Daylene Long ([00:03](https://www.rev.com/transcript-editor/shared/5qmK2-BxEyokL8USoPwtlyzT5nrwB5JAHf0uYKanBf5HEm4CcNwDanVfI3IqzNp-pMQZKlA5fPgMDo_RzL-PfQi3uRw?loadFrom=DocumentDeeplink&ts=3.27)):

Okay, Kimberly, who are we meeting with?

Kimberly Herder ([00:05](https://www.rev.com/transcript-editor/shared/KimddUfpui2vVmmWxzppu8PF8q9tpQyLeoQ-foFBxtkoBmmyR9nkZye0CQ0KmdUKbMV1OV-EtIp8KvGkOM0Y1wHC48g?loadFrom=DocumentDeeplink&ts=5.85)):

Tanya Clark. She's been in the school district for over 20 years. She's 52 years old. She's the Chief academic officer for Clayton Clayton School District, which is in Clayton, New Jersey. She was formerly, her last teaching was honors chemistry or the chemistry sphere. She's on the state textbook sharing committee, and she chairs biology. So I don't know what, I can only guess what that must mean. I don't know much more about her. Specifically. The school is 46.7%, economically disadvantaged, 21.5% with disabilities. I've never seen a number that high before

Daylene Long ([00:58](https://www.rev.com/transcript-editor/shared/wAXV3A_k6q40gg138x2eKabbplLn-31m2AYY3F8ZEGGauudoxnad8E78ZD8u3C33CMxPlxGrkJEHL643HMmLyIVig1c?loadFrom=DocumentDeeplink&ts=58.56)):

25

Kimberly Herder ([00:59](https://www.rev.com/transcript-editor/shared/X_QNXag0AavpOjV6GBHEe619ED2a5--P6S_-JCvnoN5Z8AdmEJ44E_ZzIFVIpwoBBiD1V5Sg2H_PhBkuZp2sYcIsv4Q?loadFrom=DocumentDeeplink&ts=59.67)):

Graduation rate though of 96% and 73.7% enter higher education post high school.

Daylene Long ([01:14](https://www.rev.com/transcript-editor/shared/dx_MUlmRK7iIuZNu4XEapP85HfyZIknMoWaRynEyM7I9tuMNlgxpRsIzaUkh3TsWivGYENTRkndHWP8tMlJDLdqfSTU?loadFrom=DocumentDeeplink&ts=74.49)):

So the real standout for you is they have a higher proportion of students with special needs?

Kimberly Herder ([01:21](https://www.rev.com/transcript-editor/shared/hL9sTLQhQez40aK7JXrfj3UxdH1mtlme7rOyQblD6R6RD0RpftWT29fsxbJryapjhkXrtydo0g_MRNS1QD3tPaSRPQ4?loadFrom=DocumentDeeplink&ts=81.93)):

I don't know what it says. Disabilities, and I don't know what that means. So in most or in Oregon, the tag or high performing kids fall under special ed and I, but this reads, it does not say special education. It says disabilities, so I don't know, but 46.7% economic disadvantaged, but a 96% graduation rate and 73.7 going off to higher education.

Daylene Long ([01:56](https://www.rev.com/transcript-editor/shared/zT6mLBB5xhExMzBw4EsR0MxGZ5PmL0qnH22pi9xWukGs8-MMC8qygQA2emfoa4ORz0eqCFn4J_9xVMWYoxnqauTbdlA?loadFrom=DocumentDeeplink&ts=116.25)):

Okay. Where is she from?

Kimberly Herder ([01:59](https://www.rev.com/transcript-editor/shared/xw0dP-uqWgtZxqdxbLABnGWb49LhAQqzYyR4UkN8kAKhBHkN2v333uX7jMOvN2moOseE_T60Ijas7xvWlXb96sJRvTs?loadFrom=DocumentDeeplink&ts=119.55)):

Clayton, New Jersey. Okay,

Daylene Long ([02:03](https://www.rev.com/transcript-editor/shared/5AIn_qmMnHRxN7SQjSOmzvifpc3k8n-kJMskz9zBzJ_QKey5eztiJ0ja0axB6aZhRacRzVibltXu6kejvQ6w4n8iy0k?loadFrom=DocumentDeeplink&ts=123.3)):

Interesting.

Kimberly Herder ([02:05](https://www.rev.com/transcript-editor/shared/7RBlo8cXVf6URBaitr0XZh1WZGEL2M44N_FwxMsG4VlUiPYYr5q03_RywS0Dk_yPi06uTZw-I_7USTP3OcrzMSPIK7E?loadFrom=DocumentDeeplink&ts=125.19)):

She's number two. She's Chief academic officer and in their hierarchy, she is what we'd also call an assistant superintendent. She's number two,

Daylene Long ([02:16](https://www.rev.com/transcript-editor/shared/6AWx6NE_d24W0oW1lAW378aIGCmiqSsJWTvweFAEVZ_qw0W3FUBsjwOip9FGMiuH1dTuMd7ey2W2R-HDtGd-1HGLGI4?loadFrom=DocumentDeeplink&ts=136.9199999)):

So that's a different kind of interview for us. I've been taking those in different directions,

Kimberly Herder ([02:23](https://www.rev.com/transcript-editor/shared/ZfzpMTDKrsShGm05a5WwxsIj45b1yinewPDcuOZMKS1fe6lvFgj83y7ieJtdUZn7B0L8399hUBchWCeEiN-9xtzO8YI?loadFrom=DocumentDeeplink&ts=143.16)):

But she does come from a background of teaching. Looks like her last teaching position was honors chemistry, AP chemistry, regular chemistry. Okay.

Daylene Long ([02:35](https://www.rev.com/transcript-editor/shared/4p6ISgw7KIG_nuGoPKCQQyORJ0S6fyGij4077UROmf_z-bx-DilQnk55_M35uDijWPeM8VeEdVoUAtPLwfSI7wj49pI?loadFrom=DocumentDeeplink&ts=155.76)):

That sounds good. Congratulations on lining up number 30, so we'll be able to get 'em all done this week.

Kimberly Herder ([02:50](https://www.rev.com/transcript-editor/shared/OZH8bZ9hRu5y3UHwJ6hQc7R1QO6WDr1RnxjkDDMcmJjUqUC-Vdh-cMkj-89OaFPvhcL4tJlobDk9877k_bS-ki_jqlo?loadFrom=DocumentDeeplink&ts=170.55)):

Yep.

Daylene Long ([02:51](https://www.rev.com/transcript-editor/shared/PVnefkD4UBlAhgNCcEDIfXpVdNhjy5H7iP5bSASgZ-LrUZ9qXr08zZOIXSuqpKN1Cr-0dBasgw_tmlfZU5UZSQlGsFo?loadFrom=DocumentDeeplink&ts=171.3899999)):

Good. I had a, oh, we're being recorded. I

Kimberly Herder ([03:09](https://www.rev.com/transcript-editor/shared/WJgaAv6WR7Qeq7tfF4WPkCjOwLJ50jdTc2P8V-SDZSErjHsx4BY8gGL9Prh1gepFnz2WIjQzbADSyOQ3wFFqDCte9R8?loadFrom=DocumentDeeplink&ts=189.46)):

Did not look at the weather in New Jersey. Not that it would tell me if there was any fires.

Daylene Long ([03:18](https://www.rev.com/transcript-editor/shared/qHwTQHTR__JbPy73gP7rBJL3lExSw0hWd8rd0_qj4jR5kjILl0jAHxQlrWv1sSnUImjl73Kk734MjIm3-3YRJ7gYRvs?loadFrom=DocumentDeeplink&ts=198.31)):

No.

Kimberly Herder ([03:23](https://www.rev.com/transcript-editor/shared/UFRIUQcQyEaQpzPcQX4tN0CS1kwj2WNKj4hDwl73B_IxlzNhrAZ2HV2FrPuRPKsFiicO29Vko9uChWK_f2fA2U1gh-s?loadFrom=DocumentDeeplink&ts=203.8)):

The

Daylene Long ([03:23](https://www.rev.com/transcript-editor/shared/knIXAlUCgVCmtzJffsEVpRNY9Mh116lNICa98HwwDdIJz2ppOiyAgXqWItrYxthEDi7RTDxMuxSIHdeOH7hafJGSJk8?loadFrom=DocumentDeeplink&ts=203.9199999)):

Things that superintendents have to be able to roll with and problem solve, it's extraordinary. Okay.

Kimberly Herder ([03:32](https://www.rev.com/transcript-editor/shared/KE0wFjD6Enwpl0O_EwYUg4qDqI_glMvjedj7W0dBqmThkDfyXRQltZPkJTkZUKrcwblO6yi_VIwzT7cSRNLz8xwEKMU?loadFrom=DocumentDeeplink&ts=212.875)):

Tanya

Daylene Long ([03:33](https://www.rev.com/transcript-editor/shared/fHU023NRipYWYz1ZrgrmxKFf53E2SpZF2bXYdAxuYd8icm-wTCYFOQrmAgOD5YHN7tA9koPj4Fu2zEG04tZTmkOHvuA?loadFrom=DocumentDeeplink&ts=213.34)):

Is getting ready to join us. You ready?

Kimberly Herder ([03:34](https://www.rev.com/transcript-editor/shared/7_wbATNyuMXowcVnmWZQ11MbGRtv5IhF1UJzAsIAN9movASiPhLKD2JlO_RB_6GZ7oTDvNkBNykF8bhseJxCacqKcY0?loadFrom=DocumentDeeplink&ts=214.96)):

Super. Yep. Anya Clark? Yes.

Tanya Clark ([03:52](https://www.rev.com/transcript-editor/shared/PyJhgpHy6ikGxD6ef-cxJpyLW6BdsGPx2njOuinCC2DotAMtxrMWA0eN-fWQhrM74LVMM_SZxV7CqnVKcVI-R1Dr1lg?loadFrom=DocumentDeeplink&ts=232.125)):

Hello.

