

00:00:09:06 - 00:00:10:00

Welcome, everybody.

00:00:10:00 - 00:00:13:16

I'm Ogden City Mayor, Ben Nadolski, and welcome to the Ogden Way Podcast

00:00:13:16 - 00:00:17:11

The place where we talk about Ogden stories by telling the stories of Ogden???'s people.

00:00:17:11 - 00:00:21:18

And today, we'll be telling the story of Ogden High School principal Shauna Haney.

00:00:21:22 - 00:00:26:03

Also known as Utah Principal of the year.

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Was that right?

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Well, it is correct.

00:00:28:06 - 00:00:31:20

For this last year, I was designated as the principal of the year.

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But there are so many amazing principals in the state.

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So right. Which I knew you'd say.

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So I'll take the opportunity to brag on the achievement.

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For Shauna, because I know you.

00:00:44:18 - 00:00:47:16

And we'll go into how I know you and how we met. But,

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I know you're a modest person.

00:00:48:20 - 00:00:51:15

I also know that about the team that surrounds you.

00:00:51:15 - 00:00:55:11

And so I know that you're reticent to to brag about yourself.

00:00:55:11 - 00:00:59:12

So in bragging about you, I just want to make it clear that we're also bragging about a team of people.

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Right. Good.

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Is that fair? Yes.

00:01:01:13 - 00:01:05:10

That's fair,
because I have amazing people that I get to work with every day.

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You do.

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And I've gotten to.

00:01:06:17 - 00:01:10:15

I've got to be around them
some two and have become really, really impressed.

00:01:10:15 - 00:01:14:19

Even though Ross set me up to fail in the bat challenge,
I know for sure about that.

00:01:14:19 - 00:01:18:08

Oh, did you have to do that around the bat and then run?

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Yeah, there might be some footage out there.

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Turns out when you spin around a bat ten times, you're pretty good.

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Especially as we get older. I think it's a little bit more difficult.

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I can attest to that. Yes.

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Okay.

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But we'll we'll move on.

00:01:31:22 - 00:01:36:16

just wanted to throw a dig in there about Ross
Arnold, athletic director at Ogden High School.

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He's actually hit. Me up pretty. Amazing. Yes.

00:01:39:02 - 00:01:41:07

And it was pretty embarrassing.

00:01:41:07 - 00:01:44:00

But enough of that.

00:01:44:00 - 00:01:47:00

So congratulations on,

00:01:47:00 - 00:01:53:04

principal the year and congratulations on being named a finalist
for national principal of the year.

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Thank you. Top three. Top three.

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All right.

00:01:56:00 - 00:02:01:01

So, as principal of your congratulations to Ogden High School and the school district for being in the running

00:02:01:01 - 00:02:07:06

for top three principals and administrations and school district contributions in the country.

00:02:07:08 - 00:02:09:05

Right. Correct. Thank you.

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Can you brag a little bit about the things that are happening that led to that award?

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You know, I think

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first of all, I mean, I've had a lot of experience teaching.

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I mean, I taught for 20 years and and I was an admin, in another district before I came to Ogden.

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I think Ogden

00:02:28:14 - 00:02:30:22

really has its systems together.

00:02:30:22 - 00:02:36:00

And because it's so systematic with with everything that we do.

00:02:36:02 - 00:02:41:11

I think that right there helped to set me up for success.

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So I think that our we have very organized systems, whether it's behavior, whether it's our positive behavior support

00:02:48:22 - 00:02:51:18

system, whatever it is.

00:02:51:18 - 00:02:57:15

We have some organized systems in place, and then we have the right people in place to help run those systems.

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And so, honestly, I mean, yes, I received the award, but

00:03:02:23 - 00:03:06:07

it's because of everything that's been set up around me.

00:03:06:07 - 00:03:08:10

I have great people from top to bottom.

00:03:08:10 - 00:03:13:01

So, I mean, starting with our superintendent, Luke Rasmussen.

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One of the best people I know, I would probably follow him anywhere.

00:03:16:19 - 00:03:20:19

And I was able to work with him, in another school district.

00:03:20:19 - 00:03:25:09

And he is the main reason I came to Ogden.

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Because I wanted to work with him again.

00:03:28:06 - 00:03:29:10

But we have great people.

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My direct supervisor, Heather Gerard, who is our director of pathways.

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She, she is 100% a cheerleader for all students.

00:03:42:14 - 00:03:48:20

And helping them to find that pathway or that that place for them

00:03:48:22 - 00:03:53:10

so that when they leave high school, they are they're ready to go.

00:03:53:12 - 00:04:00:02

So I think from top to bottom, when I look at the people in my school, like they're invested in our kids.

00:04:00:03 - 00:04:00:19

Oh, yeah.

00:04:00:19 - 00:04:07:12

And so, yes, I, I won that award, but I feel like we kind of all did.

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But it was

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a great, learning experience.

00:04:12:01 - 00:04:14:07

I would say it was pretty valuable to me.

00:04:14:07 - 00:04:20:04

I was able to spend some time with all of the other, national, well, the national principal of the year

00:04:20:04 - 00:04:25:01

and then all of the other state principals of the year this last summer in Seattle.

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And, I was at a conference with them and was able to talk to them, find out the things they're doing in their school, like,

00:04:32:19 - 00:04:38:14

what's that one thing that's so great in your school that makes you the principal of the year for your state?

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So I think that was helpful.

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It was a really, great experience for me.

00:04:43:12 - 00:04:47:05

What what are the other principals like that are in the top right?

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So it was the Denver principal and the new Jersey. Yes.

00:04:51:02 - 00:04:55:09

You know what? The New Jersey principal. He won. His name is Tony.

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Yeah. So that's.

00:04:56:22 - 00:04:58:12

And, Did have pinky. Ring.

00:04:58:12 - 00:05:03:04

I don't remember that. All right. But he,

00:05:03:06 - 00:05:04:12

he has been at the same

00:05:04:12 - 00:05:09:05

high school for the last 18 years, and,

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just, I would say, again, systems,

00:05:12:22 - 00:05:18:16

but not only systems like beyond that, you have to build relationships with people.

00:05:18:18 - 00:05:23:14

And that's the one thing I've talked to Tony, and I think probably the best thing he's doing in

00:05:23:14 - 00:05:28:07

his school is he has built such good relationships.

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Teacher to teacher, that his teachers feel connected

00:05:32:05 - 00:05:36:22

enough and I think supported enough that they can go watch other teachers.

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So they do a lot of peer observations to try and watch for best practice and to try and get better in schools.

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So I think that's probably one of his best things.

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And then, he actually I was on a podcast with him just this last week,

00:05:52:10 - 00:05:59:20

and he told me, hey, I stole your idea of positive postcards, which we, we think is important.

00:05:59:21 - 00:06:05:11

I've always thought that, having gratitude in your heart and and changing your mindset

00:06:05:11 - 00:06:08:20

to always be grateful for the things that you have.

00:06:08:20 - 00:06:11:22

I think it helps you view life a little bit differently.

00:06:11:22 - 00:06:19:19

And so we've always had our teachers fill out positive postcards at our monthly faculty development meeting.

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It's kind of like a bell assignment. When they first come in, they grab a postcard.

00:06:23:15 - 00:06:27:18

I think the greatest thing about the postcards is they are designed by our students.

00:06:27:18 - 00:06:33:02

So at the beginning of each year, there's an art project and kids design postcards, and then,

00:06:33:04 - 00:06:36:21

they're all put into a folder and all the teachers vote.

00:06:36:21 - 00:06:43:07

So whichever, postcard gets the top votes, we print off like, we pick like five of them and we print them off.

00:06:43:07 - 00:06:45:04

We use those as postcards all year long.

00:06:45:04 - 00:06:48:01

So they're our students artwork. I think that's one of the greatest things.

00:06:48:01 - 00:06:56:00

Well, it's an interesting idea because, you know, I was asking about, you know, Tony, Tony, Tony in Jersey. Yes.

00:06:56:02 - 00:06:58:16

You know.

00:06:58:16 - 00:07:05:01

A lot of people think, because we talk about our successes and our wins, that we are ignoring the challenges,

00:07:05:01 - 00:07:06:17

and that's not the case at all.

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It's it's because of the challenges that we show up to work and do this kind of work.

00:07:10:09 - 00:07:13:12

Right. It's why Luke came to this district.

00:07:13:12 - 00:07:17:07

You follow Luke and why you came to this district? Because, you know, there is a need.

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There's also that's where the fulfillment lies. Right, right.

00:07:20:08 - 00:07:27:04

And so but amongst the struggle and the challenge that that we're not ignorant to or ignoring,

00:07:27:06 - 00:07:32:01

there's opportunity and it's really hard and I, I confront this too.

00:07:32:01 - 00:07:33:19

That's why I like your idea of the positive postcards.

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Is just for people to see positivity and opportunity and hope.

00:07:39:13 - 00:07:43:05

Is important, especially amongst daily challenges.

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Right. Yeah.

00:07:44:15 - 00:07:48:22

But when you're leading an organization like we are, you,

00:07:48:22 - 00:07:53:21

you have to be leading and building on that hope, right?

00:07:54:01 - 00:07:57:12

Absolutely. And there's that kind of at the heart of why you do that.

