

## **Bluum Together Podcast Episode 10-**

### **Developing a Culture of Leaders at Pathways Alternative Middle School**

#### **Intro:**

Welcome to *Bluum Together* – the podcast where we cultivate education leadership, innovation, and impact one conversation at a time. Join us as we learn from visionary leaders, share inspiring stories, and uncover strategies that drive meaningful change in K-12 education.

#### **MIKE CALDWELL**

Greetings and good day podcast listeners and welcome back to another episode here at *Bluum Together*. This is Mike Caldwell and you are listening again to *Bluum Together* and we are in Meridian, Idaho here at Pathways Middle School. Joining me today is the school leader of Pathways Middle School, Dr. Eric Eschen. Eric, welcome.

#### **ERIC ESCHEN**

Well, thank you.

#### **MIKE CALDWELL**

Excited to have Eric and just had a tour of the school. Never been here. It's quite impressive. Small school, but you can really feel the culture of the school when you walk in. You don't have school today but I can feel the vibe going on here - very organized and focused on your efforts around culture and we're going to get into that today. Before we jump in, we always like to start with a story to kind of set the stage for the context of our conversation today. Putting you on the spot -

#### **ERIC ESCHEN**

It's one of my go-to ones and I think that when you're doing something for the first year, that's when all the stories solidify in your mind. There were two students, Michael and Donovan, through the year they were quirky kids and they had struggles with this third student, Jeff. At one point, Micheal and Donovan were in a conflict with each other and then it was reported to me that Donnovan had given Micheal money to be mean to his former friend. I pulled him in and I said, "Donnovan, did you promise Jeff that you were going to give him money to mean to Micheal?" He looked at me and his face dropped and he went, "I was going to pay him." I will. I'll pay him tomorrow." It was that moment of okay, there is a lot of work that I need to do here and a lot of reflection that I need to do with my students where it's much more than just treating people kindly. It's understanding the impact that we have on each other that is so much more than a bumper stick can provide. I think that was one of my big moments. It's a

forehead slap but it's also a sign of what we can really do as educators of what we can do to reach deeper into how we help students.

**MIKE CALDWELL**

Absolutely. There is work right there. Changing and impacting and influencing the hearts of our kids. We jumped right over your background - give us a little bit of your background and then transition to telling us about Pathways Middle School.

**ERIC ESCHEN**

I was raised in Boise. Went to Boise High. I was going to be an attorney. It was a popular thing at that time. I had a teacher who was a major influence on me - held literature, held up a book and said look at yourselves, look at your lives, and that made a connection for me. Moved around a bit after college and then came back and ended up working with that teacher as a Student Teacher and working a lot with the Advanced AP students on how to prepare them for college and really loved it. The first job that opened was at an Alternative high school in Meridian and I didn't know anything about it and went into being a teacher there. It was such a change from what I was used to having gone to a private-prep college. It was a different world, but the more I got comfortable with it and connected with the students, for many of them connecting them for the first time with literature kind of became a passion and I just stayed working with alternative students for the next five years. Then when the opportunity for Pathways opened, it was two-thirds teacher, one-third principal starting the program. I jumped at the opportunity, that was in 2006, and I've been here ever since.

**MIKE CALDWELL**

When you started teaching at the Alternative school, did you go in knowing or wanting to go into an Alternative school or was it just the first job opportunity available to you and it just happened to be an alternative school or was that something you were interested in?

**ERIC ESCHEN**

It was hey, I need to work and I don't know anything about it. My wife and I were both Student Teaching at the time and she got snagged right away at Centennial. I was late to the ballgame - I was thinking that they didn't hire until August. I didn't realize that I should have had my application in a little bit earlier.

**MIKE CALDWELL**

Gotcha. That ignited a passion. Before we go into Pathways specifically, talk about an Alternative school. When we talk about an Alternative school, what is the difference between that and a traditional school where you are serving?

## **ERIC ESCHEN**

I think there are two answers to that. One is there is the Traditional school and there are Alternative schools as far as the state-funded criteria and there are specific things like whether the student is struggling with attendance or lower grades or absenteeism. Then there is another piece of it where it kind of has emotional concerns that aren't being met at the Traditional schools. That's the majority of our students. There is kind of a sprinkling of struggles that they have. As far as how West Ada defines it, we were given a little bit of latitude or at least I was because we were just starting this program and we were just in portables and it's not a very attractive environment. It's what we are trying to see where people want their kids to come here and it's not going to be a program where we're assigning kids there, where kids are forced to go. It's the school of choice so they can leave at any time. I had a parent meeting and we talked about what we would want. It was coincidental that some teachers were listening, so I ended up taking some teachers with me from that school. That's where it started. I think that when I am talking to people in the community, it is to have them expand their understanding of there is Traditional schools, and there is Alternative and what that means and what that means can be lots of different things. There are different administrators from other cities that come visit our school and they would say what we do is get kids straightened out and then we would get them back to the traditional schools right away. I would just say that it's your culture right there are the kids who've been through it and they need to be able to work with the next kids coming in. Basically, that is your bread and butter. Those kids who have been through it. They can help mentor the next group. I think that once we started to understand that, our program really accelerated because we created a reputation in the families where one student comes here and the entire family ends up coming through and I think that's been a lot of our success.