Kimberly Herder ([03:52](https://www.rev.com/transcript-editor/shared/JbCTkPdyd6Rf_IZnlklaWqtFCIuOJssnb_zSLv0HWSM0PqZyuKuTPS52UA2rwlcMXgshTerQlvfgksxLjlLPN3QWQtI?loadFrom=DocumentDeeplink&ts=232.96)):

Hi. Good morning. Or it's good morning for us. I don't know if it's, oh, it's okay. It's afternoon here. Okay, great. Lunch. I'm Kim Herder and I'm with Daylene Long and thank you for accepting Hi Daylene, this opportunity to interview us with us and share your expertise and what's going on in your life as administrator and school district. So Daylene is going to lead this interview. She's both our chief researcher and CEO for Catapult, and I'm going to step off camera, but I will be here in the background for technical difficulty and just monitor from that end. But again, thank you so much for doing this and we're very excited to have you today. Thank

Tanya Clark ([04:47](https://www.rev.com/transcript-editor/shared/AocI1oRf81fvh_Zi49dHIXKhE_s51saa2zeJS9QPhJ0Az_2Vqq3103AmYIK1jzDURKwwOUY_zkTh0O-RUWfgJVYmTwc?loadFrom=DocumentDeeplink&ts=287.83)):

You,

Daylene Long ([04:49](https://www.rev.com/transcript-editor/shared/78WoFxV8ONA_lMuYrT9pbew6Mj1CUpeiqx2-iq980FNpOs3n6HP8LlKTUbIIqvFMMELRos2cTD2fedYc4GV6JMGWtYE?loadFrom=DocumentDeeplink&ts=289.33)):

Tanya. I'm going to run through just kind of the basics of what we're doing and what we're looking for, and then we'll just dive right in. We know you've got a busy schedule, so we always aim to get you out exactly on time, if not a couple minutes early, so you've got two minutes to breathe where people still think you're working. Okay, Thank you. You're welcome. So we are recording today. It's only so that I can take notes. I promise you, you won't end up on YouTube. I'm not going to ask you to do a TikTok dance, none of that kind of stuff. Totally pragmatic reasons for recording today.

Tanya Clark ([05:26](https://www.rev.com/transcript-editor/shared/2H6thJ7Fb0_sPLUE5tjGUqOudYSYSZ16d-5elLS2Fh4Ln1pzZBuNNvtVj_BiWDIKfFaqKBk3BjlBO79xfCiDFU90Fh0?loadFrom=DocumentDeeplink&ts=326.17)):

Okay.

Daylene Long ([05:27](https://www.rev.com/transcript-editor/shared/RVrPc9n0fp5tdu--RVmzBf3DrvmkVYTaWDEiZWX9NI2_sPSQ49ux4h3ca090gLEZBo6YrECiC-2lrz0B0Osw2qmXSDs?loadFrom=DocumentDeeplink&ts=327.31)):

Our goal really is to amplify educator voices for the science and STEM vendors who are out there supporting teachers, supporting students to give them ideas of what's working, what's not, what's coming up, where your pain points are, those kinds of things. So it's really your opportunity to speak directly to

Daylene Long ([05:51](https://www.rev.com/transcript-editor/shared/dcLdlkmZXiPvQQNHUgwd_oIgSqE-dHIslZl3r4_Bi8ipdN-pQ8Wsn3vtklv00TmL2-Pd8R0F6gGD0UkefMajSq9zHB8?loadFrom=DocumentDeeplink&ts=351.64)):

Science and STEM development companies, and that's pretty much what Catapult X focuses on. And this is a client that wants to specifically know about life sciences and biology. So let's see. We're going to ask a lot of what and why questions, and we're going to kind of go with the flow for whatever's working or not in your area. No right or wrong answers. It helps some people to think of Kim and I as filming a documentary because we'll step back and say, okay, who was involved with that? Did you have a committee with that? Or those kinds of things. So we get a full picture of what's going on. So those are the basics. Any questions on that?

Tanya Clark ([06:43](https://www.rev.com/transcript-editor/shared/BpxqJqBFrIP0yPW6fzk-wzu17I2H1sfYinYz3i9aNLPyANxwhBHAxNkYMfAnvwWlJ0Ek_QV5XScGhkD1piel0IjGlrI?loadFrom=DocumentDeeplink&ts=403.7)):

No, no, that's great. That's great. Actually, I like this. You're not trying to, I'm short down the line. People are going to want to sell products, but I really feel like it's a benefit to get insight. Some companies are just really out of touch with the goings on of the 21st century post pandemic school system, or they're trying to be, and they're still not understanding all of the unique nuances also that are affecting everything that we're doing. So I like this.

Daylene Long ([07:19](https://www.rev.com/transcript-editor/shared/183h3xxQqRjwdHxjJG035_gn_bpb-xP4k46c5MHohFivQ1u_xj2M6ECx0wy0FCE_8GXlHHP6wTubCx8YSA-5oJXOj5w?loadFrom=DocumentDeeplink&ts=439.64)):

We ran into that same, and I'd love to have you just dive in to talk more about that because we ran into that same theme when we talked to a superintendent from New Pennsylvania. And so I'd love to have you talk about that. What is different now? What are those pain points that you as a chief academic officer are dealing with that you haven't had to deal with before?

Tanya Clark ([07:47](https://www.rev.com/transcript-editor/shared/C5J4ndBe_BASpDqafaoVG0PgqJhi9JpVfjaw1-NTtzIJeisU3kF8qVRM22q1yu8P9uHqLos4lATk8Y2XUOWwJBdjdWA?loadFrom=DocumentDeeplink&ts=467.9)):

Right. Well, school, I mean, I'm in my fifties, it was easy. Our parents valued. It was something that was, if you do well, it'll speak to you doing well in life. It was a priority. Going to school was a priority. Being an educator was significant. It was you were here for the, I've always wanted to be it and I am it. And even if I came in later, I came in for a reason. So just starting there, it shifts things in terms of thinking of programs and all kinds of things, knowing that once that is distributed, it may not have the same spirit in which you send it out. You know what I mean? Not the thing you value may not be of value in the way that you're sending it or you are purporting it to the school community and then you may not even know what that may be.

Tanya Clark ([08:48](https://www.rev.com/transcript-editor/shared/A-Ud72hNEWU-_SIILHVeE6m3U1rCMEYm-x9c6hqIHROWytJcpj52zTX0u33XyahgcIePVXZEDbe3qn3jZuxqbP8jKV8?loadFrom=DocumentDeeplink&ts=528.86)):

The whole paradigm has just shifted. It's a huge, like I said, school. So we have attendance issues and I mean there's some negatives. There are some positives though. There are some positives, but it's like, and there's so much, there's so out there as well. Everybody has a program, everybody has a way, everybody has a theory, everybody has a, this everybody now, there's all kind of laws and it is just, we're not focused, I don't think, and I don't know if we'll ever will be. Our path is everywhere if I can just say we're all over the place. And then with staff changes, it gets set more deep because you don't have people staying in that long as much as it's a lifetime of a commitment. You set up a program, you set up a pathway and people have moved on or there's been staff shifts or program shifts, and you don't have that level of what was a traditional type of stability. You've got to find it. You've got to create it. So I'm

Daylene Long ([09:55](https://www.rev.com/transcript-editor/shared/ELGEoLsGGRe97uEOsihF6fshJgkkh3EAqqsoUZX7B_rnTro-wwDxBh7QhWOk65BNWPMA5LF9OKwx736goc87Bz77fbg?loadFrom=DocumentDeeplink&ts=595.5)):

Hearing that it's affecting this kind of post pandemic teaching world has affected students, parents and educators across the board is what I'm hearing from you.

Tanya Clark ([10:05](https://www.rev.com/transcript-editor/shared/lHB9DWpj2dWhUlYFvk0kVPK5DFg4xxHgaFqHYe7vAwwJlJPgtgxmHARNKE6UA2RtC4A0RUVRsCPr8aypXfPQFE-V9_c?loadFrom=DocumentDeeplink&ts=605.85)):

And it was happening before. It just magnified it and accelerated it. We were dealing with some major challenges before, but when we stayed home coming back, we just aren't the same. And we're not going to be, I can't go back to yesteryear. We just got to create our new reality,

Daylene Long ([10:25](https://www.rev.com/transcript-editor/shared/rzy-Cuog8V6q4gZKUIK2iFehs-N0STL8bNMLMNnOR0pplsLkC0WltnQ5gLpl9CJN-o08NcIPkELPPodGi4SxZRzvFmQ?loadFrom=DocumentDeeplink&ts=625.89)):

But

Tanya Clark ([10:26](https://www.rev.com/transcript-editor/shared/Sl59FhEHrRF565VbzL1zidY4VIWrMzK6CWD17_xouhY_sCed3TV2oGUGimXYaI68Emc4OGZBOpSrDIHpkyMopztUeaI?loadFrom=DocumentDeeplink&ts=626.91)):

We just need everybody to do that, to create that new reality. But it's challenging and that's everywhere, every day, every single day. And schools have not formally, they're not designed for these new changes of parenting, these new changes of kids, the new staff, the new type of administrators. We're still in our centered block buildings and weird. It is a struggle. And I work in a fabulous place. I work in the app. This is one of the best school districts ever. But we're open about our challenges and

Daylene Long ([11:07](https://www.rev.com/transcript-editor/shared/Cz7VA3k0cItFJSM_OY808O_Eq41Fh1not-gW-siEej1mW4eJh0zEqWRWDyQdXvcIQw052TZZWakB_-XdmvyFBKEOiSk?loadFrom=DocumentDeeplink&ts=667.865)):

Our

Tanya Clark ([11:08](https://www.rev.com/transcript-editor/shared/Ng_eGgXmNAPSJgLsSK8huDGt7PcKDhdOkDRVC_f6kr2fi5m2d1wQIuwLjQ6tLzr-H4SzNbEocdJ1_NYihlUTpU53xZo?loadFrom=DocumentDeeplink&ts=668.25)):

Successes.

