

MyArlingtonISD

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WARNER GETS TO SEE HISTORY.....



Juliann Warner, Swimming Pioneer

During the late 1950s, under the bright sun over the islands of the Philippines, Juliann Warner spent many hours swimming in a pool on a military base. There, her dad, Angelo Fortuna, was stationed in the Southeast Asian country for rescue missions as a navigator for the United States Air Force.

The area's great weather, Warner said, was idyllic for endless fun time in the water.

"That was pretty much what we did all the time. Swim, swim, swim," she said. Warner's early life as a "military kid" afforded her the opportunity to take swimming courses provided by the American Red Cross. Still, she never imagined that those experiences, between first and third grades, would kick-start a lifelong journey with the sport of swimming.

Born in Philadelphia, Warner went on to complete high school in San Antonio.

SEE WARNER, PAGE 3

A MESSAGE FROM DR. CAVAZOS

The most unique school year we can remember is moving along quickly, as we're getting ready to wrap up the first 12 weeks of school.

As you can tell from this issue of *MyArlingtonISD*, the pandemic has done nothing to slow the progress in the district. It's great to get to catch up with people like Juliann Warner, who helped blaze a trail in our district. She helped get the swimming and diving program for our district off the ground, and now she gets to see our next step with the opening of our state-of-the-art natatorium.

It was also great to get out and honor our employees of the month, something we haven't been able to do since the pandemic began for safety reasons. While we had to change how we honor employees and the pictures we've posted in this issue might look a little different than ones in the past, the hard work and dedication showed by the four honorees and the rest of our district employees hasn't changed. It was nice to be able to visit with all four of them. Thank you again to the technology integration and information department for their continued work to provide our teachers the best online resources in the classroom. It really makes a difference. And please remember to read about our Vote-Approval Tax Rate Election and vote on Nov. 3.



GRADES: GETTING TO THE HEART OF IT

Grades. Where do they come from? Why have they played such a prominent role in the American education system? All of us know students who have received an assignment and immediately asked, "Is this for a grade?" Why would that question be so common? Isn't school about learning?

The use of standardized grading systems that include letter grades and percentages in elementary and secondary schools goes back to the early 20th century. Debates around grading practices and their value have swirled in the field of education ever since. Researchers have asked questions about the most effective methods for assessing students' learning. Questions about variability, reliability and grade inflation have all resulted in many doubting the relationship between grades earned and what students actually know (Lassahn, 2020). Today, those questions still persist.

As I have thought about these persistent challenges, I can't help but ask, "What is in a grade and why do grades feel so high stakes?" Grades are primarily intended to serve as a way of communicating to a student the level of mastery they have achieved in relationship to a specific learning standard. Teachers assess mastery in a variety of ways. We see authentic projects and essays that are often graded using a developed rubric

that articulates key look-fors and expectations. We also see more simplistic forms of grading generated from multiple choice exams. No matter how the grade is derived, the important thing is that it communicates to the student where he or she is on the continuum of mastery.

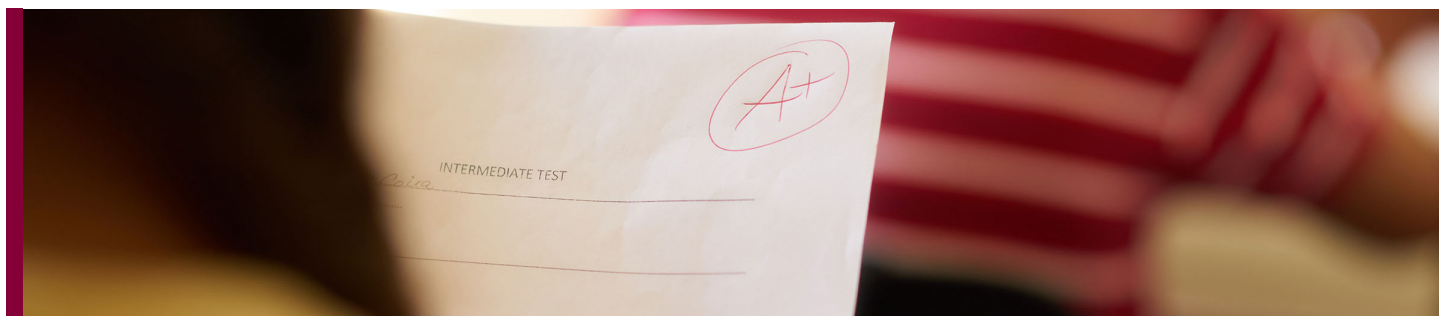
Grades often feel high stakes because for many students there is a lot riding on them. Universities and other institutions of higher education rely on the transcribed grades communicated by teachers in high school to tell them about the potential readiness of the student for participation in a post-secondary education program. The challenge is that students compete for spots in schools with other students all across the state and country. And while they may all take the same course in high school, what is measured for mastery and the way it is measured varies resulting in grades that communicate different things. None of these challenges are easily solved. But, I do think there are some things we as educators can consider that would help us inch closer to grades communicating mastery rather than an average of the mistakes a student makes along the way.