00:07:57:12 - 00:08:03:00

Well, originally it was you know, I want every single student to feel wanted.

00:08:03:02 - 00:08:06:22

I want every single student to feel like they matter.

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You know, not just our athletes, not just our students.

00:08:10:21 - 00:08:14:10

Like every single student that attends our school, they matter.

00:08:14:10 - 00:08:16:05

And and I want them to know that.

00:08:16:05 - 00:08:20:12

And so I want teachers to to be able to,

00:08:20:13 - 00:08:21:15

let those kids know.

00:08:21:15 - 00:08:28:06

And it may not be the a student that's getting the positive postcard,
but maybe it's the student that all of the sudden has

00:08:28:08 - 00:08:32:00

has made some progress. Right?

And they're trying hard. They're working hard.

00:08:32:00 - 00:08:36:02

And just to to get that that postcard from your teacher.

00:08:36:02 - 00:08:40:19

And we have them delivered with a mint. Right. It's like a compliment.

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But but not only the students, you know, teachers sometimes
struggle, too.

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Oh, and and teaching sometimes it can be challenging and it can.

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It's amazing. But it can be.

00:08:53:03 - 00:08:54:11

It can be difficult sometimes.

00:08:54:11 - 00:08:59:21

And so, the idea came up, last year
that why aren't we doing this with our students?

00:08:59:21 - 00:09:06:00

And so when we have students in the office, we're asking them,
do you have anyone that you're grateful for?

00:09:06:02 - 00:09:08:10

Any adult in the building?

00:09:08:10 - 00:09:11:00

And would you take a minute and and write a postcard?

00:09:11:00 - 00:09:15:21

And I find that when kids again have gratitude in their heart,

00:09:15:23 - 00:09:19:11

it maybe makes them either less angry.

00:09:19:11 - 00:09:21:02

It just changes their mindset.

00:09:21:02 - 00:09:22:11

I think it's a shift in mindset.

00:09:22:11 - 00:09:26:07

And I think it's it's valuable to kids.
I think it's valuable to adults.

00:09:26:07 - 00:09:27:17

Just for. People. Yeah.

00:09:27:17 - 00:09:31:19

To approach things in a positive way,
that we do have good things in our life, even

00:09:31:19 - 00:09:36:18

some of our kids that have really challenging situations,
they can find some things that are good.

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And so I think that's been good to have them write those postcards.

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And I know teachers do love to get those positive postcards
or those gratitude postcards.

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From our students.

00:09:45:23 - 00:09:52:10

I had a student
that, handed me a gratitude postcard, which I was not expecting.

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Just right before the break. So on Thursday was the students.

00:09:55:12 - 00:09:56:10

It was their last day.

00:09:56:10 - 00:10:00:14

And he came up and said,
I just wanted to tell you Merry Christmas and give you this.

00:10:00:14 - 00:10:05:21

And he had picked a couple postcards up in the office,
but I had no idea he was writing one for me.

00:10:05:21 - 00:10:07:13

And it kind of made my day.

00:10:07:13 - 00:10:12:18

You know, and he said, I, I just appreciate you
and that you haven't given up on me.

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And, Yeah, that's going to feel good. Yes.

00:10:15:20 - 00:10:19:06

And and I think it just makes us love our students even more.

00:10:19:06 - 00:10:22:11

That's the shot in the arm. The teachers that have been need.

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Yeah.

00:10:23:08 - 00:10:27:19

To know that the effort and the and frankly, the struggle sometimes.

00:10:27:19 - 00:10:32:00

Yes, that is leading to positive impact for the kids. Absolutely.

00:10:32:00 - 00:10:35:08

That's proof right there. Right.
But you're not done. And it's like okay.

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Yeah. Now we got to keep going. Yeah.

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Yeah that's nice.

00:10:37:22 - 00:10:43:01

And I'm glad you bring the the concept up
because you know at first you said

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a lot of the success is because of the people
and also because of the systems.

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And some people might think when you say systems it means that.

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But just this big machine
that just turns and plug and play and one size fits.

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All right.

00:10:56:15 - 00:10:58:07

I wish it was that easy.

00:10:58:07 - 00:11:04:14

But I have to think that teachers and administrators have to have
access to good, strong systems that they can count on for structure.

00:11:04:16 - 00:11:07:03

I think we need systems. That's what makes it go.

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But if we don't have relationships,
like I think relationships are everything.

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And I think,

00:11:14:20 - 00:11:19:20

you know, being careful about what you say to kids and,

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making kids feel welcome.

00:11:21:19 - 00:11:25:16

Making them feel safe, making them feel,

00:11:25:16 - 00:11:27:14

like they can ask questions in your classroom.

00:11:27:14 - 00:11:30:00

Like they can make mistakes and fail forward.

00:11:30:00 - 00:11:34:07

And I think that's what we're really trying to promote, that it's okay to make mistakes.

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And we just want you to keep trying, keep working to problem solve, keep working to get better.

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Right.

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Well, it's heartening

00:11:41:14 - 00:11:46:07

to hear, but I can attest from personal experience,

00:11:46:09 - 00:11:49:04

that that does happen because my my own daughter is a dog. Hi.

00:11:49:04 - 00:11:53:18

My younger daughter's at mount on junior high and playing sports, and I, you know. Yes.

00:11:53:20 - 00:11:58:03

I've also seen the way you coach and I think it it's got to be a reflection of the way you teach.

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Right.

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So I hope for.

00:12:00:13 - 00:12:04:09

Shauna was my daughter's football coach for a while, and

00:12:04:09 - 00:12:10:13

it was it was really enlightening to me to watch you coach, to watch you teach, to watch you mentor kids.

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It was impressive.

00:12:11:18 - 00:12:12:04

Thank you.

00:12:12:04 - 00:12:13:15

So that's how you teach.

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I know you're in your hands.

00:12:15:07 - 00:12:18:13

I, I I'm a firm believer in being kind.

00:12:18:13 - 00:12:19:10

Oh, yeah.

00:12:19:10 - 00:12:21:21

And holding kids accountable.

00:12:21:21 - 00:12:25:02

I think there's a way to do things,
and I think there's a right way to do things.

00:12:25:02 - 00:12:30:12

But I think we can do it in a kind manner and and be kind.

00:12:30:14 - 00:12:34:02

I it doesn't mean that that everything is just fun and games.

00:12:34:02 - 00:12:40:09

I think that we we have high expectations and we have to
sometimes revisit those expectations.

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But I am 100% about kindness and accountability.

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Yeah.

00:12:45:23 - 00:12:47:19

You know, with that that has come up before.

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And it might have been my fire chief that

00:12:50:08 - 00:12:53:15

that was in your chair that that mentioned it.

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But we talk about it in our leadership team a lot.

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How kindness does not mean letting people get away with things.

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That correct doesn't mean letting people be at their best
or not following directive or whatever.

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You know what I mean?

00:13:07:07 - 00:13:11:12

Accountability actually is an act of love.

00:13:11:12 - 00:13:12:04

Absolutely right.

00:13:12:04 - 00:13:12:22

And it doesn't mean we do it.

00:13:12:22 - 00:13:17:02

Heartless that we're cruel now, but it's like, you know, you're not cutting it.

00:13:17:02 - 00:13:19:16

And I love you enough to tell you that. Yeah.

00:13:19:16 - 00:13:21:11

And to help you get to where you can.

00:13:21:11 - 00:13:22:16

And do you know.

00:13:22:16 - 00:13:27:03

I, I believe that 100% or telling someone I've seen you do better.

00:13:27:04 - 00:13:28:22

I know you can do better. Right?

00:13:28:22 - 00:13:32:01

And, And that's not a mean thing. It's not a dig.

00:13:32:01 - 00:13:35:06

It's a I value you, and I just.

00:13:35:06 - 00:13:39:06

I have these high expectations.
Let's revisit those. And let's like what?

00:13:39:06 - 00:13:41:01

What is keeping you from. Yeah.

00:13:41:01 - 00:13:42:17

From meeting those expectations.

00:13:42:17 - 00:13:44:06

And how can I help you?

00:13:44:06 - 00:13:47:23

And I think we do the same thing with with students. Right.

00:13:47:23 - 00:13:51:07

They're not meeting an expectation. What's the barrier?
How can I remove it?

00:13:51:07 - 00:13:53:09

How can I help you now be successful? Right.

00:13:53:09 - 00:13:57:04

And same thing with teachers, adults.
We all need the same thing. Absolutely.

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At different points in our life, like, depending on where we're at.

00:14:00:21 - 00:14:06:14

You know, that's that's such a I'm. I love where this is going because

00:14:06:16 - 00:14:10:04

like when I talk to our staff and my, my leadership team

00:14:10:04 - 00:14:15:18

and tell me, if you talk to your, your team and,
and your students in the same way, but it's like, I love you

00:14:15:18 - 00:14:24:03

enough to know and to see you for what you can be and what you are,
and to see you for your best and to help you be your best.

00:14:24:05 - 00:14:27:22

And part of that is me having an honest conversation with you,

00:14:27:22 - 00:14:31:16

reinforcing that I love you, but that I see more and better, right?

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Absolutely.

00:14:32:19 - 00:14:36:06

And is that how it kind of works at the school too?

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I, I believe that that's the right way.

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I think sometimes leaders will let things slip and slip and slip

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until it becomes really bothersome or really frustrating.