Daylene Long ([11:09](https://www.rev.com/transcript-editor/shared/lRIyR-imXT6oIzxlmeKMTKA6j6sTaPWvfQwhDiqykvLmq0VzXmfS82IkdVET6y89k1Y7np5o1ytGyIqVR_7mQPkO-DQ?loadFrom=DocumentDeeplink&ts=669.15)):

Well, so let's talk a little bit more about that. What kind of things, and let's go through those different levels. What kind of things are you seeing that has changed post pandemic with parents? So the parents and students, so that support that they're getting at home.

Tanya Clark ([11:27](https://www.rev.com/transcript-editor/shared/42TXrJPRTj8qORPOn47GFjv6j7M7-djI1t4R6p53OrbqwyAPRBuAx64XHya01fLXVKqxxs6pZInMGLHBtB3_pp-tybY?loadFrom=DocumentDeeplink&ts=687.96)):

When I came up as an educator was to say, I'm going to call your mom or get a parent, connect with them. It wasn't as difficult, but you've got complex parenting situations. You've got, for example, I'm going to give you a perfect example, homework. I mean, my teachers got to the point, they're like, we're not assigning, it's just not getting done. But they were thinking more traditional. You really thought you were going to say, I want you to do this and bring it back tomorrow. And back in the day you would have that and you wouldn't. That's an expectation of coming to school. I got emails of parents who are offended by homework. How dare you invade our personal lives with homework and actually having kids to even bring anything from school into home. Our textbooks are not distributed individually to our kids. We have class sets because that's not something that's of value to a lot of some of our parents.

Tanya Clark ([12:30](https://www.rev.com/transcript-editor/shared/1V9LcqzwYspRLHJyKbnbWewf-waTX8umzdLTNQUWksaSdx7qlY_5ORHnGYDPiVQ_g7-KRHB4T4KFVb9R-RTiC96xo5o?loadFrom=DocumentDeeplink&ts=750.94)):

And we have a economic structure. Our demographics are arranged. So it's not a poverty stricken situation. It is a mentality. It's a mentality. After Covid, people want to live their lives. You see more concerts, you see more events. Everything has to be an event. I don't want to be in this house anymore. I don't want to be confined by any space including school anymore. And then also, I really don't, I want to have kids, but I really don't want a parent. I know I had these kids and I had to take some responsibility for their future, but you know what? They don't have to leave. They can stay here till they're 30 and 40 and 50. They can bring their children and their grandchildren. I've even got staff that say that, oh my child, a baby will redoing the house so that family can be in that.

Tanya Clark ([13:27](https://www.rev.com/transcript-editor/shared/e1VU0hBpom-xHb3corqzVOtZVHyekFrINO-LIyHbuyJDG66gpq8vBvKvoEbY2afuqX1Tzh9rx7DlhG2AsRoIxwhSb3w?loadFrom=DocumentDeeplink&ts=807.34)):

No, the messages are, so the expectation number one of post-secondary life affects everything of that. What I expect you to be independent and everything like that. And the parent's like, no, I don't expect that they can stay here. So then what are you, okay? It was a whole college based, okay, you're going to college. Well, that's not the case. Graduation, I look at the every year there's a decline in the amount of kids going to college. They may be going to, some of 'em may be going to two years, but not even that. And they've done so much to try to build that. So it's like I'm telling you something to prepare you for a future goal that is not really the case. And our staff may be out of touch with what is the end game here? What are we preparing you for? So then it starts to weaken. Then I don't have to know this.

Tanya Clark ([14:24](https://www.rev.com/transcript-editor/shared/HO3hmvZ_6B8LD1bPHHrD7MeYsZg4h9b2agsTNrNt5AN7SKvnmyBcUpdNyjt97N1OjRuERs7qpJOmq-pKmGViRAOkMhU?loadFrom=DocumentDeeplink&ts=864.94)):

This is just a moment in time. It's not something that needs to be an enduring, I don't need to be that learner when it comes to parents, it's very cavalier. It is. I mean, we are dealing with parents that are, I don't even want to say young parents that are just not equipped or not doing what they need to do to work with us. And I actually had a conversation with, we had a meeting with the state and I told them that. I said, I need the safe to do a better job. You're throwing money at us. You're throwing money. We can't make any moves without the parents. When the parent says no, and they don't have to, and they don't have to come to school and they can just lay there with them and they don't have to pass the class. That attitude is there and it's all of our faults.

Tanya Clark ([15:09](https://www.rev.com/transcript-editor/shared/UOlXXN56_J5mQby9_ijTS8FxwXYI_oVx_eYrdJgP8VFGkR5EtREDZZPZQFe258NTjE16tOq-_9hUJtYfuvZcPzjaVio?loadFrom=DocumentDeeplink&ts=909.41)):

We are supposed to do more for them than the parent. The conversation the parents should have. Then it's like, oh my goodness. So you're throwing money, but you're not hitting what we need to have hit. We actually wrote a grant and I said, I was talking to my superintendent, we need, we're missing a parent piece that's going to speak to this 21st century parent. Whether the parent is fresh out of prison, whether the parent is a millionaire, because we've got millionaires walking around. They've done becoming a millionaire from YouTube, social media, whether they're 80, can't see in one eye, but I'm raising my grandchildren or my great-grandchildren. So who speaks to them? We've got all of these scenarios

Daylene Long ([15:54](https://www.rev.com/transcript-editor/shared/2Lv7vs4w2D-IvBtOg7quN1V06xlBHrBHpNwKqk4EbnBgo4_b5Ky8UtXr3iWksI2fVwLUOG90sw0VAyJ__GobDDA2aJY?loadFrom=DocumentDeeplink&ts=954.8)):

And what does that look like? So what does it look like that you are communicating or involving the parents and is it even possible?

Tanya Clark ([16:07](https://www.rev.com/transcript-editor/shared/VRhulkIJTtW6qF8thVKJZgAvk0aHk_-Z8-U7YOwe1C9QEo6RtjBdpDCVY2NaUVSsbusyAIbD3tVtjD_4BlvETvMtuWg?loadFrom=DocumentDeeplink&ts=967.88)):

Well, I think it is, but I think we're going to have to take more of a direct approach. The answer I got from the state was, well, we have resources online. And I'm like, you missed it. You missed it. That's not our day-to-day. You missed it. We are having a whole communication breakdown, a whole generational breakdown, a whole different parent. We've got expectations and they've got expectations. I need a liaison to be in the gap. And that's what we were putting in there. We were like, we want a specialist. I'm recommending that actually for every school. And I will just speak for our state that there's before you, just to answer some of your questions, just to help you navigate some of the nuances before. Because what we're getting now is contention, anger. We're getting, I mean you knew, I don't know if you know this, when they changed the laws about what we're teaching kids about sexuality and how that's all coming to boards and everything, but that anger started because of the communication piece.

Tanya Clark ([17:07](https://www.rev.com/transcript-editor/shared/ol_9Ycr9ckMruI3shnr4e1Za0MYxcAXOjFNv7vL13y5cpPGVrXQjq74y2LJwHnN-K5hDXvIi8OoIRN8z5tOmdq0hknk?loadFrom=DocumentDeeplink&ts=1027.04)):

When parents trust the school district and they have a good communication, you didn't see it become that volatile. I mean, it was legit volatile. They were threatening teachers, staff, you're not teaching my kids that, whatever, because I don't trust you. I don't know you because you don't know me. And so that's where we're getting more and more of that and that empowered people. They call us, cuss us out. Student gets in trouble. You know what, I'm going to just text my mom. You know what? I'm coming up there to get you. I'm just coming up there to get you. I don't even want to deal with it. The significant amount of people that, because they're dealing with discipline issues that are now pulling their kids out to homeschool 'em and aren't really doing it, but I'm sick of the school calling me. Well, maybe there was somebody in the gap there that can talk to you for real, not show you data, not just offer an IEP.

Tanya Clark ([17:51](https://www.rev.com/transcript-editor/shared/v0wqg_CBxSldZ3C_oP9U1a5fmXy1GBGNZuJ8OpsYyeZ_Cr_TrlgvPd9uXd68TDExcMeogN2d4XKK7zVkgdNzqY5USNI?loadFrom=DocumentDeeplink&ts=1071.9)):

What is going on? I told my teachers, I said, now when you do parent conferences, it used to be you have to show you care about the kids, but now you got to show you care about the parent. How are you Ms. Long? How are you making? Well, I had surgery. You can't skip that and say, Johnny's failing because she's going to shut down. Everybody's in their affective domain and their emotions and their feelings, and I'm like, you've got to be that person. If you're going to survive talking to parents now because they're going to want to know you care about them, then their child now, we'll see about getting that work. Because now it's just so easy to be text and email and remind, and people don't want to really have those conversations. So we're recommending that that happens. And I'm also recommending that there's somebody that stands who is that liaison person, not to chew an officer, but there's a communication. If your child keeps getting suspended, why does this keep happening? I don't need you to go to the counselor. I need to talk about what is going on. And then we'll see somebody. You know what I'm saying? I know I can talk a lot, but I have this whole thing.

Daylene Long ([18:58](https://www.rev.com/transcript-editor/shared/0YBGX9Qo2X584-NdlUW59pXAWOEiUEaBhn5Wq-IoBo80wS0jiTrSdnO8cOhfnaEPC9IaJcor1vXmU_UFkYCc1_ealpU?loadFrom=DocumentDeeplink&ts=1138.44)):

Well, it sounds like you, it's really been on your mind and thinking about it. And I like that approach of a person as an intervention. And you're right about the caring piece, caring about what's gone on in people's families since 2020 and how it's affected everybody is part of, I think, understanding where the child's come from. So that's really interesting.

