January 24, 2021

Happy Sunday Murray Parents!

We hope you and your families are safe and well.

Help Wanted

- Part-Time Season Position; 35 weekly hrs; $15/hr. If interest send Mr. Mason a resume (gmason@cps.edu)

In-person Learning @ Murray

Arrival

- Prior to arrival, parents must complete the CPS Health Screener for their child (cps.edu/healthscreener). If the student fails the screener and the parent drops the student off at the school, the student must wait in the care room until a parent, guardian or authorized emergency contact arrives to pick them up as soon as possible.
- The arrival time is 8:45AM.
  - 7th/8th grade and bus students will enter door #10 (staff parking lot)
  - Kindergarten, 1st, 5th, and 6th grade students will enter door #1 (Main Entrance)
  - 2nd, 3rd and 4th grade students will enter door #3 (North playground door)
- All students will have their temperature checked:
  - If the student passes the temperature check, they will proceed to the classroom.
  - If the student fails the temperature check, the student must wait in the care room until a parent, guardian or authorized emergency contact arrives to pick them up as soon as possible.
- Students will have breakfast in the classroom.

Dismissal

The dismissal time is 3:45PM.

- 7th/8th grade and bus students will dismiss from door #10 (staff parking lot)
- Rooms 104, 106 and 108 will dismiss from their respective classrooms doors
- 1st, 5th, and 6th grade students will dismiss from door #1 (Main Entrance)
- 2nd (room 103), 3rd and 4th grade students will dismiss from door #3 (North playground door)

Please note that Murray is unable to provide supervision for students during after-school hours once school has been dismissed and, therefore, cannot assume liability. Please make arrangements for your child to be picked up at 3:45 p.m. and remind your child to be safe!
Additional protocols for Student

If a student arrives without a completed screener and unaccompanied by parent:

1. Staff should take the student to a socially distanced space.
2. If staff is able to reach a parent or guardian over the phone, the guardian answers the screening questions.
   - If the student passes the screener, the student may stay for in-person learning.
   - If the student fails the screener, the student must wait in the care room until a parent, guardian, or authorized emergency contact arrives to pick them up as soon as possible.
3. If staff cannot reach a parent or guardian over the phone:
   a) If the student is able to respond to all the questions, a staff member may ask the student the screener questions and enter the responses accordingly. If the student passes the screener, they will be sent to their classroom. If the student fails the screener, they will be sent to the care room.
   b) If the student is unable to answer the questions and are visibly displaying COVID-19 symptoms, they will be taken to the care room and the staff will contact the student’s emergency contacts to pick them up.
   c) If the student is unable to answer the questions but is not displaying any visible symptoms, they will be taken to a socially distanced space (which will not be the care room if feasible) and the staff will contact the student’s parent, guardian, or emergency contacts to pick them up. If during the waiting period staff are able to get responses for the screener questions from the parent or guardian and the student passes the screener, the student may be sent to their classroom.
4. Students should be picked up within a reasonable time frame chosen by the principal.
5. If a student arrives at school without a completed screener on multiple occasions, we will reach out to the parent or guardian to understand and resolve the barriers to completing the screener. In cases where parents refuse to provide the information, will refer the matter to our network's Parent Support Administrator.
Scheduling and Transitions
Because students can only be scheduled as part of one pod, and staff members can be scheduled to see a maximum of ten pods within a week, we had to make a couple adjustments to in-person schedules:

- During transition time, the teachers will move from classroom to classroom. (As the teachers move, an adult will be in the room with the students at all times.)
- Gym and Art teachers will conduct their lessons in the homerooms.
- Library will be taught remotely.
- Because of pod restrictions, World Language (WL) will be taught remotely. In other words, students in person will receive WL online with their remote peers while they remain in class with adult supervision.
- Lunch and recess will happen in the classroom with adult supervision.

Instructional Day
To meet synchronous minute requirements, Murray teachers have a variety of instructional delivery vehicles, including but not limited to those summarized in the table below.

