

As I listened to the guidance it brought me back to why I testify at the Board of Education meetings. I testify as a voice for our students and their school community. I testify because I care and am passionate about our children being ready for the world after their voyage through school. My expectation of the Board is to always demonstrate caring and passion for your roles. You have a huge responsibility ahead of you, again, this year.

Always respect the background work of your staff in planning, organizing, running the meeting testimonies. Appreciate their ability to put the recordings of the meetings into a set of minutes that the public can read and follow how the meeting went. Especially appreciate the time they spend on the phone listening to the public, sharing insights from our questions, and clarifying issues for our better understanding. None of this works without them.

Please recognize when someone spends time testifying to the Board and asks a question, the only way we know if you have heard us is to take the time to answer the question. Or at least acknowledge that a question was asked.

Hopefully the next meeting will have a robust agenda that listens to the community concerns for schools being open, the health and safety at the schools, and understanding that families are scared. Please re-consider your decisions on our time limits to testify. We spend hours listening to the committees and the general meeting.

The timing of this guidance couldn't have come at a better time. But this isn't only about the Board starting its work on a strategic plan and a search for a superintendent. This training set a foundation of how the Board members relate with each other, the way the Board reads and listens to the community testimonies, and the decisions that are being made by the Board for the whole state.

**Total Well-being.**

Our students have learned about COVID-19 and know that our schools are not practicing a healthy lifestyle consistently across the state. Our students are unable to make choices to be healthy during one of the worst waves of the virus in Hawaii.

They know that the schools closed in March 2020 to protect them and the community. Not anymore because our leaders are not focused on anyone's well-being. Currently our leaders are being irresponsible. But that doesn't prevent the Board of Education to consider what the news is broadcasting, hospitals are in the state of emergency, lack of staff, lack of capacity.

Principals are trying to prevent the spread by closing classrooms or schools. However, not all complexes are treated equal. The principals, staff, teachers, students are on the ground. They know what is happening in their schools, yet some complex superintendents refuse to listen to their principals.

How many in our school communities have to be sick or hospitalized to stop this nonsense? Does the interim superintendent even care, does the board choose to look the other way allowing him to rule any way he thinks? There has not been community buy in. Go back to families asking for distance learning. That was and still is a fiasco!

I see several outcomes of HA being ignored

a. **Feel safe physically and emotionally.** This includes teachers and staff!! Ask them if they feel safe! Parents do not feel the approach that the DOE is using is either safe physically or emotionally. We wait at home for the phone call, the email a message regarding our child being in close contact, having a positive test, and missing days of school. How do you fix learning loss like that?

b. **Manage stress and frustration levels appropriately.** How can one do this if they do not feel safe.

c. Utilize the resources available for wellness in everything and everywhere. The necessary resources are **high quality masks and ventilation.** These are two things that every school, every classroom, every teacher and every student requires.

h. **Promote wellness in others.** This is done by protecting all classmates, teachers, administration, staff, custodians, cafeteria workers and any other part of the school community. This is not done by forcing, intimidating, punishing, or any other negative action to blanket lay state "All schools will return to in a person learning, regardless of risk."

Just because everyone else is doing that doesn't give the DOE the right to put our school community in jeopardy. In summary, promoting the spread of COVID through classrooms, on buses, to homes with grandparents or young siblings that cannot get vaccinated is a crime!!

Maslow's Hierarchy of Needs

### **#1: Physiological Needs**

Physiological needs are the lowest level of Maslow's hierarchy of needs. They are the most essential things a person needs to survive. They include the need for shelter, water, food, warmth, rest, and health. A person's motivation at this level derives from their instinct to survive.

### **#2: Safety Needs**

The second level of Maslow's hierarchy of needs consists of safety needs. Safety, or security needs, relate to a person's need to feel safe and secure in their life and surroundings. Motivation comes from the need for law, order, and protection from unpredictable and dangerous conditions.

There are many examples of safety needs in modern society. To find stability and security, a person must consider their physical safety. This means seeking protection from the elements, violent conditions, or health threats and sickness. Additionally, an individual needs economic safety to live and thrive in modern societies. This refers to the need for job security, stable income, and savings. One method of achieving economic safety is to learn proper investment strategies.