Tanya Clark ([19:27](https://www.rev.com/transcript-editor/shared/IDwcshp_Ju3cLDXwn8HZWD_S3jeRfkXKjgj5fLDjJLZHixCoDIFh7kb78Em-v_82EQN2iRNtSyq5xv6LVdm-J26Abeo?loadFrom=DocumentDeeplink&ts=1167.09)):

I'm sorry for every news story, there's a child who comes to school. When I was growing up, we were watching Jerry Springer. I'm like, I'm alarmed because they're fighting on stage, but their kids are coming to school with all of that. So don't get entertained and not think that this doesn't extend beyond that. So for all the drama, all the January 6th, all the January 7th, January, there's kids who come to school and now, and there's staff affected by that. So that's what I'm saying. It's a whole,

Daylene Long ([20:06](https://www.rev.com/transcript-editor/shared/KnpyDWEM-SHH3nIoie7vt_APQmHsyFcbn49lXFXJhAHpP_CJDtQp7zuh5b9XXSSuW_lliFfOsbQ83TnhOSrlqVEEXDE?loadFrom=DocumentDeeplink&ts=1206.27)):

So let's move to the students next. Since Covid, what significant shifts have you seen in students' needs?

Tanya Clark ([20:17](https://www.rev.com/transcript-editor/shared/lhFf5_llfoWi9pAbZ-o65mtfjt_c-xs8uQZjeojDun5zCOjfxtdAZGo0nvW3LP-JoH1vgWqbi-BpoHlXjUV2rRWAn14?loadFrom=DocumentDeeplink&ts=1217.28)):

One thing since covid, and like I said, I would like to think it wasn't, I can't put my finger on whether it was prior to that. I just think we are really amplified dealing with kids just having functional basic skills. We're tackling literacy right now where I'm like, we're not going anywhere past that. We have more than 50% of our kids who are not reading on grade level all the way up into high school. We're testing our seniors to see what their lexis are prior to graduating, I told my staff, I said, we're going back to the 1950s. We're missing something here. Kids are graduating. They're trying to go to college and they're failing out the first semester, or they just can't mentally handle it. The other thing we're dealing with are a lot of emotional, mental, behavioral issues. They are astronomical. We are not, I mean, and that's where some of it is not because the child has something clinically wrong with them.

Tanya Clark ([21:20](https://www.rev.com/transcript-editor/shared/-7EllKiAf4u4TIAxR_vHyDNx6QY8MFUN0-IYVqz_oVMB1pleihgNth_TEAqQN_pqRdgynK8Q10lFfV0oVp75CAjnJo0?loadFrom=DocumentDeeplink&ts=1280.92)):

It is just the parenting has allowed them at preschool, students running all around. There's nothing wrong with that student. Just they were allowed to do that. So we're like, you know what? We're going to sneak in some. We're talking about it. We're going to break the law. We're going to sneak in some parenting classes because our preschool program's free, but I need you to understand how your behavior affects this child's behavior, and we need to get you to think that way. And then we need to turn this if you're going to have this child be successful. But the anxiety level, I was just talking to a parent about homework and the child heard one thing from the teacher and just they immediately go to a level of anxiety and the depression and just the solution becomes, it seems to be dark. Like that young man in Iowa who sat in the bathroom and he knew he was going to kill himself after he killed all those people.

Tanya Clark ([22:18](https://www.rev.com/transcript-editor/shared/UFjzv944pW8khQwoMsHreuL-rv-1iuPoYoPpvZw_PIeEu9QH9th4QbI8kZJWvIqDqjJWqhSOouuygTkcflNrMY1N_-U?loadFrom=DocumentDeeplink&ts=1338.76)):

And it's like, what happened that made you think, I have a problem or I have a situation and the only way is this, and just all the shootings in the cities and stuff, it's like you're going from zero to a hundred not wanting to handle emotions, just not being able to regulate their emotions. So if I'm sad or you're rejecting me, my relief goes all the way to taking your life or hurting myself or withdrawing. I have a student walking around, he covers his face with his hair. What's happening? We have so many manifestations of mental health issues and also with our staff trying to, if I emailed everybody, now I need you to add one more sentence to your lesson plans. Somebody's going home sick. It's like somebody I have to, being direct is not an option. It's like, okay, I've got to affirm you. We've got to loved one you. And then tell you. It's like, wow. But our students are, yeah. And then I think some of they're exposed to the world too fast. It's not developmentally appropriate, and so they're just stressed out and the parameters aren't there. It's a lot. And so they're just emotionally unstable. A lot of them there just are.

Daylene Long ([23:36](https://www.rev.com/transcript-editor/shared/5Qu5tDqMDz_0kOhenrLnCOuH7tXeZ8UnJhVPLQ5eODA_B8p7qfZwU_bHavbs-LF-R_lNb3NrYmsIL-VV7V2q0zD2bDE?loadFrom=DocumentDeeplink&ts=1416.91)):

Yeah. I think you touched on two really important things. One is that they have been under chronic stress in a way that we never knew before because it was for so long and people were losing people or being afraid of losing people or losing their friends. And so that there's almost that trauma generation that's in there that's some difficult to deal with.

Tanya Clark ([24:04](https://www.rev.com/transcript-editor/shared/fdyApG--RzWQXgs7AtwYf5B485wBJOyi9U-DI9hMt3qSKtTmpggNsHflzCe9AXZLCljheh_r3mbMH_7iQSnpEjtkP1A?loadFrom=DocumentDeeplink&ts=1444.3699999)):

Yeah, we had students that didn't want to come back. They had got comfortable being isolated. As much as you saw there, kids were stressing out over that. There were kids who actually went inside. And so when we started off in a hybrid model, I don't want to come back. I don't have to deal with all that. The things you do need to deal with developmentally, because you still got to go through those stages of those social and emotional behaviors. But just, I don't want to now. I just want to be by myself. And so just working to socially be interaction with them socially and not them. And they're very self-centric because they're getting spoiled to death. Some of them or some of them are just reaching out because it was funny because one of the counselors or somebody was telling me that the kids, they like being around this person so much. So they wanted to call the person mom. And it happens a lot. You know what, I'm calling you mom. What makes you have a mom? What made you want to do that? Because you're giving me something and I want to show you I value and attach myself to that because now I'm going to call you mom and I'm going to feel that when I see you in the building. Yeah. Stuff like that. And it happens a lot. Some many people got kids call the mom just

Daylene Long ([25:19](https://www.rev.com/transcript-editor/shared/Fc5_uqCBc1FD6K0cCfo4uPi8-bgBBK7KVqwdBn4A3B6xTYuqCtOQIAyRglXluQ2zXGc8Jd_TLFq724-Q24a5AivWBvM?loadFrom=DocumentDeeplink&ts=1519.67)):

My goodness. So on the teacher level, one of the things that we've heard is that what it means is they need a lot more flexibility in the curriculum that they're teaching to be able to differentiate. Is that your thought too, or do you have a different thought on what teachers need because of this shift?

Tanya Clark ([25:46](https://www.rev.com/transcript-editor/shared/sa2P86wyB83Dzwcddb-_lzAlEN0w5gEV49xlG1FQajN8sM5YuUzQLnpiwlHorTHipL3YktBc_mItpBI4JZRLc0hTNkk?loadFrom=DocumentDeeplink&ts=1546.7)):

Well, I agree. I agree. I feel like they need a lot more flexibility. I feel like they just need a lot of room, just a lot of room. Because you get one student, it just need a lot of room to be able to accommodate all your kids and your own background information. There's so much they're requiring staff to do, the teachers to do to the point you almost don't enjoy. We actually have to filter things that come down to us to keep our staff whole, because you can't talk about staff wellness. I'm not talking about New Jersey. Oh, staff welding. But then you continue to pressurize the pressure that I keep telling them, I'm not giving you that pressure. They're hearing it. Oh, we got to do this, we got to do that. But they just need room and they need time, time and they need time to understand it and take it all in.

Tanya Clark ([26:40](https://www.rev.com/transcript-editor/shared/G9c6htuNEmTxiATJfwBxg2OLAOD4Nsy0VLfsO2RvaQKkkeqZxxSDzTXg_6mWJeWRV0tmi_xr8_YdhxMVVd6uoSs6C-E?loadFrom=DocumentDeeplink&ts=1600.04)):

And what's the end game? I don't want to just be told what to do and everything. But then there is a situation we're having Daylene where we got a lot of new staff who don't have the background to even know they need the flexibility. So me and my super, we were like, you know what? We're going to go back to some pageturners where they need, some people are like, I feel safe and I'm doing it right. If it is actually telling me exactly what to do until I build it up myself, I need the questions to be there. You're telling me about higher order questioning. I may not know what that looks like. You're telling me to use this strategy and that. So now we have programs that actually will spell it out and build that up in teachers. And they are happy as they can be. They are so happy they don't have to figure it out. You've really got,

Daylene Long ([27:28](https://www.rev.com/transcript-editor/shared/qKzQ0Bt36hsxzd3gIPISsVZp4VmVUnmNi3TO0KNk4CU0MQeH9_Otbomt7FZ7a9Pzgo5Y5ic86Yjgi1G7tU7PqynkVlw?loadFrom=DocumentDeeplink&ts=1648.23)):

Vendors need to be able to accommodate all the way from this is the standard. Here's what you're going to teach all the way through. I need to be able to differentiate from my student who is coming in and reading at a low lexile or who doesn't have the right math skills. And I'm focused primarily on science and STEM, but you have to be able to read and do math to do those. So what I'm hearing is you need that whole kind of spectrum. You

Tanya Clark ([27:55](https://www.rev.com/transcript-editor/shared/2DvbzVZ16WONvYWjK7oguJ_hX7P2iou63U87NrfiphACcRLdHcNF5wyNGRFjgb1uZWDC3kuRK-n5D-F1H_N_Y7TsR3E?loadFrom=DocumentDeeplink&ts=1675.53)):

Do. I have a teacher, she came in, she's our special ed teacher. She's doing resource for physical science, for environmental and biology. Now in your coursework, you're not going to master all of those. And she's a special ed teacher, which most of the time they're generalists when we get them. So she's had to learn all of that and then people that go into the class. So we need a variety of resources that allows for that. And we've been able to find some, but it was hard for at first, she was kind of creating her own, and then we were digging and digging and digging and trying to find some things that would support her being able to do that. But yeah, sometimes there are people in secondary level, they are specialists. They know exactly where they want to go, but they're being challenged now because of literacy levels kids are coming in with, it's like, I don't know what to do here. They are not really with me still. I'm speaking about science and I'm going and they're looking. And so we've had to backtrack, make sure everybody got textbooks. We're reading from textbook understanding. We're doing this whole thing this year. I to hold you up with that. But yeah, so when a program needs to be big enough to accommodate where we are and where we're going to go.