<table>
<thead>
<tr>
<th>Synchronous Delivery Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simultaneous Whole Group</td>
</tr>
<tr>
<td>The teacher, at-home students and in-person students all engage in the same instructional task at the same time.</td>
</tr>
</tbody>
</table>

Example activities may include:
- Morning meeting
- Community building
- Read alouds
- Mini-lessons
- Lesson launch/summary

Example activities may include:
- Exploration/problem-solving tasks
- Peer discussion/reflection
- Brainstorming
- Sensemaking
- Collaborative projects

Example activities may include:
- Differentiated instruction
- Conferencing
- Guided reading
**Asynchronous Delivery Methods**

<table>
<thead>
<tr>
<th>With Technology</th>
<th>Without Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students engage in learning that can be completed individually, either with or without technology depending on the purpose of the activity.</td>
<td></td>
</tr>
</tbody>
</table>

**Example activities may include:**
- Watching a short video (teacher recorded read-aloud, mini-lesson, presentation, etc.)
- Use of ed tech products to support differentiated needs
- Low/No stakes diagnostic assessments
- Self-assessment (Google Forms, Checkpoint, etc.)
- Peer-Feedback (providing comments through Google Docs, Google Jamboard, etc.)
- Demonstration of learning through creation (video, Google Slides, etc.)

**Example activities may include:**
- Independent reading
- Skill practice/development
- Long-term projects
- Written reflection on previous learning
- Learning menus offering a range of activities that promote student choice
- Longer writing assignments
- Goal setting for upcoming learning

While offering instruction to students at home and in class, remote students will continue to have access to coherent, rigorous, and meaningful instructional experiences. We will do this by emphasizing the quality of student synchronous time over the quantity.

**The Murray Learning Hub**
The new school schedules will be posted on the [Murray Learning Hub](#).

**Cloth Face Covering Accommodations**
Chicago Public Schools will require all students to wear cloth face coverings (CFCs) when attending in-person school activities during the COVID-19 pandemic. The only exception to the CFC requirement is if a student has a serious medical condition involving trouble breathing, but is otherwise healthy for in-person school attendance and can participate in educational programming. Students with identified health conditions documented in a 504 plan or IEP may
receive an accommodation to be exempt from the requirement to wear a CFC while attending school in person. Parents will be required to complete and sign an accommodation form in addition to obtaining medical documentation as outlined in the form.

**Bandwidth**
On January 21, 2021, AT&T upgraded our school’s bandwidth.

**Reminders**
Before any students, staff, or visitors enter the building, they must complete a **daily health screener** online. Here’s how to complete the health screener based on the type of user you are:

- **Student**—If parents have not opted-in for CPS text notifications or do not receive the unique student link for any reason, they must access the daily screener at [cps.edu/healthscreener](http://cps.edu/healthscreener). To complete the screener, parents must enter:
  - Student ID number or CPS email address
  - Student Date of Birth
- **Parent**—You will be asked to fill in your first and last name, phone number and email. Please select the purpose of your visit, as well as the facility you will be visiting.

**Students on the Bus**
Students are expected to wear Cloth Face Coverings (CFCs) or approved alternatives while riding the bus and should sanitize their hands before entering the bus. School Bus Aides and drivers will be provided with appropriate PPE.

**Someone You Should Know**
Ms. Levi ([amwatts@cps.edu](mailto:amwatts@cps.edu)) is our school counselor; and she is amazing! Please take advantage of her expertise.

**PARENTS – STAY CONNECTED WITH SCHOOL PERSONNEL!**

**AND**

**PARENTS – STAY CONNECTED WITH EACH OTHER!**

<table>
<thead>
<tr>
<th>Class of 2021 8th Graders</th>
<th>Murray Class of 2021 GroupMe</th>
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</thead>
<tbody>
<tr>
<td>Class of 2022 7th Graders</td>
<td>Murray Class of 2022 GroupMe</td>
</tr>
<tr>
<td>Class of 2023 6th Graders</td>
<td>Murray Class of 2023 GroupMe</td>
</tr>
<tr>
<td>Class of 2024 5th Grades</td>
<td>Murray Class of 2024 GroupMe</td>
</tr>
<tr>
<td>Class of 2025 4th Graders</td>
<td>Murray Class of 2025 GroupMe</td>
</tr>
<tr>
<td>Class of 2026 3rd Graders</td>
<td>Murray Class of 2026 GroupMe</td>
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<tr>
<td>Class of 2027 2nd Graders</td>
<td>Murray Class of 2027 GroupMe</td>
</tr>
<tr>
<td>Class of 2028 1st Graders</td>
<td>Murray Class of 2028 GroupMe</td>
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<tr>
<td>Class of 2029 Kindergarten</td>
<td>Murray Class of 2029 GroupMe</td>
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Upcoming dates

January 28th
Principal Chat @ 6:00PM

We are Murray. We are one!
https://murray.cps.edu/