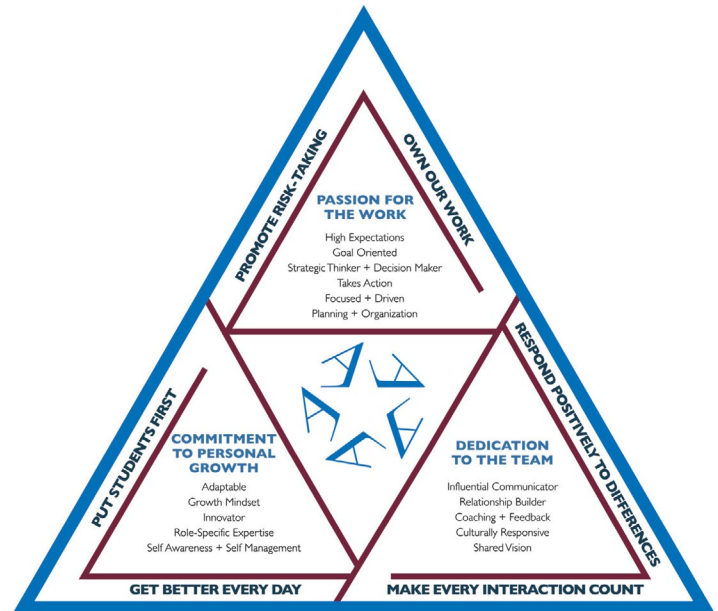


possible. This interest may have been evident in the way he or she found themselves completely captivated in playing with what we would normally see as mundane items. Maybe they were experiencing new textures by putting these items into their mouths. Maybe you saw them taking risks to walk for the first time by stepping away from a piece of furniture that was anchoring their balance. Maybe you found them in a big mess as they leveraged cooking supplies to make new artwork or cookware to create new sounds. The universal fact is that young children have the unique ability to help us see the magic in our day-to-day lives that we often forget. They are insatiably curious; a quality that would do us all some good to cultivate in

ourselves as adults.

In a recent article published by the *Harvard Business Review* titled "The Business Case for Curiosity," Francesca Gino shares the importance of curiosity. In fact, fostering curiosity is more important to an organization's performance than previously thought. "When our curiosity is triggered, we think more deeply and rationally about decisions and come up with more creative solutions... [curiosity also] inspires employees to develop more-trusting and more-collaborative relationships with colleagues." In essence, we perform better when we are curious.

As I have thought about this, I wondered about our work as a collective group of educators and pondered how we can foster greater curiosity amongst ourselves as a team. What are the barriers to curiosity and how can we overcome them? According to the article, many leaders say they treasure inquisitive minds, but in fact often stifle curiosity fearing it will increase risk and inefficiency. "In a survey conducted of more than 3,000 employees from a wide range of firms and industries, only about 24 percent reported feeling curious in their jobs on a regular basis, and about 70 percent said they face barriers to asking more questions at work." People often list creativity as a personal goal, but unfortunately reject creative ideas when they are presented. This makes sense because creative ideas challenge the status



quo. The positive thing is that it also can produce better outcomes.

So what are some things we can do as leaders to promote curiosity in our team? Gino provides a few strategies I would like to share:

1. Hire for curiosity.

When selecting new team members, consider asking if they have ever found themselves unable to stop learning something they've encountered and why? Questions like this recognize that people perform at their best not only because they are highly skilled in their craft, but also because their skill is complemented by a curiosity that leads them to ask questions to explore new approaches and to collaborate with others.

2. Model

inquisitiveness. Ask questions - lots of them! Listen intently to answers. Read new books and articles. Doing these things fills our knowledge gaps and helps us to identify more questions to look into.

3. Emphasize learning

goals. Set goals to learn new things. Research shows that employees who meet regularly with a coach to discuss their own development do better.

4. Encourage idea exploration. As leaders and educators, encourage each other to try new ideas. While all initial ideas may not be ideal, by working to react positively to them, they can serve as possible springboards to even better ones.

In the Arlington ISD, one of the cultural tenets expressed in our leadership definition is to *promote risk-taking*. Curiosity is the foundation of that tenet. May you feed your personal curiosity and in so doing encourage that in your colleagues and students.