Daylene Long ([29:21](https://www.rev.com/transcript-editor/shared/kq2LC-kZuQTQ5ILv7vAmmZFabUQPlobcp-AlHMdd-soP-VsfiXQbA7wclQ_SotdRi9OJJHCgd_H8f9d7dAPXanGYqFA?loadFrom=DocumentDeeplink&ts=1761.03)):

Okay. So let's shift a little bit to talking specifically about science in your district. Are there, so just knowing everything that you're dealing with, are there programs that you're working with or vendors that you're working with that are working particularly well for you?

Tanya Clark ([29:42](https://www.rev.com/transcript-editor/shared/pbAWduxeyEAg5kmn78yY16ygok3Z6nOK3w7N9_BG3jz3BN9Uxb0fbyKx2HEmPrxuFcHRH-WVDbSq8pbhtQB_hTlg_ao?loadFrom=DocumentDeeplink&ts=1782.28)):

We go with, when we choose a program, our teachers are a hundred percent involved. We've benefited from companies that give us as much material as possible

Daylene Long ([29:53](https://www.rev.com/transcript-editor/shared/sMv1WtmM_jYcOhPNONJ2DHTcv-iYTeLqAjMvbQYl1ZqJOH6Hh5VQvwcZnBYCHutTHcrvA6qPtdVmB4F3Rbm_RBDQa5s?loadFrom=DocumentDeeplink&ts=1793.44)):

To review

Tanya Clark ([29:55](https://www.rev.com/transcript-editor/shared/Rqd48e-98WVqvtVhpARy64lAwUxW3q9nR4yojx5OMWXCej43Adfv2MvOXVOZHs3wPoDJdCaAtySEJ9fQaIygnh3h06Y?loadFrom=DocumentDeeplink&ts=1795.12)):

Because if they don't, so savi, we have a lot of products from them. TCI, we have products from them and then making sure they're aligned and everything like that. So our staff's involved and I'm sorry, Daylene. What was the question? Lord have mercy. I was trying to remember.

Daylene Long ([30:16](https://www.rev.com/transcript-editor/shared/BSKTT1ENArqdP9FbMEIo-udNh4ezC204QSHFYccreoyXg5DbzMcIVGn1-OI24j782D7q-rwK_DYjx8U0OehAKsktEd0?loadFrom=DocumentDeeplink&ts=1816.69)):

That's okay. I'm just looking for the vendors that you feel like you can rely on both. Oh, good. Okay. Yes. So yes, But also materials. Where are you getting your lab kits? Where are you getting, oh, Okay, sure. So at our outdoor by level elementary, one of the things I would like companies to do,

Tanya Clark ([30:37](https://www.rev.com/transcript-editor/shared/Pf0HSNEqTBjMK3XwV_v36Me5oaCP5P4Na5YA3fayJgLKw5jqVNWfDw6Mx74w6HuqLle4FNQb_7hbskM-9M-wzIij3PA?loadFrom=DocumentDeeplink&ts=1837.39)):

Every school doesn't teach science every day because of all of the requirements. And I don't see I have yet to see, and I know they have to be more universal, but it becomes a problem because our kids aren't getting that every single day because of all the other things we have to do. The math, the literacy, the state assessment drives a lot of that. Making sure they're ready for that. Yes, we can say it's integrated in some of the literacy pieces that they're doing for reading, but they give us these big programs and I'm just like, We're Not going to get through this. We're going to have to chop this up so badly that is it even worth getting it. And the only reason I went back to textbooks this year, we did outfit every class is for the literacy of having the kids read the text instead of teacher modifying it and trying to give them some pieces of, because sometimes some schools do it where it's every other marking period. They're doing science or So

Daylene Long ([31:36](https://www.rev.com/transcript-editor/shared/dFxUyhuhN_bZAXsXMeoTNfu02FX5_CcDdV66H9vV93v6GkyT0PJ6_gUArpfgz1QMPrtckmPAPJYG0RvTuWnxbz8iq0E?loadFrom=DocumentDeeplink&ts=1896.4)):

That's in the young grades or

Tanya Clark ([31:38](https://www.rev.com/transcript-editor/shared/kq3jqXKRGtyrRxN2K9OhUn_gb_IF477cf9cL9aaA33WZM2NlCKai2wCGGHca4YJ236kRFvxjmDWLnT3OmEvLKs8X4Lg?loadFrom=DocumentDeeplink&ts=1898.35)):

Elementary? Yeah,

Daylene Long ([31:39](https://www.rev.com/transcript-editor/shared/L2b4G0mr4uLvy096PNuZi4RQKcaB5oUvIXzU8AyLHbmmGt_qt79jLL2RxuB99q4slS3QSwomUhHthDnqVDgfZ9AFeZg?loadFrom=DocumentDeeplink&ts=1899.76)):

The

Tanya Clark ([31:39](https://www.rev.com/transcript-editor/shared/2kJz_9pZuL1jxuUDQ5WoL8OBFt1hHktph1QOkNLTSaz1Lxv3SmcOHeV3tMZOGYHyOuf8Qo2lhXdWsXasJqsmNBWtGDc?loadFrom=DocumentDeeplink&ts=1899.85)):

Elementary. I just start there.

Daylene Long ([31:42](https://www.rev.com/transcript-editor/shared/N_Mmy8iRFigrX2zK0cM60Km1J2j8xG3Galt77wo8PT59SY7JECxoXlJhM0f-M3MTbxN06CfDoEePk7fVmeC1xkudjQI?loadFrom=DocumentDeeplink&ts=1902.1)):

So they're not having science every single day.

Tanya Clark ([31:48](https://www.rev.com/transcript-editor/shared/SPqx4MhR-bdMAxaXGTfogsZ71m5fd3o4dc3jAGsVa66JBH4KNEk6VrJIthVLYb4Kk3WkmXuMmUpipKJlpB3VeYo7KYQ?loadFrom=DocumentDeeplink&ts=1908.645)):

And that's our reality. That's the way we do that. We try to keep it whole where a unit or a topic is together within a longer period. They're not going from science to social studies flipping like that. Does that answer your question with that? How the frequency it Does

Daylene Long ([32:05](https://www.rev.com/transcript-editor/shared/ov1ltSYXz1mYy3tzcPvWBpImQ0IsplYxYTDVoDAQoOZwkq0qkVK0mF23Y9bTf3IFUtRjEY8oAylClaFJnznhycWw5T4?loadFrom=DocumentDeeplink&ts=1925.62)):

When they get up to high school though? I'm assuming that your district has a pretty good level of different sciences and

Tanya Clark ([32:15](https://www.rev.com/transcript-editor/shared/vYO5aJQKo1NWEBfOu5hVe6d0zjU1ThXDFBiDK1KlaOFT4UvANCrRph7gZIk9qUS4WcdcyFXJEBMk67lm8n3e8QQVUbw?loadFrom=DocumentDeeplink&ts=1935.19)):

Yes. Yeah. So what then happens is they leave the elementary, they go to the middle school. So now we begin to concentrate. We break it into sixth graders, earth science, seventh graders, physical science, and eighth grade is life science. We talked about the option of them just being generalists and covering everything, but we left that where it was for this year. So now they do have a course, they have a concentration of a course. The other thing is this is a positive actually, that we do have kids very interested in science because of what the entertainment out there, just the information, they're interested and the way the materials are presented, it makes it interesting. Do you have a sense Of what's driving the interest? I don't know. I don't know if it's just our tech world. The kids are, it's not just when we were growing up, it was a textbook.

Tanya Clark ([33:14](https://www.rev.com/transcript-editor/shared/Cxw-Rm5RsXpkc9fzha-lP5yuhjyw2kwAbd8KKfzlqCiRIyNe6goh2Y2iezEkhcM3YUhIHEbVxj_RTDiFMga1cT5ozJQ?loadFrom=DocumentDeeplink&ts=1994.395)):

I really couldn't see the science. Every now and then we had, but they can see it. They can go on YouTube and see erosion. They can have these visuals and then they're asking questions. They're like, what is this? Then? What's making this work? So I feel like they're having the world becoming smaller because of the technology makes it exciting to them. And I'm smiling. They are. There's no, I've not heard. I hate science where I was growing up because it was like read the text and answer the questions and every now and then you might have a film or whatever, or we might go outside and look at the clouds. They get to see it, they get to touch it, they get to. So anything like that, they love that. And the other thing is I think it speaks to more kids. It's hands on. It's like, ah.

Tanya Clark ([34:02](https://www.rev.com/transcript-editor/shared/Wypj2lXLWrS3TTV-meORy2voFylrtgyqIYwxT_Lo3MAuWplitThn3OQx1Umlki_KMOo8uHx4X-SYXssiJtiqTTOBbKM?loadFrom=DocumentDeeplink&ts=2042.735)):

It is very exciting for all of our kids. So in those sciences, in the middle school, our kids do well, again, we're trying to really push more. I'm using the literacy. They have textbooks, they have the digital pieces and everything like that. And so nurturing that gets them ready for the high school where we do have, they start off with environmental science and then biology, they go into whatever. We have chemistry, we have physics. We try to keep it as exciting as possible. Another thing that we are working on are field trips. We're trying to bring back more. We're close to Philadelphia. They just actually took a trip where the kids saw surgery, I think.