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And I think that's maybe a little too late.

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Yeah, I think we do things right.

00:14:53:15 - 00:14:58:03

And if we ask someone to do it a certain way, then we want it that way,

00:14:58:05 - 00:15:02:22

and we revisit expectations in a kind way and then we continue.

00:15:03:00 - 00:15:04:19

I think that's part of the learning process.

00:15:04:19 - 00:15:07:20

It is and the growth process as a result.

00:15:07:20 - 00:15:12:02

But like I'm I tell my team, I'm like, sometimes

00:15:12:02 - 00:15:18:07

if you have an awkward conversation or maybe an uncomfortable conversation, if you avoid it, it becomes a miserable conversation.

00:15:18:07 - 00:15:20:13

Yes, it becomes worse. Tenable. Right?

00:15:20:13 - 00:15:24:21

And then sometimes people, want to avoid each other. Right.

00:15:25:01 - 00:15:31:22

And so I don't think well, I, I don't know, I don't know of very many people that like hard conversations.

00:15:32:00 - 00:15:35:03

I think it's necessary. Right.

00:15:35:03 - 00:15:38:08

In the field we work in.

00:15:38:10 - 00:15:41:15

To help people grow, to help them to become their best.

00:15:41:15 - 00:15:42:09

100%.

00:15:42:09 - 00:15:46:09

I mean, we shouldn't even be in these positions if we can't have a. Right uncomfortable.

00:15:46:09 - 00:15:47:04

Conversation.

00:15:47:04 - 00:15:51:15

Sometimes hard, sometimes miserable.

00:15:51:17 - 00:15:53:10

To get some things out. Yes.

00:15:53:10 - 00:15:55:18

But I also think it's our job like, oh yeah.

00:15:55:18 - 00:16:00:08

If I want people to grow around me, which that's the field I'm in.

00:16:00:10 - 00:16:01:21

I have to do that.

00:16:01:21 - 00:16:04:22

Well I think it helps to if you're open to growth of your own.

00:16:04:22 - 00:16:05:17

Absolutely.

00:16:05:17 - 00:16:10:21

And honest input back because I mean, I'm not going to sit here and say I'm the perfect leader now.

00:16:10:22 - 00:16:13:19

I'm the mayor. I'm the perfect leader. You do everything I say or else.

00:16:13:19 - 00:16:17:14

That's a that's a that's no way to really build buy in and.

00:16:17:14 - 00:16:19:22

Right, right. In motivation.

00:16:19:22 - 00:16:20:21

And I feel the same.

00:16:20:21 - 00:16:25:20

I feel like I'm constantly looking for a better way
not to just change everything,

00:16:25:20 - 00:16:30:19

but better ideas, better ways, better ways to motivate people.

00:16:30:21 - 00:16:32:15

Better ways to help my teachers.

00:16:32:15 - 00:16:35:04

I have amazing teachers. I feel so lucky.

00:16:35:04 - 00:16:38:03

We have amazing teachers at org and and,

00:16:38:05 - 00:16:40:21

Oh, they they work so hard

00:16:40:21 - 00:16:48:07

to to meet every student where they're at
and then to push them to where they want to that where they want to be.

00:16:48:09 - 00:16:54:14

I think that's the biggest thing is helping these kids
so that when they leave high school, they have some skills

00:16:54:16 - 00:17:02:19

that they can be successful in life and and also that they have,
you know, if, if they want to if they want to be a doctor, great.

00:17:02:19 - 00:17:06:02

We're going to push them in that direction
and we're going to do everything in our power.

00:17:06:02 - 00:17:07:18

If they want to be a welder.

00:17:07:18 - 00:17:10:01

We're going to put everything right.

00:17:10:01 - 00:17:12:07

And the pathways they're in there. Yes.

00:17:12:07 - 00:17:14:23

And we just have so many options in our district.

00:17:14:23 - 00:17:17:16

When you look at Oh tech high. Yep.

00:17:17:16 - 00:17:22:23

And and the vision of, of our district leaders.

00:17:23:01 - 00:17:23:23

I love it.

00:17:23:23 - 00:17:25:22

And I think

00:17:25:22 - 00:17:28:19

it is there is something for every single student.

00:17:28:19 - 00:17:34:17

So if you're watching me or listening
and you're wondering about, oh, tech high and all of the pathways

00:17:34:19 - 00:17:39:23

to success within the school district,
go and listen to the episode with me and Superintendent Luke Rasmussen.

00:17:40:00 - 00:17:42:02

He kind of lays a lot of these out.

00:17:42:02 - 00:17:46:15

Brad Mortensen touches on them as well,
and so does President Taggart at the trade school.

00:17:46:17 - 00:17:47:19

Yeah. And they speak.

00:17:47:19 - 00:17:51:05

They speak from the same sheet of music
because they're. And I'll tell you why.

00:17:51:05 - 00:17:57:22

Just to wrap that up is that those are opportunities to meet kids
where they're at, but it's also opportunities to align pathways

00:17:57:22 - 00:18:02:21

to different careers that this community needs and where
there's opportunities that are coming and they're already here.

00:18:02:23 - 00:18:08:12

Yes. So we're not just sending kids down
pathways that lead to nothing or nowhere or to other communities.

00:18:08:14 - 00:18:11:01

We're setting them up for success on the things that are

00:18:11:01 - 00:18:15:12

that this city and my administration are going after in terms
of economic opportunity in their future.

00:18:15:16 - 00:18:16:16

Yes. Right.

00:18:16:16 - 00:18:21:17

I think it makes their education more valuable
when they when they have that pathway

00:18:21:17 - 00:18:28:05

and they can see, that end goal, whether it's a certificate at OTC or, you know, it could be something there.

00:18:28:05 - 00:18:31:11

And then they want to go on to Weaver State, or they want to go to the U.

00:18:31:11 - 00:18:33:12

Or out of wherever they want to go.

00:18:33:12 - 00:18:37:05

I think that's the big thing is we have to know our kids.

00:18:37:05 - 00:18:41:18

We have to first of all, if they don't know what they want to do, and a lot of.

00:18:41:18 - 00:18:42:19

Them don't come. Coming. Yeah.

00:18:42:19 - 00:18:46:13

Then I think we help them find experiences.

00:18:46:13 - 00:18:55:04

And maybe those experiences say, I don't want to be a welder or I do or I, I, I thought I wanted to go into the medical.

00:18:55:04 - 00:18:56:11

I've had students.

00:18:56:11 - 00:19:00:18

I said, I thought I wanted to go into the medical field and then I

00:19:00:20 - 00:19:05:14

did some work in there, and I found out my stomach is that's not going to be a good thing for me.

00:19:05:14 - 00:19:11:00

And so I think whatever it is, we're helping them find who they're going to become.

00:19:11:00 - 00:19:13:21

And it's so,

00:19:13:21 - 00:19:14:08

I don't know.

00:19:14:08 - 00:19:19:00

It's such a fun experience when you can do that and when, when kids graduate

00:19:19:00 - 00:19:23:16

or they come back a few years later and, and they tell you what they're doing, it's pretty amazing.

00:19:23:16 - 00:19:27:14

I think that's when, you know, wow, we were successful. Oh, yeah.

00:19:27:14 - 00:19:29:17

Yeah. It's not very some years later, I think.

00:19:29:17 - 00:19:35:19

You use the term fun and it is fun,
but I think actually it's what you're talking about is fulfillment.

00:19:35:21 - 00:19:40:00

Yes. And I seek I no longer seek fun.

00:19:40:00 - 00:19:43:12

This job there's really nothing
fundamental. The job, to be honest with you.

00:19:43:14 - 00:19:45:04

It's pretty miserable at times.

00:19:45:04 - 00:19:48:21

But, I say that truthfully, but jokingly too.

00:19:48:21 - 00:19:52:04

Correct. Because it's. Yeah, it can suck.

00:19:52:04 - 00:19:57:13

But even the suck in most
especially the suck is actually fulfillment in the works.

00:19:57:13 - 00:19:58:23

That's the work towards, right?

00:19:58:23 - 00:20:02:01

You just have these moments where you're like, oh my gosh, right?

00:20:02:01 - 00:20:06:08

That feeling you get inside yourself
and the energy in the it's like goosebumps on your.

00:20:06:12 - 00:20:08:23

Well when you when you're I think you're making a. Difference.

00:20:08:23 - 00:20:11:22

Yeah. When you have a kid give you that that note.

00:20:11:22 - 00:20:13:16

Right. Absolutely.

00:20:13:16 - 00:20:19:01

And you know, I mean, I'll never forget I was working,

00:20:19:03 - 00:20:25:12

in another district, and Luke had come over here and I taught,

00:20:25:14 - 00:20:27:23

with Eric Thompson, who was our football coach.

00:20:27:23 - 00:20:29:23

I taught with him for a number of years.

00:20:29:23 - 00:20:35:11

We shared a classroom, and Eric had called me one day and said, I'm
thinking about going to Ogden.

00:20:35:11 - 00:20:36:13

Do you think that's crazy?

00:20:36:13 - 00:20:40:21

And I said, no, I think they need good people,
and I think you would be amazing.

00:20:40:21 - 00:20:45:12

And so it was,
I think pretty close to the year after that, I then I followed.

