Maslow's Hierarchy of Needs pyramid:

Level	Description
Self-Actualization	• Ability to be open to learning
Esteem	• Positive school and classroom culture, Encouragement, Feeling successful
Belonging	• Positive relationships with adults and peers, Being part of a group, Acceptance
Safety	• Physical and emotional safety, Clear rules and boundaries, Understanding of safety measures
Physiological	• Basic needs are met (food, shelter, clothing),

As we in District 49 move towards returning to work and to school, it is important to keep the above graphic in mind. With families of staff and students possibly experiencing economic loss due to loss of employment in their household, loss of a loved one, or feelings of exclusion or marginalization, it is important to address needs from the bottom of pyramid and move purposefully upward. As physiological needs are met and a sense of safety is established, then we can focus on creating a sense of community and belonging which will build the staff and students' sense of esteem so that they can then be ready and open to learning. Here are a few ideas on how to address each area. These are only suggestions and are not mandated by Central Office:

Physiological: (food, shelter, clothing)
- Send out a survey to your staff and families asking to respond if they would like information about resources to meet their basic needs. Then a Community Engagement Advocate (CEA), school counselor, or parent liaison can contact them to discuss ideas on how to meet those needs.
- Provide the 211 website link to your staff and families in an email and/or on your school's website.   Link: https://www.211.org/
- Send out the reduced lunch application to all families and let them know this also can support other needs such as bussing, athletic fees, and other fees in school.
- Continue to provide breakfast and lunch and have food readily available for those who need it. Students can't learn if they are hungry.
- Have "Snack Drive" to have snacks for those students who can't afford them or forget to bring them.
- Provide the Operation School Bell information to families so they can access school clothes and back packs for their children.

Safety: (physical, emotional, diversity, viral safety)
- Consider making a video with your school's staff to describe the things being done to protect from COVID-19 (cleaning, social distancing, etc.)
- Set clear expectations and model in a video or in each class how social distancing should look in different situations and parts of the school.
  - Norm setting among staff interactions, as well as between staff and student, and student to student.
- Model how to cough or sneeze into your elbow and explain how this keeps people safe

- Students may not only feel unsafe due to COVID-19 but also the social unrest. You might consider showing a school made video, model and role play, or hold discussions on showing empathy and respecting cultures and diversity. Express that we include all people.

Belonging:

- Once individuals have their needs met and feel safe, they can begin to engage with each other in a meaningful way. Offering opportunities to get to know each other as individuals can begin.
- Start with very safe and easy get to know each other activities that promote a sense of community in the school and in the classroom.
- Community Circles beginning with prompts that build on connectedness and opportunity to belong can be helpful. "What is your favorite food?", "Would you rather go to the mountains or the beach?". Provide opportunities for the group to express a connection through signals or hand gestures.
- As the group begins to feel safe and comfortable expressing their thoughts, then the conversations can move towards their needs and concerns.
- Encourage partnering and small group work on fun tasks before expecting group work on academic tasks. Discuss what was easy and difficult about working in a group.
- Have kindness and empathy exercises for the week. (Ex. Go out of your way to do 1 nice thing for someone else each day this week, Give a compliment to your neighbor, etc.) Ideas on [Random Acts of Kindness website](#) are available for free

Esteem:

- Esteem is about having a positive sense of self and feelings of success. As we begin the school year, students and staff may not feel as though they were successful closing out the school year. We can encourage and praise their efforts and help them recognize their successes as they compare to their own progress and not other's.
- Encouraging a growth mindset can be very helpful in developing esteem. Help students recognize small successes.
- Students may have regressed in some skills and this may affect both the student's esteem as well as the staff's. Administration can be supportive by recognizing and normalizing some regression and provide staff with the materials and time needed to address the regression.
- Use PBIS and other positive reinforcement systems for both students and staff to recognize effort.

Self-Actualization-

- Full self-actualization takes years of work and is often not accomplished according to Maslow. However, as we build on Maslow's hierarchy, and address the building blocks to self-actualization, the student (and staff) will be more available to learn and learning will be more effective and efficient.