Thank you for a successful school year! Have a wonderfully curious summer!

Dr. Steven Wurtz is the chief academic officer for the Arlington ISD

More than 200 honored at banquet



Sisters-in-law Elisa (left) and Peggy Burum were two of the retirees honored.

More than 200 people were invited to the Professional Development Center to be honored at the service recognition and retirement banquet May 21.

The banquet was for AISD stakeholders with 25, 30, 35 and 40 years of service as well as those who are retiring from the district.

Each stakeholder reaching one of those milestones received a certificate as well as a gift for their service. For those unable to attend, the service awards were sent to the campuses.

Retirees who were unable to attend can pick up their certificate as well as a Waterford crystal bowl by going to the administration building and visiting the communications office any time during regular business hours. The building is located at 1203 W. Pioneer Parkway and retirees must complete an exit interview to be eligible.

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district with stops at Shackelford and Carter junior highs as well as Lamar High School along the way.

Courtney also grew up in Arlington, going to Duff Elementary, Bailey Junior High and Arlington High School.

Of course his mother Mary Catherine Monroe taught at Carter and Boles Junior High and was the teacher of the year during her stint at Venture High School before retiring. She still volunteers at Venture.

So while there were other career options for both Alyce and Courtney, there wasn't really anything else they wanted to do.

"Teaching kind of chose me," said Alyce, who worked in Irving and Coppell before coming to Lamar in the fateful fall of 2000. "It's not what I went to college for. I really was thinking of doing something in audiology and working with people who were deaf. I did some volunteer work with special ed and then ended up teaching special ed for 20 years."

For Courtney, the moment of epiphany that teaching was his

course came in an Arlington High classroom.

"I think I was in the ninth grade when I decided," he said. "That's always the joke that coach (Robert) Green, God rest his soul, was so bad at ninth-grade history that I knew I could do better. That's a joke. I loved Coach Green."

Courtney started teaching in the AISD in 1993 and after mistakenly thinking his future wife was the parent of a student when they first met, they married in 2002.

They worked at the same campus until the CTC opened.

Alyce made the switch from special ed to the culinary side after getting certified in culinary in 2015. While she loved working in special ed, she also loves being in the kitchen.

"I love to eat and entertain and cook," Alyce said. "I worked in the hospitality industry in high school and college. It was an easy switch. I love the nutrition piece. The cooking piece is still coming."

While the Monroes don't spend as much time with each other now

since they are no longer at the same school, they still have someone who understands what they're dealing with after a long day on a campus.

That makes it easier, although talking education all the time is something they try to avoid.

"It's all I've ever known," Alyce said. "I think sometimes we spend a little too much time talking about district business, but we also have a vested interest in the district. It's good to talk about things and us being able to pitch stuff off each other. We talk about how to get things fixed in education and who do we need to talk to when situations arise that we need to do something."

It should come as no surprise that the Monroe's daughter Bethanne, who is a seventh grader at Boles, is already planning on being part of the district's Ready, Set, Teach program.

"She's the one that's cursed with this," Alyce said. "Both grandmothers, both parents. The deck is really stacked against her. That's what she thinks she wants to do. She's grown up in it."

Bond puts JH tracks on fast path

Setting up cones in a grass field to simulate the lane on a track isn't the best way to practice relay handoffs. But that's exactly what Arlington ISD junior high track athletes did every year – until this year.

"It was extremely difficult to prepare for track meets without a real track," said Jesse Gruber, Boles Junior High teacher, athletic coordinator and coach.

But now, thanks to the 2014 Bond program, Bailey, Barnett, Boles, Gunn, Nichols, Shackelford and Young junior highs all have brand new tracks.

"We love the new track here at Boles," Gruber said.

At Bailey, Rhonda Onley, the school's athletic coordinator, feels the same way.

"The track has made a huge difference for our students and athletes," Onley said. "Sprinters can practice coming out of the starting blocks with a starting line and lanes. Hurlers are able to train on the track instead of hurdling on the grass. And the exchange zones on the track have helped tremendously in teaching and practicing handoffs for the relays."