While we live in a system that still uses averages and that is not likely to change, I want to encourage us all to consider a few questions as we work with our learners in Arlington ISD:

- Can I provide my students with another opportunity to learn a concept after they initially struggled and resubmit an assignment for grading consideration that reflects an updated level of mastery?
- What are some ways that I can be transparent in my grading expectations prior to students performing the assignment/task in order to help them self-monitor their performance while they work?
- What role can goal setting play in my classroom as I work with students? Can my students use the pre-assessment information to set an academic goal they can strive for as they complete the unit of study?

Grading isn't easy. It's time consuming and requires mental energy as one constantly evaluates performance. But I believe as we partner with students in their learning, grades can serve as positive guideposts - markers of periodic communication guiding students to their intended destination.

***Dr. Steven Wurtz is the Arlington ISD
Chief Academic Officer***



WARNER FROM PAGE 1

She later graduated with a teaching degree in history and physical education from the University of Texas at Arlington. While on campus, Warner served as a student swim coach and statistician for men's teams as there were no programs for women. She also had no prior experience as a high school swimmer; University Interscholastic League didn't recognize the sport before she arrived at UTA.

In 1974, Arlington ISD hired Warner as a physical education teacher for the original Nichols Junior High School. She was also named the district's first coach for competitive high school swimming, a role through which she helped lay a foundation for Arlington ISD's program today.

Diving In

For eight years, Warner was responsible for coaching a total of eight boys' and girls' teams for Arlington, Lamar, Sam Houston and the original Bowie (now Workman Junior High) high schools – all on a modest stipend of \$250 per year.

"I was happy to have that extra money," Warner said. "My salary for the year was a little over \$6,000. Every little bit helped. Besides, you did what you did because you loved it."

Warner said bonding with students and helping them improve as swimmers mattered most. By coaching between 50 and 100 students per year from different schools, her job enabled her to remain neutral when the teams competed against each other.

"I was more of a teacher," Warner said, further explaining that she often had to arrange transportation for the swimmers to attend meets and valued the support from juniors and seniors who served as team captains.

Although she was successful in her position, Warner said there was always one "disappointment." She unsuccessfully tried to persuade Arlington ISD's school board to build a pool that all district swimmers could utilize. For many years, she said the students had to use pools rented out by Tarrant County College and UTA, where time and space were limited and teams had to practice separately.

Years after Warner retired from coaching in 1982 and had shifted her focus to teaching history at Nichols, she still hoped that Arlington ISD would build a pool. During the late 1990s, when her son Davin swam for Martin High School, the

"swim mom" was still hopeful that a natatorium would be built for district swimmers.

A New Day

The wait is over for Warner, who has subbed in the district for the last five years but hasn't yet this school year because of concerns over the COVID-19 pandemic. Earlier this month the district opened the doors of its new Arlington ISD Athletics Center – a facility that includes a natatorium with a huge state-of-the-art pool already being used daily by student swimmers and coaches.

A part of a 2014 Bond project, the building is located near AT&T Stadium and Globe Life Park in Arlington. The center, which includes an arena for basketball, volleyball, wrestling and elementary gymnastics, is one half of the Arlington ISD Arts and Athletics Complex.

Lamar's Brian Dangelmaier – the longest-tenured swim coach in the district with 21 years – is thrilled about the natatorium's completion.