Tanya Clark ([34:44](https://www.rev.com/transcript-editor/shared/oigAebaj8mU-nCvc1oIC1ExB965MkXZnUMXePHf_pv-Jl55EGg8rb80eDlabZUKlvNnz3zTwWAbgkwCONQe_c7Sa8hc?loadFrom=DocumentDeeplink&ts=2084.15)):

Yeah, yeah. I just met with the science department, the high school science department. And I'm like, listen, let's get out. Let's let them see. Because that's going to help them determine a career path too. It can't just be so you guys are great, but let's get them out into the world to see these sciences in action. Let's go to the beach and look and dig up some ditches. And so we we're doing a lot of that work. So yeah, but our kids, they actually talk about it. That's part of what their conversation might be at the cafeteria table, because there's just so much information out there. Now,

Daylene Long ([35:20](https://www.rev.com/transcript-editor/shared/aRRCY6V1ALFMeUGLHqH3ypAV27qUsUcwUC5hKerVMNQyytVFKAHvpIcsW4CeH5zGaKil2ODM5z-BKUR-u3bc75wxP3M?loadFrom=DocumentDeeplink&ts=2120.27)):

Do you guys have CTE programs in high school?

Tanya Clark ([35:22](https://www.rev.com/transcript-editor/shared/umnjoNU_F-EctIUrtRgou97sD6J7-8QhBHomgzE310mpyErmJ8dsvxGZUfmrWAUVA2Fzr6sAkLUcW9hV3ejAC2ydlXo?loadFrom=DocumentDeeplink&ts=2122.9699999)):

No, we don't. We are small districts, so we have electives, but we don't have the CTE model. We tried, but we just didn't have enough. And then getting people certified and we just didn't have enough. So we try to go. I'm sorry.

Daylene Long ([35:39](https://www.rev.com/transcript-editor/shared/N9FeijXURa3flAmTCSd1SsGPYNgytzVCeL81J9tWcD5XILXBkt0Tzt9IQ3MkwfMPwjrdv_znk1AJawsWDO-B4S-9Ca0?loadFrom=DocumentDeeplink&ts=2139.66)):

Who do you go to for your hands-on kits or do you develop your own or in high school specifically, do you have preferred vendors for biotech or anatomy and physiology or any of the life sciences?

Tanya Clark ([35:58](https://www.rev.com/transcript-editor/shared/sNLNG5mjsNCT9GPwIKNefdDXNNqaq8K9pRECUxR5Ev785izvjjOWeLVb-ZhkMn42IZ4sNMRrS8ahs5hDilV1mkAV9go?loadFrom=DocumentDeeplink&ts=2158.29)):

We actually just, this is our first year with anatomy and physiology. It's like, again, we're a tiny district. This is our first year with that. And pretty much the teachers are, they're finding materials. They may go to Flynn, they may go to, what's the other big one? I think it starts with an N. They don't do the ordering through me, but a lot of 'em are catalog companies. This year we got stereo microscopes for one of the class, we had a grant and they were really expensive, but this was some isolated vendor where she found a good price for them. So they look, they search, but for all their materials, a lot of times they're just catalog companies that we keep using. I think it's just two or three major ones.

Daylene Long ([36:44](https://www.rev.com/transcript-editor/shared/KUYW8q09CWEZ-honOU5YaX9pJE1RD41eCyQoXh-yoWF1Ij-foMOPlSBrMRHNLodMN8_nIkuemCofUvGhDXjaJXpXIKU?loadFrom=DocumentDeeplink&ts=2204.7)):

Okay. You mentioned Flynn, but you don't remember the It's,

Tanya Clark ([36:48](https://www.rev.com/transcript-editor/shared/SfzEhZT2iTDDUcoljpYiYU7EJMyWi8Uvor4n2F1dA1xbgbdHWEqDbAK4ICXQx35sIMHGAjsNj10t_dO9VE5JjNmdxXM?loadFrom=DocumentDeeplink&ts=2208.6)):

Oh gosh, I can't, starts with, no, I Can't. I don't want to put words in your mouth, so I Know. I know. But if you said it, I would be like, yes, that's the one. Oh gosh. So

Daylene Long ([37:02](https://www.rev.com/transcript-editor/shared/Wf-_ylsvNO8XS7rT9o3BQMbW1TVe5hIfybKuSlvjZ-IslUc__V3kDl0FlNZ6yVXVhXoN1wsnIB79jyhgDzrIZzU7Krg?loadFrom=DocumentDeeplink&ts=2222.015)):

You said it started with an N. That might be start with an N or it might be NASCO.

Tanya Clark ([37:07](https://www.rev.com/transcript-editor/shared/3Fu9Ef8ctwsh2-_wrS4KfoZxG0E507pn0hElUNXNy_ZKOc_PdlBYk0NmbgpKulpG6GKQqRNEiBpXjZFzBKEjuZ8ldYA?loadFrom=DocumentDeeplink&ts=2227.035)):

NASCO, yes. Okay.

Daylene Long ([37:08](https://www.rev.com/transcript-editor/shared/3fccjiF0tf9S7zy1eV_7pJZjDzjKpO03va5-xHWmKBKAKaNIe59WJPrTGXWcJaCZJlXFY0l9gROu1ZPNCIv6TRDZlSg?loadFrom=DocumentDeeplink&ts=2228.575)):

It's

Tanya Clark ([37:08](https://www.rev.com/transcript-editor/shared/dS2dLTy8VASN2ujGx6GVhVuVzK5cZ9SfSzMd0yk9M5ATJeMnVxc2XdP4-wfzJKjFgkvwdL0ZmpfAwGQmDF1sdijnAwg?loadFrom=DocumentDeeplink&ts=2228.955)):

NASCO. Yes. NASCO. Thank you. Yes, it's NASCO. And then what about for other things like

Daylene Long ([37:17](https://www.rev.com/transcript-editor/shared/Dep8KO0Sh-84YWXIXzla7xdn-zxk4X4IEd6Woy0vZS6G1Wza0Iq16l3i0H7qHmjCBpmrvdfwZkfilreOHSwTp-bd1w8?loadFrom=DocumentDeeplink&ts=2237.58)):

Dissections or living animals or, I don't know, biotech kind of supplies, those kinds of things.

Tanya Clark ([37:32](https://www.rev.com/transcript-editor/shared/uGQyV-17Pmt9YI9Iyw_Akb_0MJdfewSvWkzYGi6-gloRvLFgbPHpVUbX66YIUBP3ftEW0PpOuj6XMcHZmPpCGzOe4uc?loadFrom=DocumentDeeplink&ts=2252.13)):

I am not sure how much of that they're using.

Daylene Long ([37:34](https://www.rev.com/transcript-editor/shared/HZQp7RLDZAhK8MMQ6GAkR1Ja5X-BKFR8RWOQmM2jKsr1Ri5pujD3vgdMCFL2JfhDRw7kdcQ8GnQm_AOoMypxHpHaEXE?loadFrom=DocumentDeeplink&ts=2254.89)):

Okay.

Tanya Clark ([37:35](https://www.rev.com/transcript-editor/shared/snD5qB2ebcOydDkKIr0DMIS7-0po4eFsHDu4T-0QJiX3-A5lk3vnCi35e432uMVmjpc9cHeRgNsEQUBiJ5WuaO0Kxao?loadFrom=DocumentDeeplink&ts=2255.76)):

I really don't feel like if they're doing a dissection, it's probably digital. I'm not hearing the, I don't believe they're doing that as much in the past. I don't believe they're doing that just for the sake of doing that. They may just, so I think a lot of what they were doing became digital more than hands on. And so they don't, yeah. And also we had to adjust our schedule. They don't have a lab period as much as they've had before. So that was an adjustment. So they to, they used to have a separate lab for all the sciences, but now it's built into that class. So they're pacing themselves to cover the material and try to put some of those things in which are now more, sometimes they're demonstrations instead of labs, or they've had to eliminate some of them. I actually told them, I said, for the summer, I want you to think about some of the labs you didn't get done. We're trying to do more in the high school and the summertime. Why don't we bring some of the labs in so that I know you got kids interested in that, so we can use that time for that.

Daylene Long ([38:39](https://www.rev.com/transcript-editor/shared/mdlJF1NjP5P1A7yEaX0Sv_Cg9Uh99yBdnMfbGV1i4MC4urSAKnF1R-im89bvqtkMJCSUM1Ox5N3PDQRaV7F1QcZmw8o?loadFrom=DocumentDeeplink&ts=2319.13)):

What do you think is driving, so you mentioned time periods being shorter. Are there any other things that are driving the shift in dissections to digital?

Tanya Clark ([38:55](https://www.rev.com/transcript-editor/shared/IvJYBETT471linWzI6XRizkH0g_aGl8gmiKb_DH-IrRwMw2pnVGmPDymhqegDsJUfiNSy0Z4EMLuQTT1mF4IXTiSjsU?loadFrom=DocumentDeeplink&ts=2335.75)):

I think for us it was the scheduling. I don't know if it's anything done with ethics with it. I don't think that's an issue

Daylene Long ([39:04](https://www.rev.com/transcript-editor/shared/VQjRllsSXUTUALLgd1eGShaWZ1VlUIdvR-BMZTjboGXmpjQIYpSBOitbtyGXaAIYqTaBBUCQTZtZgfNCZ81dXnR4ZOw?loadFrom=DocumentDeeplink&ts=2344.84)):

Either. Just state laws that are underpinning it? No, no, because kids can opt out if they want to. They can opt out.

Tanya Clark ([39:11](https://www.rev.com/transcript-editor/shared/OvqgSWkJHImvMpy1vXxlhgQbNv2UcS_q1X6FvvdOKM9rYQ2UnpMiBkPNT0dQi108y501b6PZU70zsbEw-HOxadobkKQ?loadFrom=DocumentDeeplink&ts=2351.68)):

So I don't think that's an issue. I think it may just be time. You're talking about if you have a fetal pig, you're cutting the pig and then they only have 42 minute class periods. And that's not something like, okay, we're going to put this in a refrigerator and save it for tomorrow. You got to work through that thing right then and there. So they do, like I said, labs, but I think they have to be efficient with the time. They don't have the labs anymore, so they are housed in those class periods. So time definitely is not funding either because by anything they can go, we'll do anything with funding. It's just that. I think it's just the time for it.