It's worth noting that all of Bailey's seventh- and eighth-grade boys and girls 400-meter, 800-meter, and 1600-meter relay teams qualified for finals at this year's City Track Meet.

But it's not just track athletes who benefit from the new facilities.

"Our athletics classes and P.E. classes use the track for training and improving cardiovascular endurance," Onley said.

"We use the track every day to run our traditional 500 meters in athletics," Gruber said.

The four-lane tracks at each school are all-weather, with surfaces comprised of a bottom layer of polyurethane-bound rubber granules topped with a spray-applied coat of polyurethane and rubber granules. Along with the tracks, the sports fields inside the tracks were improved.

At Carter Junior High, the site is small, and a track would not fit, so the athletic field was redone with a better surface, improved drainage and new goals. Carter also received a new



The junior high track at Bailey is just one of seven tracks that have been added because of the 2014 Bond.

concrete athletic court.

Ousley Junior High received its new track earlier in the bond program in 2016.

Workman Junior High also received a new synthetic surface on its existing track, but that project was not funded by the bond program.

There are tons of summer learning options

One way in which the technology integration and innovation department empowers educators to develop future ready learners through technology integration, tech usage and the use of relevant resources is by providing quality professional learning opportunities.

This summer, the department is sponsoring a wide variety of learning opportunities that leverage its staff, external consultants and teacher and librarian experts to lead high-quality professional learning for AISD educators. Not to mention the fully online Canvas

Challenge course that will be once again offered this summer!

Summer Impact will include sessions differentiated by student device (iPad vs. Chromebook) focused on leveraging technology to support student literacy, teacher-designed & led sessions on blended learning, librarian-led sessions on digital breakouts and resources, and 2x2 book lists for early learners. You can find out more information about Summer Impact [here](#).

Of course, much of the TI² time and effort this summer will be affording

new and returning CTAC members the opportunity to experience CTAC Summer Academy, a full day of learning designed to develop members' expertise around technology integration and leading the charge for innovative learning at the campus.

CTAC facilitators will engage in an additional learning opportunity: the brand new CTAC Facilitator Academy, specifically designed to ensure facilitators receive the support required to successfully function in this specialized and critical role.

Finally, there is iCANvas '19, Arlington ISD's second

annual Canvas and blended-learning focused mini conference.

You can access more information about iCANvas [here](#).

We invite you to join us in powerful learning around the critical importance of technology integration, tech usage and the use of relevant resources in the classroom.

And if you are unable to take advantage of these opportunities, be aware that TI² will offer sessions at both elementary and secondary district-wide days in August.

Have a restful, relaxing, and learning-filled summer!



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Risk Management
Arlington ISD
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Accident What to do next?

Contact supervisor.
If an emergency
response professional
is needed call 911.

Contact the risk
management office
at 682-867-7649.

[Complete workers'
comp packet.](#)

Completed packet
should be sent to the
risk management office
in the administration
building.

Doing the best at this
moment puts you in
the best place for the
next moment.

Oprah Winfrey

RISK MANAGEMENT REVIEW SAFETY SPOTLIGHT

Have a sun-safe summer

It's natural to want to get out in the sun during warm summer days. It should also be second nature to take steps to protect your skin from the sun when you go outside. Ultraviolet (UV) rays – from the sun and other sources like tanning beds – are the No. 1 cause of skin cancer. Too much exposure can also cause sunburn, eye damage and premature wrinkles. But shielding your skin with clothing, broad-spectrum sunscreen with a sun protection factor (SPF) of 30 or higher, and staying in the shade can lower risks.

Take these steps to stay sun-safe:

- **Cover up:** When you are out in the sun, wear clothing and a wide-brimmed hat to protect as much skin as possible. Protect your eyes with sunglasses that block at least 99% of UV light.
- **Use a broad-spectrum sunscreen with an SPF of 30 or higher:** Reapply at least every two hours, as well as after swimming or sweating.
- **Seek shade:** Limit your direct exposure to the sun, especially between 10 a.m. and 4 p.m., when UV rays are strongest.
- **Avoid tanning beds and sunlamps:** Both can cause serious long-term skin damage and contribute to skin cancer.