00:20:45:12 - 00:20:52:06

Yeah, well, I followed Luke over,
but Eric was also here and and some other people. So

00:20:52:08 - 00:20:52:14

yeah.

00:20:52:14 - 00:20:56:06

So and that's a, that's good people
coming to be a part of the cause and the mission.

00:20:56:06 - 00:21:01:17

And I think what we're talking about Jonah principle, any
whatever the kids call you.

00:21:01:19 - 00:21:04:05

Yes. That's mine.

00:21:04:05 - 00:21:09:11

You're we're talking about finding our way,
aligning our work with our purpose and our passion.

00:21:09:13 - 00:21:13:08

And when you do that, you get the best out of yourself
and out of others, right?

00:21:13:08 - 00:21:15:08

Absolutely. It's all part of leadership.

00:21:15:08 - 00:21:17:16

But I think

00:21:17:16 - 00:21:20:15

I think that's why you won principal the year.

00:21:20:15 - 00:21:21:19

Well, I appreciate that.

00:21:21:19 - 00:21:28:14

I, I always tell students, if you if you work a job you love,
you'll never work a day in your life.

00:21:28:16 - 00:21:35:05

And it's not that I'm not working,
but I, I think it's because I, I love my teachers.

00:21:35:05 - 00:21:37:15

I have I feel like I have a good relationship with them.

00:21:37:15 - 00:21:43:23

I love my staff, they work hard and I love our students and I.

00:21:44:01 - 00:21:46:21

I probably don't love every single task like you're talking about.

00:21:46:21 - 00:21:51:20

Some tasks can be. Every job, some. Yeah, challenging. But,

00:21:51:22 - 00:21:53:01

yeah, I don't feel like that.

00:21:53:01 - 00:21:56:00

I don't wake up and think, I don't want to go to school today.

00:21:56:00 - 00:22:02:03

Like, I always think, what's this day going and bring,
you know, and yeah, I feel like there's something new every day.

00:22:02:05 - 00:22:08:08

And, my assistants were talking the other day
and they're like, it's the day just goes by so fast.

00:22:08:09 - 00:22:12:07

Like there's so much to do, so many kids to work with.

00:22:12:07 - 00:22:16:01

And, it does make it makes the day go by quickly.

00:22:16:01 - 00:22:25:01

I never look at the clock and, yeah,
I, I can't imagine, another job outside of education.

00:22:25:03 - 00:22:27:19

That I that I would love this much. I'm glad to hear that.

00:22:27:19 - 00:22:30:23

I hope you stay for a long, long time.

00:22:30:23 - 00:22:32:06

Let's brag on Heather.

00:22:32:06 - 00:22:37:11

Drive for a minute, because you talked about systems.
You talked about meeting kids where they're at.

00:22:37:13 - 00:22:39:15

Had an experience with her recently.

00:22:39:15 - 00:22:42:21

Well, I was going to tell you, if you haven't had her on the show,
you need to have.

00:22:42:21 - 00:22:46:19

I was thinking that same thing. When you talk about pathways. Yes.

00:22:46:19 - 00:22:50:19

Heather Gerard is probably one of the smartest people I know.

00:22:50:19 - 00:22:51:02

Right?

00:22:51:02 - 00:22:58:18

And I am so lucky that she is my direct supervisor
and I learn from her every time I'm with her.

00:22:58:20 - 00:23:03:12

So I had an experience where, so we, we operate, manage an airport.

00:23:03:14 - 00:23:07:03

That airport's been a dumpster fire for years.

00:23:07:03 - 00:23:09:04

Just a huge social, political mess forever.

00:23:09:04 - 00:23:13:11

And it was one of the early things I had to bite into
because it was so controversial.

00:23:13:11 - 00:23:21:06

And, I've actually in the two years
we've I've gotten to know so many tenants and stakeholders out there

00:23:21:08 - 00:23:22:22

that,

00:23:22:22 - 00:23:28:04

that I've built relationships of trust
with people that used to be in positions of complete mistrust

00:23:28:06 - 00:23:32:10

and as evidence of that,

00:23:32:10 - 00:23:37:13

I had a stakeholder
come to me that runs a big, aerospace company out there.

00:23:37:13 - 00:23:46:04

And he said, I really want to align the youth of our state
with the opportunities for aerospace and defense

00:23:46:06 - 00:23:50:13

and the, the, the aeronautics, aerospace, defense industries.

00:23:50:15 - 00:23:56:21

Sound cool, but there's so many different veins within it
that, even I'm not even clear on all of them at all.

00:23:56:21 - 00:23:57:16

Right, right.

00:23:57:16 - 00:24:02:13

And I rely on my partners
to help me and for me, for industry needs and so on.

00:24:02:15 - 00:24:06:07

But he said, we'd really like to start in Ogden,

00:24:06:07 - 00:24:12:00

and we're hopeful that you'd introduce us to the to the superintendent
and see if this is something he'd be willing to bite into.

00:24:12:02 - 00:24:16:01

So they organize a meeting brought,

00:24:16:03 - 00:24:18:12

brought Luke in and Luke came with, Heather.

00:24:18:12 - 00:24:27:03

Gerard and I watched as we talked about the defense and aerospace, needs and the how the Ogden City wants to capture on those needs.

00:24:27:03 - 00:24:33:02

But instead of bringing people in from the outside completely, how do we prepare our people for these opportunities?

00:24:33:04 - 00:24:37:00

And then watch the district come in with Luke's leadership and empowerment

00:24:37:00 - 00:24:41:10

to Heather and then Heather, just knock it out of the park on how we can take that.

00:24:41:10 - 00:24:44:06

Put it into the systems. Yes, right.

00:24:44:06 - 00:24:46:22

To meet the people's needs for where they're at.

00:24:46:22 - 00:24:51:17

And it was such an important it was just like watching

00:24:51:19 - 00:24:52:20

like an orchestra or something.

00:24:52:20 - 00:24:57:23

I just felt so much fulfillment in the moment because it's like this alignment is so important, right?

00:24:58:00 - 00:25:00:01

It is. It's so critical.

00:25:00:01 - 00:25:05:09

What if we were preparing our kids for all these pathways that lead to nothing here, and then they got to leave.

00:25:05:11 - 00:25:08:13

Now we're leaving the fabric of our city, losing the fabric of our city and our kids.

00:25:08:13 - 00:25:10:23

Right? Right. We're losing families.

00:25:10:23 - 00:25:13:23

We're just displacing ourselves. And so,

00:25:14:01 - 00:25:17:06

huge hats off to hat off to, to Heather.

00:25:17:06 - 00:25:20:02

Yes. For the way, in fact,

00:25:20:02 - 00:25:27:18

in that setting, they talked about aptitude and how we should be rather than asking kids about what are their passions.

00:25:27:20 - 00:25:31:09

Well, we got to also ask them what is their aptitude, the things that they're

00:25:31:09 - 00:25:35:16

most wired to succeed in, in that they are have you know what I mean?

00:25:35:18 - 00:25:38:07

Yeah. And it's skill sets that Heather would talk a lot better about this.

00:25:38:07 - 00:25:45:20

Well, and Heather is or is kind of set up, our entire district, students start in elementary with that.

00:25:46:01 - 00:25:46:17

Right? Right.

00:25:46:17 - 00:25:51:05

And they're taking some tests to try and figure out, like, what am I good at?

00:25:51:07 - 00:25:53:14

Where are my interests?

00:25:53:14 - 00:25:57:21

She works with our counselors on this all of the time so that they have a personalized,

00:25:58:01 - 00:26:04:11

you know, college and career readiness, portfolio, so that every student has one.

00:26:04:13 - 00:26:09:00

And that's, that's what we're really trying to educate our teachers on,

00:26:09:02 - 00:26:10:12

is how do they

00:26:10:12 - 00:26:15:05

help a student, even though they don't know everything about all credits and, and all pathways,

00:26:15:10 - 00:26:22:12

but trying to educate all of our teachers to try and ask the right questions so that kids can start thinking ahead.

00:26:22:14 - 00:26:22:22

Right.

00:26:22:22 - 00:26:28:17

Because kids will say, I don't know what I want, I want to be, but so then what questions do we ask to get them there?

00:26:28:21 - 00:26:29:07

Right?

00:26:29:07 - 00:26:33:17

So my daughter just recently took her an exam that measured her aptitude.

00:26:33:18 - 00:26:35:06

Yes, basically.

00:26:35:06 - 00:26:37:22

And you science. You science.

00:26:37:22 - 00:26:39:17

And that was the tool actually that was proposed

00:26:39:17 - 00:26:44:07

to, to be used to, to measure aptitude so that we can align kids in the pathway that works best for them.

00:26:44:09 - 00:26:46:22

Because if you I mean, I can speak for personal experience.

00:26:46:22 - 00:26:52:12

I didn't go through school and be like, one day I won't be the mayor never came up right?

00:26:52:14 - 00:26:52:22

Correct.

00:26:52:22 - 00:26:55:16

I don't think I did the same thing for being a principal either, right?

00:26:55:16 - 00:26:56:10

I had no idea.

00:26:56:10 - 00:27:00:05

I was talking about what I was passionate about, which was in wildlife, and I had an amazing career there.