## **MIKE CALDWELL**

That is certainly a different outlook coming into this and why perception of the Traditional-Alternative is the former of what you've described. They are either forced or it's the last option to come to an Alternative school and spend some time and then they go back to a Traditional school. Obviously, what you are describing is a very different perspective. I never really thought about the mentor piece as those students who've had experience here and are seeing success and are now a key part of the culture you are trying to build here. That is a really interesting and unique perspective that I certainly haven't thought about.

## **ERIC ESCHEN**

It's huge and it really does change your culture. I think at the beginning you mentioned getting the culture here and especially in middle school culture is everything because they are in such a

transition in their lives from being focused on their family to being focused on their friends. When I was teaching high school, the first paper that I had my student write was a unit on the district curriculum. I had them write on the risks that they had taken. So many of them risked getting them in trouble in middle school. I think these are very formative years and the more that we can be involved with that culture, rather than just saying it's middle school, it's awful, nobody likes it. To get your hands on it and influence it is something we are striving to do.

#### **MIKE CALDWELL**

You mentioned school of choice. So, students choose to come here. In fact, you are currently in the process of interviewing students that want to come here. This is where you are today as I arrived. Why are students choosing to come here?

#### **ERIC ESCHEN**

I think the number one thing we have here is a bigger school where you get parents that my students will be lost in a bigger school. When you dig deeper into that, there are parents who are looking for attention and that connection with the educator and I think that there is also often so much trauma that somewhere was in the background of the student or the family. That extra level of support is something that they know they need. I taught for five years at Meridian Academy then went to Lowell Scott and I was a part-time teacher, part-time administrator. At a bigger school, teachers want to make a connection with students just as much as a smaller school. It's much easier to have a lot of those less formal interactions with students in a smaller environment than in a larger one. It's not so much that our teachers are different but just given opportunities and we take advantage of it.

#### **MIKE CALDWELL**

Every child obviously is unique in a lot of different ways. What do students here have in common as part of the population here, if anything?

#### **ERIC ESCHEN**

I think it goes back to wanting that smaller environment. I'll also say that the kids say "Who wants to be normal? You want to insult me? Call me normal." They say, "We are weird here." I think there is an embracing of the weird. I've had students say, "We are the Island of Misfit Toys." I think that Barbie and Ken may be the perfect ones, but like I said, every kid is original and different and weird and just to say, "You're a normal kid." You're an average kid." I think that kids are looking for that place where they're seen as an individual but that can still feel part of a community of other kids that are also working through the same things they are working through which is trying to grow up.

**MIKE CALDWELL**

So the profile of your school is 150, 200 students?

**ERIC ESCHEN**

150.

**MIKE CALDWELL**

150 co-ed Grades...

**ERIC ESCHEN**

6, 7, 8.

**MIKE CALDWELL**

I was going to say 6 through 9. I don't know why I was thinking that, but 6 through 8. Awesome. Let's jump into culture. You've obviously done a lot of work that feels like a really strong, welcoming culture here on developing character in students. Tell us about what you've built here and what you are building.

**ERIC ESCHEN**

The mission of the school is to connect and build on success. First we build on connections, we build from there -

**MIKE CALDWELL**

By the way, I wanted to say that I read your mission and to start with, connecting is beautiful. I would love that. In this whole thread of podcasts that I've had, the word connection and belonging is just this common thread as we talk about wellness and student mental health is that connection. To see it up front in your mission statement was just like yes - perfect.

**ERIC ESCHEN**

It's great to hear that. It's so fun because it's just a "we" here because we came up with that mission statement in our second or third year. It carries on when you get it right and new hands grab the same rope and the same orbs that as we make our way through our journey. I think it grew from we always greet students at the door to I am out front every morning greeting kids with that same philosophy. When we continue to work through the years we have come up with schools that have their things like we teach Courage, Respect, and Kindness and all of ours that we came up with were the three P's. We kept those Pathways going, but Pride, Perseverance, and Positive Relationships. That served us well always going back to those because how do you work for yourself, how do you work in your community, and keep going

when it's tough? When we first started in 2006, we used the *Seven Habits of Highly Successful Teens* as we created a Study Skills class - basically, what do kids need? They need some of these skills, these are some of the things that are out there that are resources. We grabbed it but it didn't really take that well and we tried a different curriculum, and then we ended up coming back to it and the *Seven Habits*, the Sean Covey Organization, contacted me and they had a full curriculum. About six years ago, we were able to subscribe to it. We took those three P's - the Price, Perseverance, and Positive Relationships, and what we found is that Pride is the first three habits - that's how you are working on yourself, the Positive Relationships are the next three habits - which is that public victory, and the Perseverance is what Sean Covey calls Sharpening the Saw which is much more than stopping and taking care of yourself and taking care of your tools, but again it's when things are tough and when you want to give up, how do you keep going? It's to maintain what we need to do for ourselves. It's always the last thing that we do as educators, and as parents, and community members is take care of ourselves. I think it's interesting that it's always that last little one that is such a critical piece. It's almost the pinky toe that keeps your foot balanced and that we are so neglectful of it and that I think is so important for us to keep emphasizing what are we doing and how do we do that in our society with such a crazy amount of technology and distractions, to take care of ourselves and be able to keep going when it's tough. If we're just eating rice cakes and styrofoam, we're just not going to make it and I think we are looking for the things that really give us the true nutrients. That's what we want to teach the kids.

