



Duchesne County School District Communication Systems



Vision: The Way We Communicate in DCSD

Duchesne County School District (DCSD) staff, students, and families place a high value on frequent, timely, respectful, and specific communication to and from each other that connects us in a united endeavor. We realize the tremendous trust parents have placed in us! Communicating well with each other is paramount to maintaining that trust and allows us to work together for the good of each child. All adults working harmoniously with each other, and with each child, will pave the way for students to gain the knowledge, skills, and dispositions they need to lead fulfilling lives.

We will accomplish this rich communication throughout our organization by focusing on the following efforts:

- Treating all people with dignity and respect.
- Employing face-to-face dialogue strategies to obtain information that is representative of a larger pool of ideas, concerns, and solutions.
- Communicating well during an emergency
- Providing information regarding student progress academically and behaviorally
- Providing families with school news and events
- Establishing a DCSD Organization Chart which will give clarity to
 - district positions and responsibilities
 - a chain of command to follow
- Conducting targeted surveys to obtain information that is specific to our needs and relevant to our goals for improvement.

Dignity and Respect

Treating others with dignity is paramount for fostering a harmonious and respectful society. Dignity encompasses recognizing the inherent worth and value of every individual. When we uphold dignity in our interactions, we affirm each person's right to be treated with fairness and respect. This fosters a sense of belonging and inclusivity, creating an environment where individuals feel validated and appreciated. Moreover, dignified treatment promotes empathy and understanding, paving the way for constructive dialogue and collaboration. It forms the bedrock of healthy relationships, both in personal interactions and throughout our school district. Treating others with dignity promotes tolerance and reduces conflict.

Conversely, the absence of dignity can have profound negative consequences. Treating others with contempt can lead to feelings of humiliation, resentment, and exclusion. It undermines trust and erodes cohesion, potentially exacerbating divisions and perpetuating inequalities. Contempt sees myself above others while dignity sees myself in others. Recognizing and upholding dignity, therefore, not only strengthens individual well-being but also cultivates a culture of mutual respect and solidarity. It serves as a powerful reminder of our shared humanity and the responsibility we have to treat others with the same dignity and decency that we ourselves desire. In essence, the importance of treating others with dignity extends far beyond mere politeness; it is a cornerstone of a just and compassionate society where every individual's rights and contributions are honored and valued.

“Along with our survival instincts, the desire to be treated with dignity is the single most powerful force motivating our behavior...It is the one universal truth about the human experience: we all want to be treated with dignity.” - Dr. Donna Hicks

Duchesne County School District uses the resources of The Dignity Index to help us reflect on the level of dignity we demonstrate in our conversations. The Dignity Index helps each of us to move away from divisive and contemptuous language to treating all people with dignity and respect.

THE DIGNITY INDEX



The Dignity Index is designed to prevent violence, ease divisions, and solve problems.



← CONTEMPT  DIGNITY →

The Dignity Index scores distinct phrases along an eight-point scale from contempt to dignity. Lower scores (1-4) reflect divisive language while higher scores (5-8) reflect language grounded in dignity. In its pilot season, a trained group of students supported by the University of Utah's Kem C. Gardner Policy Institute and the Hinckley Institute of Politics scored selections from candidate speeches, debates, fundraising outreach, social media posts, and campaign ads in Utah's federal congressional races. By focusing on the speech and not the speaker, the Dignity Index is designed to draw our attention away from the biases of partisan politics and toward the power we each have to heal our country and each other.



Dignity Principles

1. Dignity is the inherent worth we all have from birth. We all deserve to be treated with dignity no matter what.
2. Along with our survival instincts, the longing to be treated with dignity is the single most powerful force motivating our behavior.
3. If we violate someone's dignity repeatedly, we will get a divorce or a war or a revolution, because a desire for revenge is an instant response to a dignity violation.
4. Treating people with dignity means seeing ourselves in them; treating people with contempt means seeing ourselves *above* them.
5. When contempt tears us apart, dignity can bring us together, whether we're talking about our friends, our family, our community or our country.
6. Treating people with dignity helps bring out their best and discourage their worst.
7. Treating people with contempt makes both sides angry, anxious and depressed.
8. When we use contempt, we create enemies for ourselves and the causes we care about.
9. Contempt gives us an addictive buzz, and people exploit our addictions to get rich, famous and powerful.
10. When people use contempt, they claim noble motives because contempt needs excuses and disguises. When we expose contempt, it loses its power.
11. When we put a spotlight on dignity and contempt, we use more dignity and less contempt.
12. When we create communities that reward dignity and challenge contempt, we can change the culture.