00:27:00:05 - 00:27:05:08

I loved it, but I did absolutely hit points where I was like, I am not wired

00:27:05:08 - 00:27:11:02

for building analytic models, but that was a job I was in as a biologist, right?

00:27:11:02 - 00:27:15:09

I studied fisheries biology and stream ecology and yada yada yada.

00:27:15:13 - 00:27:20:20

And I found myself in these positions where I'm like, I'm building these huge statistical models and I'm writing code from scratch.

00:27:20:22 - 00:27:22:11

And I figured it out.

00:27:22:11 - 00:27:25:07

I know, surprise, surprise, surprise, right?

00:27:25:07 - 00:27:30:22

I figured it out with the help of my professors and everything through grad school and everything, but it was never what I was good at.

00:27:31:00 - 00:27:34:16

I was never set up to to really knock it out of the park, that industry in that way.

00:27:34:16 - 00:27:36:15

So I had to get in a different lane.

00:27:36:15 - 00:27:39:09

And that's when I went into the public policy and legislative affairs.

00:27:39:09 - 00:27:41:15

And, you know, I mean, yeah.

00:27:41:15 - 00:27:46:20

I think sometimes it just it takes people longer to get into the path that they're meant to be in.

00:27:46:20 - 00:27:48:22

But if they. Find it, yes, there's.

00:27:48:22 - 00:27:52:06

So many kids we're losing because we're not aligning them early.

00:27:52:06 - 00:27:54:02

Right. Well, and that's what I'm hoping.

00:27:54:02 - 00:27:55:21

And that's what I always tell kids.

00:27:55:21 - 00:27:58:21

If you don't know, let's let's keep investigating.

00:27:58:21 - 00:28:02:22

Let's keep let's try some different classes. Let's write.

00:28:02:22 - 00:28:04:23

Maybe we say, okay, you don't like this.

00:28:04:23 - 00:28:09:00

So, so when you if you're out there listening, you hear the term pathways.

00:28:09:00 - 00:28:12:06

Yeah. Because it comes up a lot in the, in the education space.

00:28:12:08 - 00:28:13:11

This is what we're talking about.

00:28:13:11 - 00:28:19:02

It's it's like a pipeline you know, how do you pipeline into opportunities that work for you.

00:28:19:04 - 00:28:24:12

And so again it's that interplay of systems and people meeting where they're at, having the relationship

00:28:24:14 - 00:28:27:12

at the level where you know them
well enough to love them and help them get to where.

00:28:27:12 - 00:28:29:08

Right? Yes, absolutely.

00:28:29:08 - 00:28:30:12

And I think why not?

00:28:30:12 - 00:28:36:16

You know, sometimes I've had students that say,
I want to go to OTC to be a nail tech,

00:28:36:18 - 00:28:41:01

and then I'm going to use that as my career to put me,

00:28:41:02 - 00:28:44:23

or a job to put me through school at a university.

00:28:44:23 - 00:28:49:12

So I have kids that are using some of the training at the tech college.

00:28:49:14 - 00:28:53:21

To then propel them forward into, into another career.

00:28:53:21 - 00:28:57:04

But just having options.

00:28:57:04 - 00:29:01:11

And I think that's what we want to give kids.
We want to give them options, right?

00:29:01:11 - 00:29:06:01

Options that work for them and opportunities
that can help them put food on the table and provide for family.

00:29:06:03 - 00:29:09:11

In the. Family. Supporting futures. Right? Yes.

00:29:09:11 - 00:29:13:14

You know, I mean, the
the technology is such an important part of it because not

00:29:13:14 - 00:29:17:23

every kids meant to go to college
or wants to go to college and get a degree, right?

00:29:17:23 - 00:29:19:20

Or maybe not right now.

00:29:19:20 - 00:29:20:04

Right.

00:29:20:04 - 00:29:25:17

You know, and that's the other thing I think we don't know
the timeline on kids might be right after graduation.

00:29:25:19 - 00:29:27:01

It might be ten years from now.

00:29:27:01 - 00:29:33:14

So what can we do
in the meantime to set them up so that they have the skills?

00:29:33:16 - 00:29:35:21

They they have the skills to make those decisions.

00:29:35:21 - 00:29:40:04

They have they have skills to take care of themselves
when they leave high school.

00:29:40:09 - 00:29:41:18

You know,

00:29:41:18 - 00:29:44:01

I don't know if I should let the candidate back a little bit.

00:29:44:01 - 00:29:48:01

But the industry partners approach museums pride January,

00:29:48:01 - 00:29:51:09

he owns Apogee Works, and there are a company out

00:29:51:09 - 00:29:55:18

at the airport
that that, works in the defense and aerospace industries.

00:29:55:18 - 00:30:00:12

And what he was telling me is that kids
won't always know what that pathway looks like

00:30:00:12 - 00:30:04:20

and what the opportunities are within the industry,
and so that this is all an effort to make them aware.

00:30:04:21 - 00:30:07:21

But then his idea is

00:30:07:21 - 00:30:11:22

with his help, he's
trying to position the kids to where they can get into the workforce

00:30:11:22 - 00:30:17:18

early in ways that is, you know, entry level either
during school or after.

00:30:17:20 - 00:30:25:04

But then if the kid wants to go to the trade school
and get certifications on nondestructive investigation, whatever,

00:30:25:06 - 00:30:29:18

or go back and get an engineering degree
or project management or whatever,

00:30:29:20 - 00:30:32:03

they're actually in the industry then,

00:30:32:03 - 00:30:36:10

and there's so many opportunities for the industry
to actually pay for the education at that point.

00:30:36:11 - 00:30:37:16

Yes. Right.

00:30:37:16 - 00:30:44:01

So they're they're looking the industry is looking for fit early instead of just churning through kids

00:30:44:01 - 00:30:48:21

and finding that there's areas where they're not a fit anymore because they have a evaluated aptitude.

00:30:48:23 - 00:30:50:05

Right, right.

00:30:50:05 - 00:30:52:02

And so I'm telling you, you guys, again,

00:30:52:02 - 00:30:58:12

school districts doing things that other districts are not doing beyond just X's and O's and one twos and threes.

00:30:58:14 - 00:31:03:23

How do you use those skills in addition to life skills like the mindset and mental toughness and rigor?

00:31:03:23 - 00:31:08:06

You know, I mean absolutely. And apply them to a lifetime of

00:31:08:08 - 00:31:11:04

economic opportunity like

00:31:11:04 - 00:31:13:11

name a district that's doing it better.

00:31:13:11 - 00:31:15:13

Like we're the earliest.

00:31:15:13 - 00:31:18:05

We're the ones doing it in. They're starting to shape that stuff around the state now.

00:31:18:05 - 00:31:19:05

Right?

00:31:19:05 - 00:31:22:00

I think Heather Gerard is definitely a leader in.

00:31:22:00 - 00:31:23:23

Big. Time in that area.

00:31:23:23 - 00:31:29:01

And I and I think, CTE directors around the state,

00:31:29:03 - 00:31:32:17

I think they probably learn a lot from her every time they speak with her.

00:31:32:17 - 00:31:33:06

Yeah.

00:31:33:06 - 00:31:37:02

So anyway, I'm we're bragging on everything right. Now, but that's okay.

00:31:37:02 - 00:31:40:14

But that's the that's the point of the interview is to,

00:31:40:14 - 00:31:44:13

is to brag about the the accomplishment and the win of principal here.

00:31:44:13 - 00:31:46:03

Thank you.

00:31:46:03 - 00:31:50:16

But to to really recognize the things that you're surrounded by and the people you're surrounded by

00:31:50:18 - 00:31:55:06

and the and the why and the purpose and the passion behind the why.

00:31:55:08 - 00:32:00:12

And, the kids being your why, right.

00:32:00:14 - 00:32:01:04

Absolutely.

00:32:01:04 - 00:32:06:13

I, I and I've probably said absolutely five times, but I, I

00:32:06:15 - 00:32:08:19

the kids are why we're here.

00:32:08:19 - 00:32:09:08

They are.

00:32:09:08 - 00:32:14:13

And figuring out how we can do it better.

00:32:14:15 - 00:32:21:00

I mean, and that's what teachers are doing whenever they're meeting, you know, they're, they're looking at at test scores.

00:32:21:00 - 00:32:27:15

They're looking at how kids are doing and, and saying, what can we do to teach this a little bit better?

00:32:27:15 - 00:32:30:01

What do we need to do to fill in gaps?

00:32:30:01 - 00:32:33:10

Where where do kids have gaps so that we can help them be better?

00:32:33:10 - 00:32:37:14

So I think that's in everything we do. Yeah. At Ogden.

00:32:37:14 - 00:32:43:06

So if you don't mind me asking, what are what are some of the things that you haven't done yet

00:32:43:08 - 00:32:46:15

that you're looking forward to?

00:32:46:15 - 00:32:50:11

For Ogden and for the kids and for the district

00:32:50:11 - 00:32:53:00

and for the high school, for teachers, whatever.

00:32:53:00 - 00:32:54:09

That we haven't.

00:32:54:09 - 00:32:54:14

Yeah.

00:32:54:14 - 00:32:58:05

Like there's always more, but, like, what? Still needs more work.

00:32:58:05 - 00:32:59:10

What still needs more?

00:32:59:10 - 00:33:00:21

Well, for attention, you know what?