Daylene Long ([39:48](https://www.rev.com/transcript-editor/shared/iHMX1TkWQCjPmDnSjBeelMmS62iI9ZAfcsx11Ip9lmbsH_Hmzp9X33bg7rOFtf20-9osh1qol6IAdyzmJhVNfqjq-6o?loadFrom=DocumentDeeplink&ts=2388.9699999)):

So kind of staying with this hands-on thing, what do you wish you had that you don't have? I want to focus you in on the high school life sciences with hands-on things that get kids excited and learning. What do you wish you had out there that you don't?

Tanya Clark ([40:12](https://www.rev.com/transcript-editor/shared/4c-FoOX3VDHhUEQgKECpPLjtP2SNgYRMg502QAAUcY8EWvw0aMLD4snSxFFEjNobL3kM6QBha7P3kgNgD9tGK0YheVA?loadFrom=DocumentDeeplink&ts=2412.58)):

Me? Well, I mean, I wish we had a variety of more courses in the sciences. I would say also more connection with the world of, like I said, I wanted them to do more field trips, but I'm asking for that and we've got to go find that.

Daylene Long ([40:36](https://www.rev.com/transcript-editor/shared/0EB-M36gQR6QjGsCDLDDyhdqR7I7Zx7YyyJwTMMMXwocI63gpkNVH70iv2cOlII4VXIhym30KUqk7GLV5XRLbwir__4?loadFrom=DocumentDeeplink&ts=2436.19)):

Where

Tanya Clark ([40:36](https://www.rev.com/transcript-editor/shared/izPET7SQBnNMHqBSI1fgwbTo9HcUyrN3FgcI9n34WoOz2_uIHIAbHv9jP5Ij5LlZ4DxJDmUN6fwH18uPWrjjZM87y1I?loadFrom=DocumentDeeplink&ts=2436.85)):

I feel like there are companies that can be reaching out and making connections that are not hard to make. Sometimes I get emails and I'm like, this isn't even, I can't shut this down to do this. You know what I mean? So just really keep those kind of connections. In terms of materials, I just can't think of things that we don't have access to. But I think we still have low level types of equipment. One of the things with the stereo microscopes that relates to how they look at images in the professional setting. So having more of those kinds of materials that look like, or some of the things that if you're interested in this area of science, this is what it's going to look like. This is the kind of thing that you could possibly have. But one microscope was $2,000. So making it was crazy because we got six of them. One was with a grant, but just kind of making sure, first of all, time having all that equipment and not having time to use it is futile. But just some real life experiences with the sciences. I would say anything that comes with that, making it real. Come off the pages and come into

Daylene Long ([41:55](https://www.rev.com/transcript-editor/shared/UnzHeuRWfPSYt8TJj3EWkCwRCrVauNdoVrbt6aA-CpJVJonl-WpzEGDePDbNkHMGuPLfliSdAQsIMNZ8frqsxI4bQ0A?loadFrom=DocumentDeeplink&ts=2515.58)):

Making it real. Yeah, I think that that makes a lot of sense. My last question before I turn it over to Kim for questions is, are there any, in your district, are there any things that make vendors stand out? And it can be anything from free shipping to professional development to something I've never even heard of before, but something that makes somebody a preferred vendor for you because they go above and beyond.

Tanya Clark ([42:28](https://www.rev.com/transcript-editor/shared/FMq39uZWIPIi5PkiYWOBpPyvHzO-60O1SrpT95xAjHCmcQJItfusctyhSheAMbTCVftJomdvzq8EuoVI-fGATsNfoEs?loadFrom=DocumentDeeplink&ts=2548.73)):

Well, customer service and how they speak with us and their patients in dealing with us. Just having solutions sometimes and checking in. I love companies that check in because we have so many companies and we're doing so much and they're just like, Tanya, hey. And they're not mad if I don't get right back to 'em. Or they're reaching out to Joe, the principal, you know what? I just wanted to show you this. Or actually, you at another school are doing this. I'm in the area. Maybe we can all get together and I can talk to you about. I love companies that do that because

Daylene Long ([43:08](https://www.rev.com/transcript-editor/shared/cxEM4-GmtDB7Qr2OB0PG5I5YgJgJw3xB0ByJ3AlZo-WqXnyzxMo3BIBXCp2aTLZu-cVStnMudwj06yhwkgm2t0kSRI4?loadFrom=DocumentDeeplink&ts=2588.18)):

It feels

Tanya Clark ([43:08](https://www.rev.com/transcript-editor/shared/gxn2_KHMiiVxupdJSznJgMu8IVPpbt2pTMXNozFVmgGiaX6-eEaMLI6fEkyeJy_vT02CtBM11-J7aA6d5HW7ZdMaK5Y?loadFrom=DocumentDeeplink&ts=2588.6)):

Like they're a part of our staff. Those are the best companies. And I work with several right now who the contact is so good. They feel like they're a part of what we're doing instead of me just reaching out annually, getting a quote and we're moving on. Can

Daylene Long ([43:25](https://www.rev.com/transcript-editor/shared/QEFy5bGkXflWzQ0k9n2Y5-RFLqyCP8TZXnjGqBKD5SJLjutvYM0V-IkKyGMHgD-7FXQT9q-2weiVBxoyH0k4YaboBFk?loadFrom=DocumentDeeplink&ts=2605.43)):

You name a couple of those vendors that,

Tanya Clark ([43:27](https://www.rev.com/transcript-editor/shared/6lOKq0x3Qi3zY8WEnEI8ALBAnFW7NpR90ZEokWOzGNrhszmCVHTZiFb7s_sbp92Wcp1Cwh7j5wlwsC6cU8EX35nmxWU?loadFrom=DocumentDeeplink&ts=2607.38)):

Okay, do they need to be science vendors? I

Daylene Long ([43:30](https://www.rev.com/transcript-editor/shared/IugA8P4TCGxr39riAcvHtktYzIm7IZ-pp2hViuWh8vqjCdoGhQDCdBbyq_DFAp1LgH9LnnnzJqZIlsQmlz7VwVp4Wcc?loadFrom=DocumentDeeplink&ts=2610.44)):

Would prefer it, but just tell me what you like about them the best. Okay, so I'm going to say I don't have any science vendors like that right now. Okay. That's good to know. Well, and here's the other thing.

Tanya Clark ([43:39](https://www.rev.com/transcript-editor/shared/QLWxgbd9I5lpqmsZ2aM4nFr7QX2aVWo3yZXesNXScrUK9nCAqL-_eeDSQIm-sMVxatsVIAT8d0e5UYG84Vqt8WLJ1HY?loadFrom=DocumentDeeplink&ts=2619.89)):

Some of the vendors that I get all my science techs from, that's Sava. So they're not just science. So I work with them with other companies, but I will say they're not calling me about science. They're not making that specific where they have a person. So a big company, having a person that's like their key science person. I see you're ordering a lot of science materials. I see your state has changed your standards in science. What can we do? What can I show you? I got to reach out to them. Okay. Can you give me a crosswalk for the standards? Not specific. Unless I pay for pd. And then that's just one and done. So if they want that to really come alive, just like having that key, once it triggers your ordering science materials. If it's a big company, then there's a person who again, becomes a part of our staff and helping us develop, helping us when the standards change, helping stay on top, just being with us in the journey. That would be great. And when I work with companies like that, we stay with them. We grow. We get a relationship with them and we trust them. Now you're not just calling me, hi, I am. I just want to talk to you about this company. I'm deleting that. I'm sorry, I am busy. But now I get a call from Daylene. I'm like, oh, hey, well, I just want, Hey, time, just checking in. How you doing?

Tanya Clark ([45:04](https://www.rev.com/transcript-editor/shared/_J2nSfSN6yvtOZk4v6xL_5e3LTSp6ekXpOJTGMlB5m4eYZzDtd9uZ45gWdHLSe543ieqpKrTi3tJWB8YDRHIEboHtT0?loadFrom=DocumentDeeplink&ts=2704.8)):

People, they put some companies, they're phenomenal. The little personal touch, little come by. I was in an area, here's a cookie. Not I need a cookie, but I'm just like, here's this. I just want you to know, just to keep me mindful of them and to work with our staff and companies that our staff can reach out to them too if they need to.

Daylene Long ([45:27](https://www.rev.com/transcript-editor/shared/xI5v484a3AX_TKwhWn4cMu9d8KCWVf54HWNYK5iqvBHpfmfJamDSc2JZTDREiISZFBbYgER4mb4kTw6xgkGHXkKvTco?loadFrom=DocumentDeeplink&ts=2727.84)):

Can much. You've only got a couple minutes. I want to make sure we get Tanya out of here on time. Do you have a question? Do you want to wrap up for her?

Kimberly Herder ([45:38](https://www.rev.com/transcript-editor/shared/TzCeFRwX5plgxhJntu5U2bP_sI8YJIbXNDSLCiXqpG51mxsNVGbEXviRilap_6UBRA4NutBoI9AgjyBNqlihYcARnZs?loadFrom=DocumentDeeplink&ts=2738.19)):

I have one. Just a thought. So when you're talking about the PD and anyway, I didn't know, are there any videos available from what you know to your staff for some of the curriculum that they are using? Or how do they get their pd?

Tanya Clark ([45:59](https://www.rev.com/transcript-editor/shared/9y9lRn3Yd0Eit6h8_YVCIoISgntWJWX9019jygV0wu4iCe1bRBuz2euHqQ9f6eQQmQ2zlTG8gAd1vuPlUtm15eKliu0?loadFrom=DocumentDeeplink&ts=2759.34)):

Okay, so we look forward. So we have vendors we work with, and they might, and they'll email me and say, we're doing some blah, blah, blah, robotic whatever, whatever. And I'm like, oh, that speaks to something we're doing. So it'll be maybe the local college or continuing education or something like that. That's doing it very, very rarely. Is it a company that's connected to us? I told you the two that I know that we order from. I know they could be more isolated ones, but they're not reaching out to us. Not like that. And the other thing people got to understand too, when they send out these emails, we get a ton of them.