Honoring Dignity

Most of us are quite good at honoring the dignity of others, but there is always more to learn. Here are some questions that might be helpful in raising even a greater awareness of what it means to honor others. Go through the list of essential elements of dignity, ask yourself the following questions:

ACCEPTING DIGNITY

Do I communicate that I value those who I come into contact with, especially those who are different from me? Do people feel they can be their authentic selves with me?

RECOGNITION

Do I routinely give praise and credit to members of my family, friends, co-workers, to my boss?

ACKNOWLEDGEMENT

Do I routinely actively listen to others when I am with them? Do I validate their concerns, especially if they are saying something that is not easy to hear?

INCLUSION

Do I go out of my way to include others in ways that make them feel like they belong?

SAFETY

Do I routinely put people at ease when they have difficult things to say to me? Do I communicate to them that it is safe to “speak up”?

FAIRNESS

Do I think about the impact my decisions and behavior have on others so that they feel that I treat them fairly?

INDEPENDENCE

Do I routinely give people the opportunity to exercise their power so that I am careful not to be too controlling?

UNDERSTANDING

Do I routinely give people the chance to speak their mind, especially at times when I may not initially agree with them? Do I “rush to judgment” before seeking a deeper understanding of their point of view?

BENEFIT OF THE DOUBT

When I have an interaction with others, do I assume that they have integrity or do I assume they are not trustworthy?

ACCOUNTABILITY

Do I routinely take responsibility for my actions when I hurt others (violate their dignity)? Do I apologize for my mistakes and make a commitment to change my hurtful behavior?

THE DIGNITY INDEX

Scoring Guide

THE DIGNITY INDEX is an eight-point scale that measures what we do when we disagree. Each scale point represents a particular mindset toward the other side, ranging from **ONE** – which sees no dignity at all in the other side – to **EIGHT**, which sees the dignity in everyone. This Scoring Guide includes a set of quotes and traits that are characteristic of each mindset. Scoring involves matching language in the passage with the quotes or traits of a particular scale point.

1

They're not even human. They don't deserve to live.

They are ruining us.

We have a moral duty to destroy them before they destroy us.

ONE...

- has an absolute belief in their own righteousness and in the life-threatening subhuman evil of the other side.
- cannot bear the pain of any blame or criticism; they will kill a critic.
- feels virtuous and heroic about calling for violence and acting on it.

DIFFERENTIATING ONE AND TWO:

ONE says that the other side is less than human, is “destroying us,” and should be attacked, killed, or eliminated. **TWO** believes that the other side is evil and is going to “ruin us if we let them,” but is not calling for or committing violence. **TWO** is “us or them.” **ONE** is “all us and no-them.”

2

Those people are evil. They're going to ruin our country if we let them. It's us or them.

They're not just bad people; they're promoting evil.

Those people are a danger to everything we value.

TWO...

- believes the other side is an existential threat.
- wants to secede or move to another country to get away from “those people.”
- tells stories that “prove” the evil of the other side.
- longs to see the other side suffer, to “see them finally get what they deserve.”

DIFFERENTIATING TWO AND THREE:

TWO says “those are evil people trying to ruin us. They're an existential threat.” **THREE** says “those are bad people trying to hurt us.” **TWO** is “us or them.” **THREE** is “us versus them.”

3

We're the good people; they're the bad people. It's us versus them.

Those people hate us and want to hurt us.

They look down on us and mock our values.

THREE...

- attacks the moral character of the other side.
- wants to make the other side fail.
- is disdainful of the other side.
- ascribes all the good qualities to “us” and all the bad qualities to “them”.
- takes credit for good outcomes and blames the other side for bad outcomes.

DIFFERENTIATING THREE AND FOUR:

THREE attacks the moral character of the other side, not just their capabilities or their competence. “They're just bad people.” **FOUR** believes “we're different and better,” but does not make a moral character attack. **THREE** disdains the other side; **FOUR** dismisses them. **THREE** is “us versus them.” **FOUR** is “us and them” – but never “we.”