00:33:00:21 - 00:33:03:15

We're always kind of work on literacy.

00:33:03:15 - 00:33:05:13

We are going to work on improving that.

00:33:05:13 - 00:33:13:04

And, you know, we'll we'll get ready to test just as everyone else will around the state here coming up in the spring. And,

00:33:13:06 - 00:33:16:15

you always hope that

00:33:16:15 - 00:33:20:00

that what we're doing and what we're teaching our teachers,

00:33:20:00 - 00:33:24:04

what we're doing in the classroom is enough, to make progress.

00:33:24:04 - 00:33:27:01

I think that's the biggest thing. We want to get better.

00:33:27:01 - 00:33:30:22

I'm pretty competitive, so I want my students.

00:33:30:22 - 00:33:34:17

I do I want my students to do. Well, yeah.

00:33:34:19 - 00:33:37:16

Sometimes we get scores back, and it's kind of heartbreaking.

00:33:37:16 - 00:33:41:08

And then sometimes we get them back and we are

00:33:41:08 - 00:33:44:13

amazed at, what's going on.

00:33:44:13 - 00:33:48:15

And so I think getting all of our students caught up.

00:33:48:15 - 00:33:49:21

Right.

00:33:49:21 - 00:33:53:01

All of our students at that level where

00:33:53:01 - 00:33:56:21

they can go out and be successful in life,
I mean, it really, that's the key to this.

00:33:56:21 - 00:34:01:08

But but so, yes, we have test scores, but it's because of literacy.

00:34:01:10 - 00:34:03:19

It's because of our, our math skills. Right.

00:34:03:19 - 00:34:09:10

And I think math, just like anything else,
it teaches kids to solve problems.

00:34:09:12 - 00:34:14:15

And, I think when students realize that that it's it's
not just about the math itself.

00:34:14:15 - 00:34:16:17

It's about learning to solve the problem.

00:34:16:17 - 00:34:23:11

And and do I have the grit
and do I have what it takes to keep working through it?

00:34:23:13 - 00:34:25:02

Some tenacity.

00:34:25:02 - 00:34:28:20

You know, when you talk about literacy, I.

00:34:28:20 - 00:34:32:03

Think we need to talk about the systems again a little bit,

00:34:32:03 - 00:34:34:18

especially since you're at the high school level.

00:34:34:18 - 00:34:37:15

There's a lot of system and and levels before you.

00:34:37:15 - 00:34:41:08

And when you talk about literacy, it's early childhood literacy, right.

00:34:41:08 - 00:34:47:13

But then making sure they have that foundation early
and then keeping them literate and growing.

00:34:47:18 - 00:34:50:14

And building. And building on that. Right. Overdrive. Yes.

00:34:50:14 - 00:34:55:07

So if it wasn't that long ago at the school district,
we didn't focus on early child literacy.

00:34:55:09 - 00:34:59:07

Right? It's a big focus now. Huge focus and huge.

00:34:59:07 - 00:35:01:03

And you see,

00:35:01:03 - 00:35:05:09

gosh, the benefit of that over time
takes a while to track through the cohorts.

00:35:05:09 - 00:35:09:04

Right. There's some look and I talk about yeah.

00:35:09:06 - 00:35:10:01

Because it's an area

00:35:10:01 - 00:35:14:19

of strategic emphasis
that really if you're going to put your effort into something early

00:35:14:21 - 00:35:19:09

and see compounding results later, that's a huge one in education.

00:35:19:09 - 00:35:23:07

Well, in literacy affects every single content area.

00:35:23:07 - 00:35:23:19

Every single.

00:35:23:19 - 00:35:27:17

One we have reading, writing, listening, speaking
that just affects our whole life.

00:35:27:17 - 00:35:31:19

Well, especially on top of where we have ongoing,

00:35:31:19 - 00:35:35:11

what's the term you guys have where you,
you kind of lose kids from one school and they move to another school,

00:35:35:11 - 00:35:37:16

or they'll come in from outside the district.

00:35:37:16 - 00:35:40:09

When they're transitioning. Transition, transitioning students.

00:35:40:09 - 00:35:42:14

You you you have a lot of that in our district still.

00:35:42:14 - 00:35:46:02

We do we we do have a high,

00:35:46:02 - 00:35:49:15

just kind of a transient population sometimes that move in and out.

00:35:49:15 - 00:35:53:01

Yeah. So it makes a lot of those things even more challenging.

00:35:53:01 - 00:35:57:02

And if you're whole cohort isn't at grade level

00:35:57:02 - 00:36:01:16

or above, to have to intervene in those instances
is challenging, right?

00:36:01:18 - 00:36:06:20

It is. And I think that's one of the probably more challenging

00:36:06:22 - 00:36:09:09

things for our teachers is

00:36:09:09 - 00:36:16:06

how do I teach these students that are on grade level,
and how do I teach these students that that are not?

00:36:16:08 - 00:36:19:19

But, you know, we talk about not just teaching to the middle.

00:36:19:19 - 00:36:21:18

We teach to the boarders. Right?

00:36:21:18 - 00:36:24:23

I want my students that are out here.

00:36:24:23 - 00:36:27:14

I want to give them some type of an enrichment. Right.

00:36:27:14 - 00:36:31:16

I want them to continue to grow,
but I want this student that's down here.

00:36:31:16 - 00:36:39:13

I am going to have to provide supports and and scaffolds
to help them to continue to grow as well.

00:36:39:15 - 00:36:43:05

So I don't think it's about where they're at right now.

00:36:43:05 - 00:36:46:05

It's about the growth they make while they're with us.

00:36:46:05 - 00:36:49:15

So how do you do that? That seems I mean, it makes complete sense.

00:36:49:15 - 00:36:52:14

You want to help kids thrive,
but you don't want kids to fall behind, right?

00:36:52:14 - 00:36:55:13

And you don't want kids to get bored in the middle or ignored.

00:36:55:13 - 00:36:56:16

Right. Exactly.

00:36:56:16 - 00:36:59:04

So is that the is that the teacher challenge every day?

00:36:59:04 - 00:37:03:04

I think it is the teacher challenge every day.

00:37:03:06 - 00:37:07:17

We have students that don't speak, English.

00:37:07:19 - 00:37:10:13

Or they're learning English as a second language.

00:37:10:13 - 00:37:13:00

I think that can be a challenge.

00:37:13:00 - 00:37:17:15

So you look at all of those the levels of where students are at.

00:37:17:15 - 00:37:25:21

I think that's probably one of the biggest challenges for teachers is to figure out, how do I help this student, this student,

00:37:25:21 - 00:37:33:14

their student, no matter where they're at, how do I help them so that they are all making growth and continuing to get better?

00:37:33:14 - 00:37:38:02

And that's that's the goal is that we become proficient right?

00:37:38:04 - 00:37:38:08

Yeah.

00:37:38:08 - 00:37:42:06

It kind of speaks to the story of I do or

00:37:42:06 - 00:37:46:12

if you take the classroom, it's like a little microcosm of our community

00:37:46:12 - 00:37:49:20

because we're not a place where we want to

00:37:49:22 - 00:37:51:22

just from a policy standpoint and philosophy standpoint.

00:37:51:22 - 00:37:59:01

For me, I don't want to pack poverty, but I also don't want to pack prosperity in disparate places.

00:37:59:03 - 00:38:01:13

I think that sets us up for winners and losers.

00:38:01:13 - 00:38:06:04

I want to be a community where we're all together and we have very purposeful policies,

00:38:06:04 - 00:38:11:16

and around our neighborhoods and things like that to to make sure that we're we're not doing that.

00:38:11:18 - 00:38:18:12

But, It's important that kids are around other kids

00:38:18:14 - 00:38:22:07

of all of their whole spectrum, because you recognize the whole world.

00:38:22:07 - 00:38:24:17

You know, I love. The diversity of our school.

00:38:24:17 - 00:38:26:16

I love the diversity of our school.

00:38:26:16 - 00:38:33:02

I love that that my son was able
to attend and graduate from Ogden High.

00:38:33:04 - 00:38:35:03

I can't imagine him going anywhere else.

00:38:35:03 - 00:38:41:18

And I think one of the the best things about Ogden High
and the kids are nice to each other.

00:38:41:18 - 00:38:45:05

And I'm again, there's we're not perfect.

00:38:45:05 - 00:38:46:14

We're not perfect.

00:38:46:14 - 00:38:49:19

But I think the kids accept each other.

00:38:49:19 - 00:38:53:18

I think they're kind to each other.

00:38:53:20 - 00:38:56:09

I, I like the environment.

00:38:56:09 - 00:39:01:01

I like being down in the lunchroom every day, with our kids and

00:39:01:03 - 00:39:08:19

and at sporting events and our extracurricular activities,
whether it's with the band or the play, you know, choir,

00:39:08:21 - 00:39:12:18

we have talented kids and we have kids that are interested.

00:39:12:18 - 00:39:18:17

I mean, so many varied interests
and and they come from very different walks of life.

00:39:18:17 - 00:39:23:20

And it is kind of an amazing thing to see them work together.

00:39:23:22 - 00:39:25:21

It is.

00:39:25:21 - 00:39:27:17

I think that's a citywide thing. And we do.