Choosing the right sunscreen

While you should use sunscreen every day of the year, it's even more important during the summer, when the days are longer, the sun is stronger and it's easier to spend more time outdoors. When choosing sunscreen, read the label before you buy. US Food and Drug Administration regulations require the labels to follow certain guidelines:

- **Choose a sunscreen with "broad-spectrum" protection.** Sunscreens with this label protect against both UVA and UVB rays. All sunscreen products protect against UVB rays, which are the main cause of sunburn. But UVA rays also contribute to skin cancer and premature aging. Only products that pass a test can be labeled "broad spectrum." Products that aren't broad spectrum must carry a warning that they only protect against sunburn, not skin cancer or skin aging.
- **Choose a sunscreen with an SPF of 30 or higher.** The SPF number is the level of protection the sunscreen provides against UVB rays. Higher SPF numbers do mean more protection, but the higher you go, the smaller the difference becomes. SPF 15 sunscreens filter out about 93 percent of UVB rays, while SPF 30 sunscreens filter out about 97 percent; SPF 50 sunscreens filter about 98 percent, and SPF 100 filter about 99 percent.

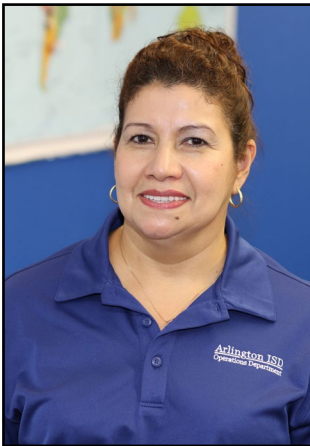


No sunscreen protects you completely. The FDA requires any sunscreen with an SPF below 15 to carry a warning that it only protects against sunburn, not skin cancer or skin aging.

- **Water resistant does not mean waterproof.** No sunscreens are waterproof or sweatproof, and manufacturers are not allowed to claim that they are. If a product's front label makes claims of being water resistant, it must specify whether it lasts for 40 minutes or 80 minutes while swimming or sweating. For best results, reapply sunscreen at least every two hours and even more often if you are swimming or sweating. Sunscreen usually rubs off when you towel yourself dry, so you will need to put more on.

Remember, practice safety. Don't learn it by accident.

ACCESSIBILITY
TANGIBLES
RELIABILITY
RESPONSIVENESS
EMPATHY



Accessibility

Martina Coreas
Hilldale Annex

What they said: She is always ready and available to help each person. Even when she is not on the clock she will adjust to the needs of the people she serves. She is always showing kindness and bringing life into our building. Of course she keeps it sparkling clean always as well.



Tangibles

Jennifer Ramirez
Arlington Collegiate HS

What they said: She is always willing to offer a helping hand. She is very talented at creating spreadsheets and collecting data. She is always looking for ways that can improve productivity for herself and others, often times leaping into action to provide ways to make others jobs easier.



Reliability

Danielle Reynolds
Curriculum & Instruction

What they said: Her continued guidance in shaping the structure of August professional learning for secondary staff is very much appreciated. Thanks for the leadership of our cross-departmental planning team in developing this training.



Responsiveness

Eddie Kight & Juan Penn
Network Services

What they said: These awesome gentlemen always come to our rescue. They always go above and beyond the call. They don't mind doing what isn't on the ticket and it means a lot.



Empathy

Jeff Lee
Career & Technical Center

What they said: He was able to help a student when he needed information outside of our district for local officials. He sat with him to help him to formulate a plan, helped gather answers even though it was out of his scope and the district's scope, but he did it because it helped a student.

A customer forms an impression of service received over time depending on a range of experiences. Have you recently experienced exemplary service from anyone in the AISD? If so, affirm their practice by sending a shout out to bit.ly/AISDSERVE, and we'll recognize them! Be sure to let us know which component of the framework was exemplified (accessibility, tangibles, reliability, responsiveness or empathy).

MAY EMPLOYEES OF THE MONTH



Tracey Smith
Morton Elementary
Elementary Teacher of the Month



Megan Starkey
Young Junior High
Junior High Teacher of the Month



Efrain Silos
Arlington Collegiate High School
High School Teacher of the Month



Dr. Karin Kliemann
Special Education
Department Employee of the Month