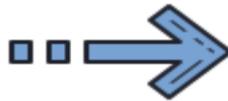


Reframing Statements to Encourage More Creative and Positive Action

Scenario: A Superintendent discusses and communicates student and staff safety protocols developed by the district safety committee based on CDC and State guidelines for reopening schools in the fall.



DEFICIT FRAME	TO REFRAME THE CIRCUMSTANCE	POSITIVE FRAME
<p>Our district safety team came up with very strict guidelines that will cause everyone lots of stress and extra work. The guidelines developed by the safety committee:</p> <p><u>Personal Prevention Practices:</u> Handwashing, cloth face covering, social distancing, cover coughs and sneezes with a tissue, staying home when sick (staff and students)</p> <p><u>Environmental Practices:</u> Highly discourage the use of shared objects, no shared use of personal objects. Limit non-essential visitors and volunteers. Encourage cohorting of students; limit mixing between groups as possible. Schedule frequent cleaning/disinfecting within the school and school buses. Ensure ventilation operates properly with an increase in circulation of outdoor air. Close or strict protocols on communal spaces. Frequent cleaning of water systems; encourage students and staff to bring own water to school</p> <p><u>Training:</u> Train staff and students on guidance and protocols.</p> <p><u>Supplies:</u> Ensure adequate supplies for implementation of these guidelines increases expenditures from the general fund</p>	<p><i>Speak in terms of the positive (what assets and strengths do we have to build on?) instead of talking about what we lack (expressing disapproval, sarcasm, cynicism).</i></p>	<p>Our district safety team made up of dedicated stakeholders that value our track record of maintaining a positive learning culture and safe campus for each and every child has updated safety procedures that meet governmental guidelines as well as align with our community values. The updated procedures include personal prevention and environmental practices. Both staff and students will receive training on the protocols. We care for our staff and each and every child as well as maintaining your confidence in our community school district. We look forward to partnering with each of you to continue moving forward on our path to ensure a safe and supportive school environment for each and every child.</p>
<p>There are concerns that each student may not follow the safety guidance, especially wearing face masks. What is administration going to do about that?</p>	<p><i>Share and incorporate all relevant negative information in reframing the</i></p>	<p>Our district is maintaining our high safety standards by adopting new protocols for staff and student safety. How we implement and respond is up to all of us. Communicating and understanding the</p>

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	<i>future we want to create.</i>	why is crucial to the success of the new protocols. Let's focus on how many staff and students are following guidelines and put that into our visual dashboard. We want to be a cohesive team understanding, supporting, and reinforcing each others' work.
All bargaining units have voiced concerns and are accessing CDC guidelines illuminating the district's responsibility in ensuring the safety of each employee	<i>Seek others' perspectives, instead of assuming the certainty of having the answer. Assume others have valuable information to share.</i>	Collaboratively, we will outline processes, procedures, and training for staff health and safety. In your experiences, what do we need to take into account first? What strategies have we used to achieve success with our previous safety guidelines?
The district safety committee's recommendations align with the CDC guidance and are very strict and conservative. Implementation may cause stress and extra work for staff.	<i>Ask questions in order to explore all possible options.</i>	Let's hear about safety procedures other districts are implementing. What have you observed or heard other schools are doing to generate better results?

Adapted from: Lee, S., Henderson, M., Whitaker, G. "Positive Problem-Solving: How Appreciative Inquiry Works" ICMA Press, vol. 43, Number 3, 2011.

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