00:39:27:17 - 00:39:33:00

And not to be,

00:39:33:02 - 00:39:37:09

Not to be naive, but my genuine belief

00:39:37:09 - 00:39:43:18

is that and I hear this from people that come to visit here, we have people come from all over the nation to visit here for various things.

00:39:43:20 - 00:39:46:14

And they tell me they're like, mayor, there's something about the city.

00:39:46:14 - 00:39:49:18

It like, I feel very welcomed here.

00:39:49:20 - 00:39:54:20

I feel very warm and embraced, warmly embraced by people.

00:39:54:22 - 00:40:01:14

Strangers just walk into the street downtown, sit at a bar or whatever it is and meetings.

00:40:01:16 - 00:40:05:15

I think that we are a down to earth town.

00:40:05:15 - 00:40:10:19

We're we're just down to earth, normal America all in one city.

00:40:10:19 - 00:40:15:01

And I think that plays out in your school is what I'm hearing. I think so too.

00:40:15:01 - 00:40:22:03

I, interestingly, I did all of my practicum work in Ogden schools while I was in college.

00:40:22:05 - 00:40:28:14

So all of the the hours that I put in, whether it was in elementaries and the elementaries I worked in, are no longer here.

00:40:28:14 - 00:40:32:03

D Elementary and Lewis Elementary. I did practicum work at both of those.

00:40:32:03 - 00:40:33:20

I did practicum work at mound four.

00:40:33:20 - 00:40:37:03

I did practicum work at Ben Moment and at Ogden High.

00:40:37:03 - 00:40:40:09

And then I ended up getting hired outside of the district.

00:40:40:09 - 00:40:45:06

And so I spent over 20 years outside of Ogden School District.

00:40:45:06 - 00:40:53:21

And honestly, from the very first assembly I attended Ogden High, I said, I think this is my place to come home.

00:40:53:21 - 00:40:57:20

Yeah. Yes, I I've loved every minute of it.

00:40:57:20 - 00:41:01:04

I'm really glad to hear it. And I know the kids love you too.

00:41:01:04 - 00:41:02:13

We love having you.

00:41:02:13 - 00:41:07:18

Thank you. We're blessed to have you. We're blessed to have,

00:41:07:20 - 00:41:10:11

everybody that's putting in all that kind of effort.

00:41:10:11 - 00:41:12:06

And I think that gets lost on people.

00:41:12:06 - 00:41:15:10

I think we forget how hard people are working.

00:41:15:10 - 00:41:20:19

Just an example that I saw recently
is they go to just to just go into like the choir concert

00:41:20:19 - 00:41:26:12

in the, the orchestra and to see the effort that the,

00:41:26:12 - 00:41:32:19

the two new instructors are putting into the program there
and seeing the difference from year to year. Yes.

00:41:32:21 - 00:41:41:14

I mean, I went right to them and just said, you guys have to know
that the impact and the difference of what we're seeing is profound.

00:41:41:16 - 00:41:42:23

They're making a difference.

00:41:42:23 - 00:41:44:11

It is profound, you guys.

00:41:44:11 - 00:41:50:12

And that does not happen without those two women
investing their entire heart and soul into those kids.

00:41:50:12 - 00:41:52:15

And and loving. It 100%.

00:41:52:15 - 00:41:55:15

And and that's how they talk. They're like,
oh my gosh, thank you for saying that.

00:41:55:15 - 00:41:58:13

But I just love doing the work. I love these kids.

00:41:58:13 - 00:42:03:02

And it just it manifests itself in something that's so, important.

00:42:03:02 - 00:42:04:09

And you just see the impact of it.

00:42:04:09 - 00:42:10:03

And I just can't imagine that that's got to be part of why we're winning state championships and at the band.

00:42:10:03 - 00:42:13:22

And I deny is that sort of build up over time? Yes.

00:42:13:22 - 00:42:17:00

And I mean, I mean band, you know, Mr.

00:42:17:00 - 00:42:19:11

Renda, he he's incredible.

00:42:19:11 - 00:42:23:14

He really is. And he just has a way about him that

00:42:23:16 - 00:42:25:03

he makes a community.

00:42:25:03 - 00:42:28:06

I mean, it's kind of like a little family, the band.

00:42:28:06 - 00:42:33:17

And whether it's parents, students, like, they all,

00:42:33:19 - 00:42:37:02

fill a role. And,

00:42:37:02 - 00:42:41:13

that that band has grown just bigger and bigger every single year.

00:42:41:13 - 00:42:44:15

And they continue to get better every single year.

00:42:44:15 - 00:42:47:09

So, yeah, I think you're right.

00:42:47:09 - 00:42:49:09

I think we've had some success that way.

00:42:49:09 - 00:42:53:14

And I think we're figuring out how to do things well right way.

00:42:53:14 - 00:42:55:19

And you're seeing it,

00:42:55:19 - 00:43:01:02

I don't think Westfield High expected the girls varsity to take them down to the last second.

00:43:01:04 - 00:43:04:14

And, you know, I feel like we should have won. I mean, we had opportunities.

00:43:04:14 - 00:43:07:18

We had opportunities

to. I felt. Like there might have been a double dribble in there.

00:43:07:18 - 00:43:09:07

May might have been.

00:43:09:07 - 00:43:11:23

But we also we also could have stopped the drive earlier.

00:43:11:23 - 00:43:15:04

Sometimes it was a last minute flat second floater for the win.

00:43:15:04 - 00:43:17:03

We played well. We did.

00:43:17:03 - 00:43:18:04

We're working hard.

00:43:18:04 - 00:43:18:19

We are.

00:43:18:19 - 00:43:24:03

And it's also emblematic of the of the pipeline of kids and experiences

00:43:24:03 - 00:43:29:21

where we're putting into into place
that we need to replicate it at home and still,

00:43:29:23 - 00:43:31:09

across all sports.

00:43:31:09 - 00:43:35:16

But it's so important to recognize the people
that are doing the work to make such successes happen.

00:43:35:18 - 00:43:36:15

Right? Right.

00:43:36:15 - 00:43:38:05

But I do think it starts at the top.

00:43:38:05 - 00:43:41:16

And Luke has a vision for our our Little League programs.

00:43:41:16 - 00:43:45:07

I know you're involved in that, and I know you have that same vision.

00:43:45:07 - 00:43:49:18

And I think you two working together, we're going to make a difference.

00:43:49:23 - 00:43:54:06

But I do think it starts in these younger grades and giving kids
an outlet,

00:43:54:06 - 00:43:58:22

giving kids the experiences that they need
so that they can be successful.

00:43:59:00 - 00:44:00:12

Because I do think that's part of it.

00:44:00:12 - 00:44:07:19

Just having the experience,
having having coaches around that can teach, outside of school hours.

00:44:07:19 - 00:44:10:01

And so I love the vision.

00:44:10:01 - 00:44:10:06

Right.

00:44:10:06 - 00:44:16:07

Well, it's it's gets back to what we've got to have that alignment
between the city and the district.

00:44:16:09 - 00:44:20:08

We have the benefit of sharing the exact same taxpayers.

00:44:20:10 - 00:44:21:20

I mean, we have the exact same shared

00:44:21:20 - 00:44:27:08

constituency of people that we serve,
and they need us to be working together.

00:44:27:10 - 00:44:32:08

And if we don't, we're just creating gaps and work
that kids can fall through.

00:44:32:08 - 00:44:36:00

That's the cracks
the kids can fall through is when our systems are not aligned.

00:44:36:00 - 00:44:37:04

You know what I mean? Correct.

00:44:37:04 - 00:44:42:13

So it's nice to see using the band example
or the the girls basketball for example.

00:44:42:18 - 00:44:45:22

And there are others and there's need for more.

00:44:45:22 - 00:44:50:05

There is I think that the more kids can get involved

00:44:50:08 - 00:44:56:17

and then they feel that sense of belonging,
whether it's in our ROTC program, whether it's in our auto shop.

00:44:56:19 - 00:45:00:05

Right. We have different clubs all around the school. Right.

00:45:00:05 - 00:45:02:02

The Boys and Girls Club serves a purpose.

00:45:02:02 - 00:45:07:22

Like we have so many people in our building
that serve that purpose of keeping kids connected.

00:45:08:00 - 00:45:13:11

And when kids are connected to other kids in the building and to adults, it makes a difference.

00:45:13:11 - 00:45:16:22

I think it makes a difference with their school experience.

00:45:17:00 - 00:45:18:03

I think there's some kids

00:45:18:03 - 00:45:23:03

that have a hard time coming to school, that they may have some activity that keeps them going.

00:45:23:05 - 00:45:30:07

And and so I do think the extra curricular activities, no matter what they are debate.

00:45:30:07 - 00:45:33:12

Right. It could be anything swimming's going on right now.

00:45:33:12 - 00:45:37:03

I do believe extracurricular activities are good for kids.

00:45:37:03 - 00:45:45:01

I agree, I mean, you and I both know lots of kids that wouldn't have made it through if it weren't for those experiences and opportunities.

00:45:45:01 - 00:45:50:01

And I don't care if it's in sports or arts or debate or whatever, right?

00:45:50:03 - 00:45:51:17

Civics, government, whatever.

00:45:51:17 - 00:45:53:00

Find that family.

00:45:53:00 - 00:45:56:08

Find that why for you and that group and that fit right.