"We echo the feeling that Ms. Warner has... The district has done a magnificent job in designing and building this natatorium," Dangelmaier said.

It offers seating for 1,000 spectators and a 50-meter world-class Myrtha pool that was built in Italy and shipped in pieces to Texas. The pool has moveable bulkheads, a diving area with four boards, extra lane space and equipment that is custom-ordered to help strengthen swimmers.

Like Warner, Dangelmaier said, many district coaches have eagerly awaited the center's completion. The facility will enable coaches to better collaborate and combine their workouts. It will also allow coaches to host their own swim meets and they will now also have more control of their schedules for practices.

Lamar will particularly benefit from the natatorium due to the school's proximity to the facility located in Arlington's Entertainment District, Dangelmaier added.

"Once we begin our elementary school programs, followed by the later junior high programs, we will begin a pipeline to feed all of the AISD high school teams," Dangelmaier said. "I'm very excited for the future of Lamar swimming."

CROW CONSTRUCTION UPDATE

It's been all about concrete this month at Crow Leadership Academy where construction is moving along at full speed and is on schedule. The concrete slab for the new gymnasium was poured this week along with the final concrete piers for the addition.

The construction is part of the [2019 Bond](#) project at Crow that includes an addition with nine classrooms and a gym. Along with the addition, renovations throughout the existing building will include new classroom doors, ceiling fixtures, toilet fixtures and more. At the cafeteria, a newly renovated kitchen will add a much-needed second student meal line. Outside, Crow will get two new covered playgrounds, one for younger students and one for older students, and more parking.

In addition to the concrete for the slab and piers, concrete was also poured for the new back parking lot. Nearby, the new detention pond is nearing completion and utilities have been installed throughout the site.

The new spaces and renovations are slated for completion by August of 2021. At that time, Crow's student population will grow as part of an east Arlington master plan that will rezone the entire area, replace Berry and Thornton Elementary schools with new, bigger buildings and close Knox and Roark Elementary schools. (Learn more.)



Check out this cool drone video [\(Español\)](#) of the construction, made by Principal Jamie MacDougall's [brother](#), that includes a synopsis of the project.

[Click here to see more construction photos.](#)

LEARNING.COM A GREAT TEACHING TOOL

The technology integration and innovation department (TI²) thanks teachers and campus staff for their dedication and tremendous efforts beginning Sept. 28 to provide concurrent “hybrid” instruction to learners! This month, the TI² team is highlighting Learning.com, an engaging and interactive digital literacy curriculum that enables students to develop technology skills while in grades K-8.

There are numerous reasons that K-8 teachers should integrate [Learning.com](#) activities and lessons into their instruction. Here are some highlights:

The core components of Learning.com’s curriculum consists of EasyTech lessons for each grade level. These self-grading lessons align to the technology TEKS and help ensure that your students develop the essential technology skills required to successfully navigate a digital world. All EasyTech lessons now include Spanish language audio and closed-captions options.

Additionally, Learning.com provides an adaptive keyboarding curriculum, as well as lessons to develop early programming (coding) and computational thinking skills! Access the curriculum sequence for K-8 at <http://bit.ly/curriculumsequence>

Sara Grenier, a CTHEI and PLTW teacher at Boles Junior High, shared that, “Learning.com is a

great way for students to learn tech skills at their own pace. It gives immediate feedback so they know how to improve and when they are on the right track.”

Longtime Learning.com users will be happy to learn that there’s an all new, gamified-learner interface called Tech Quest and that recently introduced lessons align specifically to the needs of remote learning environments. New lesson topics include Cyberbullying for K-2, Netiquette in Online Communication for grades 3-8, and Troubleshooting Basics for Online Learning.

Learning.com is easily accessible to both teachers and students via RapidID and teachers have the option of assigning content via Canvas (grades 3-8). Students are already rostered in teacher classes and can begin their Tech Quest learning pathway immediately upon login.

Finally, teachers who complete a series of six webinars will earn the distinction of “Easy Tech Integrator”. Learn more about Learning.com in AISD at <http://bit.ly/lcomfallupdate>

The TI² department encourages teachers to provide students with frequent opportunities to grow their technology skills this school year through Learning.com.