4

We're better than those people. They don't really belong. They don't really share our values.

They're working for those people, not for us.

They're reckless and irresponsible. They're losers and failures. You just can't count on them.

FOUR...

- dismisses the other side as not worth talking to.
- criticizes the other side's commitment, competence or, performance not with facts, but with labels and insults.
- will distort or rename an opponent's position to make it sound unappealing or unintelligent (this could be lower than **FOUR**, depending on what the distortion implies).

DIFFERENTIATING FOUR AND FIVE:

FOUR does not engage in discussion. If they listen to the other side, they will roll their eyes as they do. **FIVE** speaks openly, states its goals, explains its views and never uses name-calling or sarcasm. At **FIVE** (and above) criticisms of the other side are grounded in the record, based on facts, decisions, actions, and outcomes.

5

The other side has a right to be here and to be heard. It's their country too.

I'll listen to what they have to say.

I'm going to tell you what I believe and why I believe it.

FIVE...

- speaks openly, explaining their views and arguments.
- does more than state vague, lofty goals; they state views they know others oppose.
- listens intently and sincerely to the other side without any expressions of contempt.
- challenges the other side on facts, actions, decisions and outcomes, never with insults or negative labels.

DIFFERENTIATING FIVE AND SIX:

FIVE speaks openly and listens respectfully, but doesn't engage the other side to find common ground. **SIX** believes they have a duty to talk to the other side, find common interests and values, and use them as a basis for cooperation.

6

We talk to the other side, searching for the values and interests we share, and using them as a basis for cooperation.

We don't let our disagreements keep us from cooperating on the things we agree on.

We have more in common than we think.

SIX...

- can see the good in the other side and will acknowledge their gifts and accomplishments.
- finds it deeply satisfying to cooperate with the other side.
- feels affection for their partners on the other side; they are proud of the relationship and feel it is special.

DIFFERENTIATING SIX AND SEVEN:

SIX engages with the other side, but tends to retreat when finding areas of strong disagreement. **SIX** doesn't explore the possibility that they might be wrong and might be contributing to the problem. It doesn't bother a **SEVEN** to hear their views challenged and criticized, so when they run into conflict, they keep listening.

7

I want to discuss our disagreements because I'm open to changing my mind. I might be wrong.

I'm curious about what people have been through and how they came to believe what they believe.

I am willing to take criticism from my own side for working with the other side.

SEVEN...

- can absorb pain without passing it on.
- has a great deal of humility, especially in their ability to be self-critical, admit mistakes, and even consider how they might be contributing to the problem.
- sees through the polarization game. When others try to incite and exploit their anger, they call it out and caution others against it.
- will challenge contempt to defend the dignity of someone being demonized.

DIFFERENTIATING SEVEN AND EIGHT:

SEVEN can take the pain of being criticized and will challenge contempt from their own side even when it costs them belonging. **EIGHT** is able to absorb the pain of being hated, and will stand up for the dignity of the most demonized, even when it puts them in danger. **EIGHT** is a fuller expression of the love and humility and capacity for self-criticism that emerge in **SEVEN**.

8

Everyone is born with inherent worth, so I treat everyone with dignity no matter what.

I don't condemn anyone. If I'd suffered what they did, I might have done what they did.

EIGHT...

- can absorb the pain of being hated without passing it on. That's how they can love their enemies.
- has no sense of moral superiority. They don't look down on anyone.
- will defend the dignity of the most demonized, even when it puts them in danger.
- believes that we human beings are inseparable – one body with many parts – and when we try to get away from each other, we only make things worse.
- wants to solve problems without demanding a particular approach. They want solutions that protect the dignity of every human being, and they don't care who gets credit.



THE DIGNITY INDEX

The Duchesne County School District is committed to treating all people with dignity and respect!