00:45:56:08 - 00:45:58:10

Find that family that will keep you connected.

00:45:58:10 - 00:46:02:05

Yeah. And I think we I think we

00:46:02:07 - 00:46:06:14

not not in the district but in the community as a whole and in the world as a whole.

00:46:06:14 - 00:46:09:02

We ask and expect too much of our teachers.

00:46:09:02 - 00:46:11:22

Reminds me of what we expect of our police officers. Right.

00:46:11:22 - 00:46:13:21

Which you're married one. Yeah.

00:46:13:21 - 00:46:15:09

And you know what?

00:46:15:09 - 00:46:18:22

You expect them to be, an enforcer of the law.

00:46:18:22 - 00:46:22:07

A counselor, right, a psychiatrist. Right.

00:46:22:07 - 00:46:24:20

I feel like teachers where so many hats.

00:46:24:20 - 00:46:25:22

Teachers are the same. Way.

00:46:25:22 - 00:46:29:17

Yes, but. But, you know, kids aren't always at school.

00:46:29:17 - 00:46:33:04

And there's a responsibility on my part, in our part collectively

00:46:33:04 - 00:46:37:11

to wrap our arms around kids, provide those opportunities
in those pathways where they're not school.

00:46:37:14 - 00:46:38:21

Right, right.

00:46:38:21 - 00:46:40:15

And that's the work of the alignment.

00:46:40:15 - 00:46:43:19

That's why I look and I talk so much.

00:46:43:21 - 00:46:46:14

It's the whole human, whole child and also the family.

00:46:46:14 - 00:46:49:15

Well, and the lack of it, they say it takes a village, right.

00:46:49:15 - 00:46:50:08

And it does.

00:46:50:08 - 00:46:54:15

And I'm just glad that that Ogden City is our village.

00:46:54:15 - 00:46:57:19

Well, I'm glad that you're driving the bus
and putting people in the right.

00:46:57:19 - 00:46:59:07

In the right seats on the bus. Right.

00:46:59:07 - 00:47:03:05

I don't think you want me driving a bus, but. Well,

00:47:03:05 - 00:47:05:04

maybe not.

00:47:05:04 - 00:47:10:01

But no, not not exactly, but I.

00:47:10:04 - 00:47:13:19

I do love Ogden High. I love the community, love the support.

00:47:13:19 - 00:47:20:15

But and I love our love our kids
and and so grateful that they have such amazing adults around them.

00:47:20:15 - 00:47:21:03

Me too.

00:47:21:03 - 00:47:23:07

Well, I think we're all thankful for you, Shauna.

00:47:23:07 - 00:47:26:19

Congratulations on your hard earned success.

00:47:26:19 - 00:47:33:04

But congratulations to the entire Ogden High School team of teachers
and administrators and parents and kids.

00:47:33:06 - 00:47:36:09

That that really built that win.

00:47:36:09 - 00:47:40:22

And congratulations to the district
for for helping to put the the systems in place to

00:47:40:23 - 00:47:45:14

to give people like you and your team chances
to have that kind of success.

00:47:45:16 - 00:47:48:20

It's really impressive
and it's a great time to be a part of the district.

00:47:48:20 - 00:47:52:08

I'm really thankful that my kids are in the district.

00:47:52:08 - 00:47:53:02

I am too.

00:47:53:02 - 00:47:57:09

Yeah, I'm really proud of them
and I love that you brought your own son into the district.

00:47:57:09 - 00:47:58:15

Luke just did the same.

00:47:58:15 - 00:48:02:16

That's how much the administrators of our district believe in it.
You guys, it's not. Just they do.

00:48:02:16 - 00:48:08:05

My, I have an assistant principal with kids
that age, and same thing brought them.

00:48:08:07 - 00:48:11:11

And they they're at Mount Ogden and,

00:48:11:13 - 00:48:12:18

we'll be coming to Ogden High.

00:48:12:18 - 00:48:18:20

One's already graduated, so, yes,
I, I do believe our our teachers believe in what we're doing.

00:48:18:22 - 00:48:22:04

They absolutely do. To the point that it's not just talk, it's action.

00:48:22:04 - 00:48:23:16

And the action is bringing their own family

00:48:23:16 - 00:48:28:05

and loved ones into the decision to be a part of it,
because we're we're raising well-rounded kids here.

00:48:28:07 - 00:48:29:18

No, we're not perfect.

00:48:29:18 - 00:48:32:08

Yes, we have challenges and struggles too.

00:48:32:08 - 00:48:36:02

We always keep our mind on the on the bad and ignore the good.

00:48:36:02 - 00:48:37:00

No we don't.

00:48:37:00 - 00:48:40:14

We focus on the bright spots
and build on them, recognizing the challenges and meeting kids.

00:48:40:14 - 00:48:41:17

And trying to get better, right?

00:48:41:17 - 00:48:45:15

Yes, that's exactly. But leaders have to have that ability to see both.

00:48:45:15 - 00:48:49:07

You have to have the ability to see the reality
and see the potential. Right.

00:48:49:07 - 00:48:53:02

And I think we have to have the ability to teach kids
to shift their mindset.

00:48:53:02 - 00:48:55:10

Yes, we are their model, right? We are.

00:48:55:10 - 00:48:57:13

They learn more on what they see than on what you tell them.

00:48:57:13 - 00:48:59:08

I'll tell you that's what I'm learned.

00:48:59:08 - 00:49:05:11

I think so
too. Yeah. So if Hazel struggled with anything, now you know why.

00:49:05:13 - 00:49:06:09

Hazel is great.

00:49:06:09 - 00:49:10:01

She's awesome. And we love her. Shauna. Thank you very much.

00:49:10:01 - 00:49:11:18

Ogden High principal

00:49:11:18 - 00:49:13:14

Shauna Haney,

00:49:13:14 - 00:49:18:20

state
principal of the year, national runner up for principal of America.

00:49:18:22 - 00:49:22:11

I'll just say it. Thank you. You're welcome.

00:49:22:11 - 00:49:26:01

But, you know, as we've had this conversation,
I've been thinking about some calls to action.

00:49:26:01 - 00:49:30:08

Shauna and I just want to remind people, if you

00:49:30:09 - 00:49:34:06

if you're wondering about opportunities in the school district,
if you're wondering about the things that are happening,

00:49:34:06 - 00:49:38:14

look into the pathways, look into the, low tech, high,

00:49:38:18 - 00:49:41:03

look into all of the things that occur.

00:49:41:03 - 00:49:43:19

Enrollment and the,

00:49:43:19 - 00:49:47:19

International Baccalaureate and the, early childhood literacy,

00:49:47:19 - 00:49:53:22

the things that that are happening
within the strategic plan of the district and see the good right.

00:49:54:00 - 00:49:54:22

Work on seeing

00:49:54:22 - 00:49:59:15

the good, especially as we're coming into the holidays
where we know there's there's challenge.

00:49:59:17 - 00:50:03:15

See the good that's in your life,
recognize the challenge in the lives of others.

00:50:03:15 - 00:50:05:23

And then for a call to action,

00:50:05:23 - 00:50:08:08

take action. See someone that's struggling.

00:50:08:08 - 00:50:15:05

Use your place of prosperity and opportunity
and and help enrich another.

00:50:15:07 - 00:50:20:11

Like wrap your arms around someone out there that needs help with food,
needs help with warmth or shelter.

00:50:20:13 - 00:50:26:03

Put them in a place where they can have a warm meal
and to know that they're not alone, right?

00:50:26:05 - 00:50:28:04

Yeah, I don't I don't think you could have said it better.

00:50:28:04 - 00:50:32:01

I, I,

00:50:32:01 - 00:50:35:00

I love our kids and some of our kids need more help than others.

00:50:35:00 - 00:50:42:13

And, you know, be that person out there
that that can be an example to kids.

00:50:42:15 - 00:50:44:21

That can be that positive

00:50:44:21 - 00:50:50:04

person in their life that that they can go to for anything.

00:50:50:06 - 00:50:51:06

Yeah.

00:50:51:06 - 00:50:59:07

Just being a good role model and, and teaching kids
that life isn't always easy and, and it's what we do with it. Yep.

00:50:59:09 - 00:51:04:14

Some of those kids don't need reminding that life is easy,
but they do sometimes need reminding that they're not alone.

00:51:04:16 - 00:51:06:23

So there's your call to action.

00:51:06:23 - 00:51:10:14

Use your place of prosperity and opportunity.

00:51:10:14 - 00:51:13:19

There's always someone that has less and needs more.

00:51:13:19 - 00:51:20:08

So, let's not ignore that, especially this holiday season, and let's
be the kind of community that wraps our arms around everybody.

00:51:20:10 - 00:51:23:06

Always in the spirit of the Ogden way.

00:51:23:06 - 00:51:25:15

Right? Right. Okay, that's our show.

00:51:25:15 - 00:51:27:13

I???m Ogden Clty Mayor Ben Nadolski

00:51:27:13 - 00:51:30:02

This is Ogden High School principal Shauna Haney.

00:51:30:02 - 00:51:31:13

Thank you for joining us today.

00:51:31:13 - 00:51:32:20

Get out there and do good things.

00:51:32:20 - 00:51:35:23

Do it for the right reasons, and everything else will work out.

00:51:35:23 - 00:51:37:05

Thanks.