Happy Sunday Murray Parents!

We hope you and your families are safe and well.

New In-person Updates
The number of opt-in students for in-person learning increased just enough to require changes to the number of days students can report to in-person learning. In short, effective Monday, April 19, 2021, all in-person students will be assigned to a two-day pod A or B:

- Pod A in-person students will attend school on Mondays and Tuesdays;
- Pod B in-person students will attend school on Thursdays and Fridays;
- All students will be remote on Wednesdays;

Our district is implementing these changes to ensure our in-person classes are a safe size, we are able to follow health protocols, and our teachers can provide the best possible learning experience for students at home and at school.

Here is how the school administration will manage the adjustments:

- We will keep, when possible, the students that are currently attending in-person learning in the same pod. This current group will be Pod A (attending school on Mondays and Tuesdays);
- New students to in-person learn will be assigned to Pod B (attending school on Thursdays and Fridays);
- On Mondays and Tuesdays, Pod B students will follow the same schedule as Pod A except they will be remote learning;
- On Thursdays and Fridays, Pod A students will follow the same schedule as Pod B except they will be remote learning;

CPS teachers and staff that have students enrolled in CPS schools, their children will attend four days. If you work for CPS, please be sure to email me so I can make sure we have this population of students processed correctly. (If you previously sent an email to me regarding this matter, you do not need to email me.)

Recorded Meeting
We have several recorded meetings and parent workshops posted on our school website. Parents can watch these meeting at a time convenient for them. We recently added:

- Parent Webinar Connecting Contexts: Keeping Kids Safe Online
- LSC Meeting (March 2021)
- Path from NWEA to ACT
Report Card Pick-up
Report Card Pick-up Day is Wednesday, April 21, 2021, from 11:00AM to 6:00PM. All teachers will break for lunch during the window. If you have not already scheduled a conference with your children’s teachers, please so. All teachers’ emails are posted on our website.

Illinois Readiness Assessment (IAR)
The Illinois Assessment of Readiness (IAR) is a federally required measure of student mastery of the Illinois Learning Standards in English language arts/literacy (ELA/L) and mathematics in grades 3 through 8. The IAR measures the same standards and includes the same high-quality test questions used the last six years during spring testing. Chicago Public Schools (CPS) will administer the IAR to 3rd – 8th students April 21 - May 28.

Students would need to come into the building to take the assessment as it is a state standardized test and, per the Illinois State Board of Education, no remote option is available for test security reasons. Secondly, the IAR is NOT used for promotion or graduation criteria. Therefore, a student's academic standing would NOT be impacted by opting out of the test, including future high school placement. The state uses the results of the IAR to assign a rating to the school, Tier 1 - 4. A low rating is NOT tied to punitive policies, but to additional funding to support school specific initiatives such as improving curriculum etc.

Murray is working on a schedule to allow remote students to come to school to take the IAR exams. We need to know if parents are going to send their remote students for the in-person tests.

Please complete this survey by April 14th if your children are remote and you plan to send them to school to sit for the exams. Click here for the survey.

NOTE: The survey is for parents with remote students in grades 3-8. All parents whose students are in person DO NOT need to complete this survey.

CPS Parent University Upcoming Parent Workshops
- April 13th @ 3:00pm: Introduction to the CPS Virtual Library with Dorsey Chambers (English) Learn how you and your children (grades PreK-12) can access 16,000 eBooks in the CPS Virtual Library for FREE, from home or from school. Join with Google Meet: meet.google.com/vcw-hume-nhx Join by phone: +1 440-482-1626 PIN: 590 181 220#
- April 13th @ 4:30pm - 5:45pm The Dorm Room Show (Bilingual) Join us in the "Dorm Room" to chat about the Parent Champions Program which offers Social & Emotional Learning (SEL) training to help our parents decrease their stress, reinforce SEL strategies with their kids to increase academic success, train other parents from their school, and ultimately impact the school culture. Join on Facebook Live: facebook.com/cpsparentu
- April 14th @ 4:00pm: ISAC Post Secondary 3 of 5 (English) Let's talk about setting up and preparing your child academically, meeting school requirements and discussing their future. Join with Google Meet: meet.google.com/uth-bqvr-ges Join by phone: +1 484-746-4325 PIN: 882 437 147#
Stanford-led study highlights the importance of letting kids take the lead
March 2021

Parents today often look for teachable moments – and opportunities abound. When reading a book with a child, for example, it might mean discussing story plots with him. If she isn’t allowed to play a videogame, it means explaining why. There’s good reason for this: Research has shown that engaged parenting helps children build cognitive and emotional skills.

Too much parental direction, however, can sometimes be counterproductive, according to a new study led by Jelena Obradović, an associate professor at Stanford Graduate School of Education, published March 11, 2021 in the Journal of Family Psychology.

In the study, the researchers observed parents’ behavior when kindergarten-age children were actively engaged in playing, cleaning up toys, learning a new game and discussing a problem. The children of parents who more often stepped in to provide instructions, corrections or suggestions or to ask questions – despite the children being appropriately on task – displayed more difficulty regulating their behavior and emotions at other times. These children also performed worse on tasks that measured delayed gratification and other executive functions, skills associated with impulse control and the ability to shift between competing demands for their attention.

Obradović and her co-authors found that the phenomenon occurs across the socioeconomic spectrum.

PARENTS – STAY CONNECTED WITH SCHOOL PERSONNEL!

AND

PARENTS – STAY CONNECTED WITH EACH OTHER!

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<th>Class of 2021 8th Graders</th>
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Upcoming dates

April 15th  End of 3rd Quarter
April 16th  Staff Professional Development Day (No School for students)
April 21st  Report Card Day
April 22nd  Earth Day ([https://www.earthday.org/](https://www.earthday.org/))

We are Murray, We are one!

[https://murray.cps.edu/](https://murray.cps.edu/)