← CONTEMPT  DIGNITY →

- 8** *"Each one of us is born with inherent worth, so we treat everyone with dignity—no matter what."*
- 7** *"We fully engage with the other side, discussing even values and interests we don't share, open to admitting mistakes or changing our minds."*
- 6** *"We always talk to the other side, searching for the values and interests we share."*
- 5** *"The other side has a right to be here and a right to be heard. It's their country too."*
- 4** *"We're better than those people. They don't really belong. They're not one of us."*
- 3** *"We're the good people and they're the bad people. It's us vs. them."*
- 2** *"Those people are evil and they're going to ruin our country if we let them. It's us or them."*
- 1** *"They're not even human. It's our moral duty to destroy them before they destroy us."*

Adapted from The Dignity Index
Learn more at <https://www.dignityindex.us>

Duchesne County
School District



Building Skills for Dignified Disagreement

Honoring someone's dignity can be difficult, especially when situations get **heated**. Follow these steps when stress rises – and join the movement of Americans **easing divisions, preventing violence, and solving problems** by choosing dignity over contempt.



Be curious, not furious

When there is a disagreement, approach it with curiosity, using language that invites dialogue.



Regulate then debate

When you start to get upset, pause and take a breath before speaking.



Listen to hear, not to respond

Really listen to the other person and consider summarizing briefly what you heard.



Challenge ideas, don't attack people

Challenge ideas, don't attack people.



Acknowledge knowledge

When someone else makes a logical or interesting point, acknowledge their point.



Build up rather than tear down

Advocate, explain, and build up your idea rather than just attacking others' ideas and/or dehumanizing people.

Adapted from The Dignity Index
Learn more at <https://www.dignityindex.us>

Face-to-Face Dialogue

In Duchesne County School District we believe that face-to-face conversations are preferred when the stakes are high because they allow for a deeper level of communication that is often unattainable through other mediums. The presence of nonverbal cues, such as body language, facial expressions, and eye contact, provides essential context that helps convey sincerity, urgency, and emotion. This rich layer of communication fosters trust and understanding, enabling parties to gauge each other's reactions more accurately and respond appropriately. In high-stakes situations, such as conflict resolution or delivering sensitive news, the ability to convey empathy and build rapport can significantly impact the outcome, making in-person interactions invaluable.

Moreover, face-to-face conversations allow for immediate feedback and clarification, reducing the potential for misunderstandings and misinterpretations. The dynamic nature of in-person dialogue facilitates a more interactive and adaptive exchange of information, where questions can be promptly addressed, and concerns can be directly tackled. By engaging in face-to-face conversations, individuals can better align their perspectives, collaboratively solve problems, and reach mutually beneficial agreements, ultimately enhancing the effectiveness of communication when it matters most.

Emergency Communications

In Duchesne County School District we realize the monumental trust that parents have placed in us by allowing their children into our schools. We also realize our responsibility to do all we can to keep their children safe and to communicate well in emergency situations.

Emergency contact information that is in Powerschool is what will be used by school leaders in an emergency (both phone and email). It is vital that parents ensure that this contact information is up to date and is accurate.

When a message needs to be sent to parents, school leaders may send information via text message, recorded phone message, email, or a combination of any of the three.

Academic and Behavior Progress

Duchesne County School District uses the Powerschool system for teachers to communicate accurate academic progress and the citizenship status to students and parents. It is important for families to know how to log in and access this information.
<https://dcsd.powerschool.com/public>

Teachers may also reach out to parents to communicate good things happening and potential problems as well. Parents are encouraged to contact teachers to clarify and work together with the teacher to help their child in class.

Parent-Teacher conferences are another great way to facilitate communication between school and home so that we maintain a unified effort to help each student.

School News and Events

School leaders will occasionally communicate school news and events on the website and/or using social media. The district website is dcsd.org. There is a lot of information contained in the links and there are additional items in the feed, news, and events sections. You can also get to any individual school website by clicking the schools link.

DCSD Organization

DCSD Positions Chart

<p><u>Superintendent</u> Responsibilities as directed by the Board</p>	<p><u>Business Administrator</u> Responsibilities as directed by the Board</p>	
<p><u>Executive Administrator</u> Responsibilities as directed by the Superintendent</p>		
<p><u>Director</u> Human Resources Student Services Special Education Curriculum Literacy Assessment</p>	<p><u>Principal</u> School Functions + Other Assignments</p>	
<p><u>Supervisor</u> Buildings & Grounds Child Nutrition Technology Youth In Custody Adult Education Alternate Instruction Program Drivers Education</p>	<p><u>Coordinator</u> SpEd Related Services School Counselors Preschool Title 4 (Student Success) 504s Social Services Title 1 (Socio Economic) Title 6 (Native American) Instructional Coaches CTE Assistant CTE Assistant Assessment Bus Garage Title 3 (ELL) Extra Curricular Title 2 (Credentialing) Title 9 (Equity) Induction Coach Crisis</p>	<p><u>Specialist</u> Psychologist Occupational Therapist Physical Therapist Communicative Disorders Building Official Digital Services Data & Statistics Nursing Advisor Wellness Advisor Safety</p>