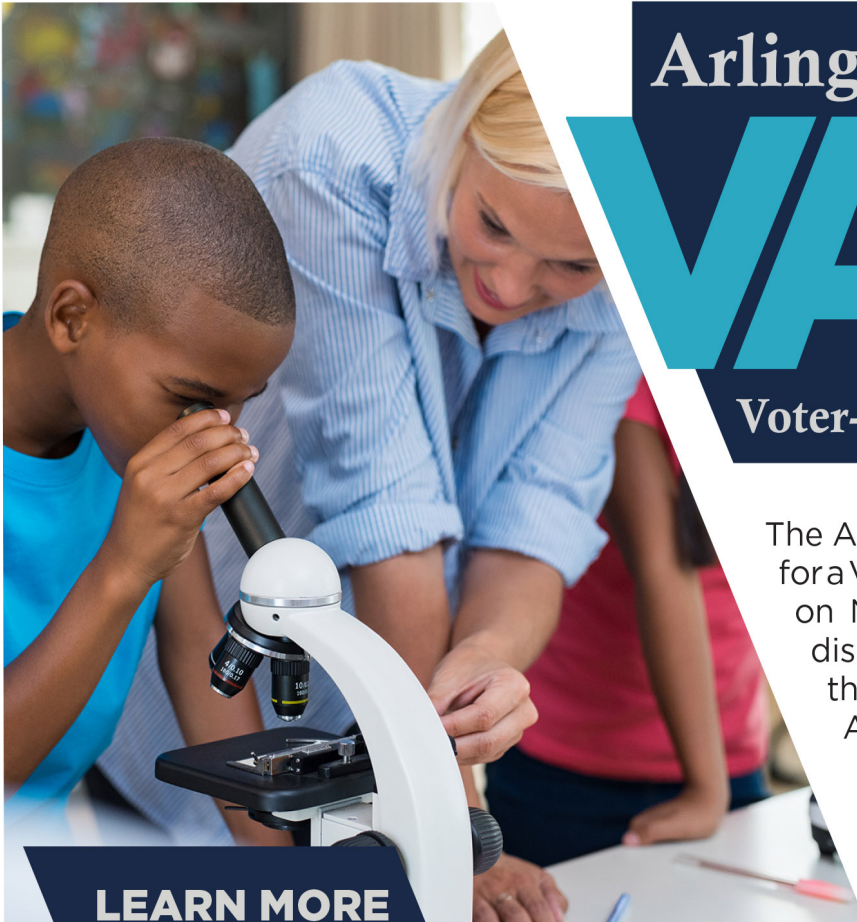


Abracadabra! COVID’s gone! Check out what this Burgin Elementary student did to make sure COVID-19 goes away. Maybe the stick is the secret.

Kudos to Nichols Junior High eighth grader Carlos W. He used the 3D printer and software at the school to design his mom’s birthday gift. He used her message of “It’s not how you start, it’s how you finish,” as motivation. Mom approved when she got the gift.

Know of something On The Bright Side worthy? Send it to Anthony Andro at aandro@aisd.net





Arlington ISD

VATRE

Voter-Approval Tax Rate Election

LEARN MORE
aisd.net/vatre

The Arlington ISD Board of Trustees has called for a Voter-Approval Tax Rate Election (VATRE) on Nov. 3, 2020. State law requires school districts to seek voter approval to raise their tax rate above a prescribed amount. Arlington ISD has never had a VATRE and its Maintenance and Operations (M&O) tax rate has remained the same or declined in each of the past 15 years.

WHY CALL A VATRE?

TEACHER PAY

Arlington ISD has lost ground in competitive market pay for teachers over the last several years. A VATRE would be used to increase teacher compensation.

ACCESS TO ADDITIONAL STATE FUNDING

The proposed tax rate increase would generate approximately \$18 million in state aid that the district would not receive otherwise.

STAFF PAY

Arlington ISD would use the VATRE to increase pay for the approximately 4,000 support staff who provide educational support services for students, drive buses, clean and maintain schools and provide security services.

If the VATRE is approved by voters in November, the total tax rate would increase 8.84 cents. It would generate approximately \$56 million in additional revenue for the district, a combination of tax revenue and state aid.

EARLY VOTING Oct. 13-30, 2020

Election Day Nov. 3, 2020

EMPLOYEES OF THE MONTH



1.