Kimberly Herder ([46:38](https://www.rev.com/transcript-editor/shared/0r2tL1sahWzG2vQADow2kSzfsQzLCYxlOgwcfR0tdpITcwYJaLH-hcwzvHyf2zTIYdlqOaIYcIVUKuFjMx8c4wrHXEk?loadFrom=DocumentDeeplink&ts=2798.82)):

We

Tanya Clark ([46:38](https://www.rev.com/transcript-editor/shared/eJB8Mix64IdWUbEg30HnGVwbScW-xZQc0DrqSk52ZxZx0g_tXXsXBJqF8kMpVrm4yvcwfZPsBLvYUFOgibzAKI2LNv8?loadFrom=DocumentDeeplink&ts=2798.94)):

Get a ton of 'em. And when they call us, it's annoying. It's annoying. And they're nice, but it's like, I don't know you. I'm not whatever. So once you get in and relationship, they just got to keep that. So professional development, we look out for ourselves for it. We fend for ourselves. Absolutely.

Daylene Long ([46:59](https://www.rev.com/transcript-editor/shared/03t4t0ryvyiYTzc9zUSiiS2NVnHIQAAakRNkMQKXj9H1QHnqpdixmUVJtc-xHPpJqBDN71jHDhz0dJYc4jluqhzC96c?loadFrom=DocumentDeeplink&ts=2819.94)):

Kim, you want to wrap up for us?

Kimberly Herder ([47:01](https://www.rev.com/transcript-editor/shared/PWbZQf_8CWJU4WswVpEGlFwVTBZ72rq_KGbg5FB-1RZzISO5l2QeZctEPiTJPHZIkXytYAa_X2RKH16HZnDEPYZRxOI?loadFrom=DocumentDeeplink&ts=2821.44)):

Yes. So thank you very much for making the time to meet with us, though. I was off camera, I was listening to everything and my emotional range went everywhere. The things that you deal with, but yet you're excited about it. I

Tanya Clark ([47:20](https://www.rev.com/transcript-editor/shared/nKgrK_Yl79N2F7O3KubsM7iEVBLAGhCLVuv0AB4I6iLT5oUO-3frKWEURoEFN0Q0QUvo6JTqUqpVZ-7j7FQF67PGTdc?loadFrom=DocumentDeeplink&ts=2840.13)):

Am. I love what I do. We have challenges, but that's what I'm here for. But when it comes to science and STEM, I want to see more. We're looking at programs more for our elementary too. They're interested in it, but just giving us an easier pathway to be able to implement in consideration companies that act like that's the only thing that we do all day. And they build their programs that way. We can't do it. It's a great program, but we can't do it. You can talk about training people. And we got teachers now that like I told you, people want to live their lives. I don't want to go to training. Even if you pay me 40 and $50 an hour, I don't want to go. So just keeping all of that. Remember I was talking about the changes. That's deep to me. Nope, I wouldn't have turned down $50 an hour, but I got people, I'm not, I'm going to enjoy my summer even broke. I'm not doing it. But just companies keeping that in mind, staying in touch with what's happening in education. It looks good on paper when they're doing things, but I'm like, this is not our reality. So

Daylene Long ([48:25](https://www.rev.com/transcript-editor/shared/f_hSZM8aQClsGrQQbcNhSaXGfKjYqjXXZf3nun9bGjuF_37LJmPmgj9A3HQsuHEBvGs6KICbyR3zlOg9Y2_TYL7scQY?loadFrom=DocumentDeeplink&ts=2905.75)):

You'll get your incentive from me by the end of the day. I do them all. I batch 'em all up at the end. Oh, thank You. And I just want to thank you for everything that you're doing for teachers and students. Thank you. I echo what Kim said in that I swore at the beginning of this interview, I thought, oh, she's going to make me cry. I'm totally going to cry during

Tanya Clark ([48:46](https://www.rev.com/transcript-editor/shared/lKbvcGrUhGlo0Vx_pIuFrWJNfYipoutcRqpqlfCcmJJDac2M8LZMIvs2hF6h6l1w4B8UNAgYUg6zk2EpW3NZ_zOd_9k?loadFrom=DocumentDeeplink&ts=2926.795)):

No, no, it's not. But

Daylene Long ([48:48](https://www.rev.com/transcript-editor/shared/kGGJ5dqvwAIKlsCg3hWJpSWLUzg39EE2RXC4J8dYMHvDKIeAEEmSMdKqd5gHp3G1xF1vjVZWOUy4a2h0AakUOz1YyXQ?loadFrom=DocumentDeeplink&ts=2928.255)):

I didn't. But you are dealing with a lot. And I think you have very succinctly pinpointed the cultural shifts that have happened post COD, and summing it up by saying people just want to live their lives. And we realized it wasn't a given maybe with covid. So

Tanya Clark ([49:09](https://www.rev.com/transcript-editor/shared/8TpIW2GxN0hhGfMzYRxEiCDUOHUUjtwYbuTEPvLbJKl1SSFKTBf5IB7rayUUVLEvpx6im42RsDUo2V33j2y2z622Agg?loadFrom=DocumentDeeplink&ts=2949.31)):

Yeah, they do. They don't like, and anything that we do, if it doesn't connect to my life, so when you're talking about science, that's what I'm saying. The good thing is that kids, it is connecting. But other areas, if it's not now connecting, not my future, I don't know what that is. And I'm not really being pushed to have one in the sense of a career. I can stay at home or do whatever, and I'm just speaking broadly. It's not that way for everybody. So it really does have to have that personal touch. Everything has to connect that way. And

Daylene Long ([49:46](https://www.rev.com/transcript-editor/shared/_Tc5lDYxUqzLYe-7IOgtfEKQYNxrfM_XBZMC6Ji1zby2LXgL1niP5SPXxybU5pDsaXSS2y8HP-qeYB-K2wD7UMYP3Jw?loadFrom=DocumentDeeplink&ts=2986.81)):

I

Tanya Clark ([49:47](https://www.rev.com/transcript-editor/shared/rfCx7qZWgf8wV3MlaAgNLnk4EzXgPm1uaH2V7ZybvJxXWBEfHq0Ae_6OkkZFGgy58dsgsk3M6gaYvhKAp5i1Whpd_p8?loadFrom=DocumentDeeplink&ts=2987.14)):

Don't know if that's a reality for that's always going to be the case, but that's where we are.

Kimberly Herder ([49:52](https://www.rev.com/transcript-editor/shared/AkT9yOIYKxS8Pmx4kSZvpdSwgAtKhEnYFdaNSAZgCkx_D9-2aqqCfEMD-jRrgN1-mXRIs6gAM-T47do_RNQrpk2q29o?loadFrom=DocumentDeeplink&ts=2992.69)):

Well, I'm going to send you a thank you email. And in one, there's going to have two questions in it. And one of 'em is if you'd be willing to visit with us again, whether on this topic or something else. And then also, oh, sorry. I was going to say,

Daylene Long ([50:06](https://www.rev.com/transcript-editor/shared/PNVNSCLieo0czjyXGT3-7V9vu667F3l3RVj4InheHBGsp7aLGdww6cLco6YQOkxlExokzAvNi6M2TfLrzuY1pgeX2Uc?loadFrom=DocumentDeeplink&ts=3006.7)):

We represent a lot of different organizations and your input would be really helpful.

Tanya Clark ([50:11](https://www.rev.com/transcript-editor/shared/L6JIJiSY0KT4QcuoRQDUaQhHVqq7lZwhkEFQOd0akBopx8EHG06sjBG_dpegHFnqopiYFa_J_z6SKJp_0-DZPUY9XHE?loadFrom=DocumentDeeplink&ts=3011.215)):

I would love, I love these conversations. I'm actually, and I talk a lot, so forgive me and just cut me off. But I really like giving that insight, frustrated with everything and I'm like, do you know what we're dealing with all that? Be one student or one, do you know? A frustrated, okay, we just changed teachers or half of our math department was on maternity leave last year. Do you understand? And you're sending me, but just given, just I would love to. I would absolutely love to. So I'll definitely, if you want to just keep hearing me rattle on

Kimberly Herder ([50:54](https://www.rev.com/transcript-editor/shared/z06ypB4xdBV0f3zcsw3_7_88uonD_NFcY9YET8HYRPjprAUgzlPVHGvzzuIz0XMj3ikCo4cU5QsTynbZlH5pg8nNPU0?loadFrom=DocumentDeeplink&ts=3054.14)):

Yes,

Daylene Long ([50:54](https://www.rev.com/transcript-editor/shared/izCqle-2RP3l8G6FMhy1ByBH28RB7MtuUrDlBv4dmDPtJdgs6hZAt5IKEYsOpbXZmlwqF1eBKUDwLP2e_uF8Hu19JRg?loadFrom=DocumentDeeplink&ts=3054.53)):

We'd love to hear rattle. Okay, well, I want to make sure we're a few minutes over. So thank you again so much for your time and for everything that you do for students and for teachers.

Tanya Clark ([51:04](https://www.rev.com/transcript-editor/shared/QAUJrU1zLa14W-50sls212AG-xbIDXbbIFW-jRTdLEZyhYQ7L0eFK_CM2faMDBf9oefV8kU61wW_ZIkqYxPBvtyGBmo?loadFrom=DocumentDeeplink&ts=3064.73)):

And thank you for your work as well. This is great.

Daylene Long ([51:06](https://www.rev.com/transcript-editor/shared/MVPDoDrB7dBjVLBJ_XuMtY-765dVoNnU427KZMSbxIJUnOV8Rmu58_ZhIgLz11gC-fW0UkGr8sxlvihFlGP4CAri4vY?loadFrom=DocumentDeeplink&ts=3066.86)):

Thank you. We'll be in touch.

Tanya Clark ([51:09](https://www.rev.com/transcript-editor/shared/dPmLKnsOkWE2tDJsdSP2j_PhbiEAmB8ohzbPdZuyinNKpZ91KC1458LztnVCurP8oA6gSCeukQl_qbs1_co73_iz0ls?loadFrom=DocumentDeeplink&ts=3069.62)):

Thank you. All right. Bye-Bye.