DCSD Personnel Chart

Report To:

Jason Young	Superintendent	The Board
Dee Miles	Business Administrator	The Board
Janalee Goodrich	Executive Administrator, SpEd Director, Title 4 Coordinator, Crisis Coordinator	Jason Young
Phillip Bertoch	Executive Administrator, HR Director, Extra Curricular Coordinator, Title 2,9 Coordinator	Jason Young
Mike Ross	Executive Administrator, Student Services Director, Transportation Supervisor, Safety, YIC	Jason Young
Kendra Embleton	Executive Administrator, Curriculum & Assessment Director, Title 1 & 6 Coordinator	Jason Young
Trent Birchell	Technology Supervisor, Digital Services Specialist	Jason Young
Michael Weldon	Buildings & Grounds Supervisor, Building Official Specialist	Jason Young
Gwen Prescott	Child Nutrition Supervisor	Jason Young
Lynn Sorenson	Data & Statistics Specialist, CTE Coordinator	Jason Young
Rauni Guffey	Principal of Con Amore School, Preschool Coordinator	Jason & Janalee
Shauna Ross	Principal of Myton Elem, Assistant Assessment Coordinator	Jason & Kendra
Jennifer Tuckett	Principal of Basin Online School, Adult Education and Alternate Instruction Program Supervisor	Jason & Mike
Nichol Alldredge	Principal of Neola Elem, 504 Coordinator	Jason & Janalee
Scott Forsyth	Principal of Kings Peak Elem, Drivers Ed Supervisor	Jason & Mike
Aubrey Yack	Assistant Principal of RJHS, ELL Coordinator	Jason & Mike
Michaelle Slaugh	SpEd Induction Coach	Janalee Goodrich
Amber Thacker	School Counselor Coordinator	Janalee Goodrich
Tiffany Allred	Communicative Disorders Specialist, SpEd Related Services Coordinator	Janalee Goodrich
Effie Thacker	School Psychologist Specialist	Janalee Goodrich
Sunny Nielsen	Social Services Coordinator	Janalee Goodrich
Kim Murry	Secondary Induction Coach	Phillip Bertoch
Andrea Schoenfeld	Elementary Induction Coach, Elementary Instructional Coach Coordinator	Phillip Bertoch
Jim Freston	Assistant CTE Coordinator	Lynn Sorensen
Jaime Dean	School Nursing Advisor	Mike Ross
Halee Ficklin	Wellness Advisor	Mike Ross

Chain of Command

The Duchesne County School District asks all students, parents, employees, and community members to respect the established chain of command when making requests, filing complaints, or any other need to communicate. Examples include employees talking first with their direct supervisor, students talking first with their teacher, or parents talking first with the coach.

Following the chain of command in a school district is crucial for maintaining an organized and efficient communication system. It ensures that concerns and information are directed to the appropriate individuals who have the authority, understanding, and capability to address them. When teachers, staff, or parents have concerns or suggestions, addressing these through the established hierarchy ensures that issues are handled by the appropriate personnel at the lowest level possible. This approach respects the roles and responsibilities of different staff members, allowing problems to be resolved at the most immediate level possible.

Additionally, adhering to the chain of command fosters a culture of respect and accountability within the school district. It encourages clear and transparent communication channels, where everyone understands their roles and responsibilities. This approach not only enhances the decision-making process but also builds trust among staff, students, and the community. When individuals bypass the established hierarchy, it can lead to confusion, miscommunication, and a lack of coherence in addressing concerns, ultimately impacting the overall effectiveness of the educational environment.

There are times when it is necessary to jump the chain of command and report to a person with higher authority. If there is evidence of misconduct or unethical behavior by individuals within the chain of command, it may be appropriate to escalate the matter directly to higher-level administrators. Examples of these situations include when the direct supervisor is the one engaging in illegal behavior or harassing others.