2.



3.



4.

1. **Seanda Haynsworth,**
Farrell Elementary
Elementary Teacher of the Month
2. **Andre Eguavoen,**
Bailey Junior High
Junior High Teacher of the Month
3. **Jennifer Kopetsky,**
Sam Houston High School
High School Teacher of the Month
4. **Levianne Mirabelli,**
Department Employee of the Month

MONTHLY MENTIONABLES FOR NOVEMBER 2020

American Indian Heritage Month
Family Literacy Month
Lung Cancer Awareness Month

All Saints Day	Nov. 1	Fast Food Day	Nov. 16
End Daylight Saving Time	Nov. 1	National Parental Involvement Day	Nov. 16
Start of Third Six Weeks	Nov. 2	National Education Support Professional Day	Nov. 16
Father of Texas Day (Stephen F. Austin's Birthday)	Nov. 3	Education Support Professionals Day	Nov. 18
Election Day	Nov. 3	Substitute Educators Day	Nov. 20
Texas Arbor Day	Nov. 6	National Adoption Day	Nov. 21
National Nachos Day	Nov. 6	Thanksgiving Holiday	Nov. 23-27
School Psychology Week	Nov. 9-13	Thanksgiving	Nov. 26
Veterans Day	Nov. 11	Native American Heritage Day	Nov. 27
American Education Week	Nov. 16-20		



REPORTING AN ACCIDENT

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.

Tina Baze, Specialist
Risk Management
Arlington ISD
1203 W. Pioneer Pkwy
Arlington, TX 76013
Office: 682-867-7649
Fax: 682-867-4682

PROTECT YOURSELF DURING FLU SEASON

Stay at home if you are sick. The CDC recommends that workers who have fever and respiratory symptoms stay at home until 24 hours after their fever ends (100 degrees Fahrenheit [37.8 degrees Celsius] or lower), without the use of medication. Not everyone who has the flu will have a fever. Other symptoms could include a runny nose, body aches, headache, tiredness, diarrhea or vomiting.

Reminders to stay healthy:

- Wash your hands frequently. When using soap and water, rub soapy hands together for at least 20 seconds, rinse hands with water, and dry completely.
- If soap and water are not available, use an alcohol-based hand rub until hand washing is possible. When using an alcohol-based hand rub, apply liquid to palm of hand, cover all surfaces of the hands with the liquid, and rub hands together until dry.
- Avoid touching your nose, mouth and eyes.
- Cover your coughs and sneezes with a tissue, or cough and sneeze into your upper sleeve(s). Throw tissues into a "no-touch" wastebasket.
- Clean your hands after coughing, sneezing or blowing your nose
- Keep frequently touched common surfaces (e.g., telephones, computer equipment, etc.) clean.
- Try not to use a coworker's phone, desk, office, computer or other work tools and equipment. If you must use a coworker's equipment, consider cleaning it first with a disinfectant and afterwards.
- Avoid shaking hands or coming in close contact with coworkers and others who may be ill.
- Stay in shape. Eat a healthy diet. Get plenty of rest, exercise and relaxation.
- Speak with your doctor and find out if you are in a [high-risk](#) category for seasonal flu (e.g., elderly, pregnant women, small children, persons with asthma, etc.).

IS IT A COLD OR FLU?

SIGNS AND SYMPTOMS	COLD	FLU
Symptom onset	Gradual	Abrupt
Fever	Rare	Usual
Aches	Slight	Usual
Chills	Uncommon	Fairly common
Fatigue, weakness	Sometimes	Usual
Sneezing	Common	Sometimes
Chest discomfort, cough	Mild to moderate	Common
Stuffy nose	Common	Sometimes
Sore throat	Common	Sometimes
Headache	Rare	Common

What is the difference between a cold and flu?

Flu and the common cold are both respiratory illnesses but they are caused by different viruses. Because these two types of illnesses have similar symptoms, it can be difficult to tell the difference between them based on symptoms alone. In general, flu is worse than the common cold, and symptoms are more intense. Colds are usually milder than flu. People with colds are more likely to have a runny or stuffy nose. Colds generally do not result in serious health problems, such as pneumonia, bacterial infections or hospitalizations. Flu can have very serious associated complications.