Board Member Involvement/Volunteering

The determination as to whether a school board member's involvement or volunteering in a school is appropriate needs to be determined on a case-by-case basis using the following criteria:

Not Allowable

- The activity places the board member in a position to be regularly supervised by district employees.
- The activity places the board member in a position to regularly supervise district employees.
- The activity is regularly occurring in a formalized actively scheduled day-to-day manner thereby enmeshing the board member in the school.
- The activity appears like something that would ordinarily be done by a district employee.
- The activity places the board member in regular contact with students, parents and staff.

Allowable

- Infrequent or one-time volunteering.
- Activities that do not require executive actions.
- Involvement in the activity is passive and supporting while deferring to staff at all times.
- The board member needs to check in at the office and follow all regular school protocols for being in the building.

When a board member is involved in a particular activity and an issue comes before the board regarding it, the board member will need to recuse themselves from any decisions or votes on the matter.

Surveys

Duchesne County School District believes that conducting specific, targeted surveys can provide actionable information used to evaluate the effectiveness of school programs. School leaders use the data to make important decisions such as revising practices, implementing policy, adjusting training, and securing buildings.

We realize that there is a point where people don't want to take too many surveys. We need to be judicious about the volume and frequency with which we push out surveys according to the most vital functions of education.

Examples of surveys include:

1. School Climate Survey

The purpose of this survey is to collect information from stakeholders of all roles to understand their perception of the various functions of a school. For example, questions are designed to discover how well learning is taking place or understand how safe people feel in specific areas or highlight great things happening, etc.

The outline of the school climate survey is:

1. Anonymous set of questions for all people
2. Separate sections for Students, Parents, Teachers, Classified, Administrators
3. Sets of questions specific to each role
4. Link to a separate survey, that is NOT anonymous and NOT required, for written feedback

2. SHARP Survey

The purpose of the SHARP survey is to understand the challenges and opportunities youth face in their life. It is intended to provide data so that parents and caregivers can better help youth navigate their lives.

3. School Counselor Aptitude Survey

4. Employee Preference Surveys

Parent Notification and Opt-In Form

General Information

The School Climate Survey is an anonymous survey used to assess stakeholder perception of a school environment and is administered to students and adults. Students can participate in the survey that aligns with their grade level.

Student survey versions are: Kindergarten-2nd; 3rd-5th; and 6th-12th.

Adults can participate in the survey that aligns with their role.

Adults survey versions are: Students, Parents, Teachers, Classified, Administrators

Accessing the Survey

A copy of each survey version is available at the school and can also be viewed at dcsd.org.

How the Data Will be Used

- Your district or charter school may use the data to:
 - Revise practices, policies, and training
 - Adopt a plans for improvement
- The Utah State Board of Education may review data to:
 - Inform or guide state policy
 - Offer professional learning to districts and charter schools
 - Provide technical assistance to districts and charter schools
- The public may view summarized survey data (e.g., aggregated results) for their awareness and information.

Data Collection Information

Data collected for the School Climate Survey is housed by Google Forms.

Access to the data is managed by the district or school.

Access to Student Responses

Each student's response will be anonymous with no name associated with their response. However, several entities will have access to those anonymous individual-level responses as listed below:

- District or school administrators.
- Utah State Board of Education officials.
- Auditing agencies, as applicable. Agencies with the right to audit the data include the Office of the Legislative Auditor General or the Office of the State Auditor.

Access to Summarized Survey Results

- Summarized state-level results are accessible to the general public via the [Climate Survey Data Dashboard](#).
- Summarized district-level results are accessible to the public at dcsd.org.

Parent Notification and Opt-In Form

Parent Consent

Please sign and return this form to the school by _____ .

I give permission for my child to participate in the School Climate Survey.

School: _____

Student Name: _____

Grade: _____

Parent Name (Print): _____

Parent Signature: _____

Date: _____

Return this form to the school if you are allowing your child to take this survey.

Summary

The way we communicate with each other matters!

Showing dignity and respect for all people is the expectation that will allow all stakeholders of the Duchesne County School District to work together for the good of the kids. Following the guidelines in this document will help us to help students gain the knowledge, skills, and dispositions to lead fulfilling lives.

DRAFT