#### **MIKE CALDWELL**

Well said. Your school is littered with these posters that emphasize everything you just talked about. When I say littered, it's beautifully decorated with these posters. Not littered. The posters don't do the work - they're good reminders. There are a lot of things that I am sure you are doing daily - inside classes, outside of classes that are building those habits and reinforcing those habits. Can you talk about the actual work behind the posters?

#### **ERIC ESCHEN**

What I love - as I am sitting here, I am a representative of a large group of people and the people kind of put it on like "Oh, you started the school. You are Pathways." We have our posters in all of the classrooms with the Pirate Way, The Seven Habits, and the Three P's. These are the ways that the kids can carry it out in the classroom. I was actually someone who was against it because I was like a poster is not going to get kids to think, "I'm going to throw this football, but no look at the poster. NO, I won't do it." But I've been proven so wrong on this because that's part of creating the environment. It's got to be used and it can't just be the dusty poster in the corner that no one can see. I went to Subway one time and saw it in action. There was a person in front of me on their cell phone and it was their turn to order and they were still

on their cell phone and they looked at the lady and started to talk to place their order while they were holding their cell phone. The lady just looked at her and pointed to the sign right in front of her, "Please put your cell phone away before you order." The person was like Oh, and put away their cell phone. If we make these reminders to living representatives where it's not just to be respectful because you're supposed to, but which part of the Pirate Way do you need to follow right now to fix this situation? What do you need to do out of those options that would make this situation better - make it a reference point. That's the challenge and that is where it is somewhere that is going to make the difference and that we can continually make reference to it I think is what keeps it alive. Each week we have weekly staff meetings because one of the philosophies we adhere to is, if we are going to fix problems, we need to go Upstream. If you're going to go Upstream, you're going to be meeting a lot. We have weekly staff meetings which are after school. We have a standing meeting for ten minutes where I give student updates with COVID and we just keep that going. Then we have weekly grade level meetings in addition to that. We have many meetings where we are talking about what we're doing and how the kids are reacting to it. We're always reflecting on our practice. One of the things we do in staff meetings is how are you integrating the Seven Habits into your curriculum. It's not just we teach this in academic support. Each grade level has a full class where they are learning the Seven Habits in addition to smaller study skills or working on being college ready. How are you integrating that into English? The English teacher will say I'd ask this question. How was this an example? Three examples of synergy from this work or what kind of mind frame do these characters have? Is it win-win, win-lose, is it lose-lose? It's applying the principles to literature and then applying them to their lives so it's getting back to how I got into becoming a teacher. How can we have students use what they are teaching in what they are working through right now and not just as this abstract thing that they are someday going to maybe need in the future.

#### **MIKE CALDWELL**

It sounds like you are really reinforcing those Seven Habits in the culture that you are striving for organically through every class. So it's everyone's responsibility and it's not we are going to focus on this at this time or this at that time it's where are those natural, organic opportunities to bring out those bits and shine a light on them and reinforce them with the students. Is that accurate in how you approach it?

#### **ERIC ESCHEN**

Yes, that's definitely the goal and we will continue because there are some like that Math teachers. "I'm teaching Math, how do I integrate this in?" There are so many interactions you have and how you are breaking up teams. We've got to keep that current and how we do that isn't by saying, this is just something you are teaching. It has to be something you are living.

With our Professional Development Time, when we work with the coach from Leader in Me, we're working on ourselves and making references and looking at how we are interpreting these and how we are using these and how we are creating our own mission statements - how we are looking at not only creating a voice for our student but creating our own voice. I think it's looking for how we live it, not how we just teach it because all of us could say we want to be healthy, these are the things you can do, but can you actually do it. When you actually do that journey you are so much more effective at teaching it when you can share that with the students.

### **MIKE CALDWELL**

Leader in Me sounds like a central core program for what you are doing. Are you following a curriculum, are you following a Leader in Me designed program, or are you making it your own? How does that work?

### **ERIC ESCHEN**

Great question. The Leader in Me journals the children used to work through but we found that those weren't working as well. There are different pieces of the Leader in Me program that we shied away from because it doesn't work for us at this time. I think that I see what they are building. There is a lot of thought behind it. I definitely think we've made it our own, but I think that there is a lot more we can learn. I wouldn't be surprised if some of those pieces in the Leader in Me program we will come to once we are ready for them. I think that everybody kind of has to find things in their own way. If somebody just hands you the curriculum and says "Teach this" I think it's not going to be authentic and it's not going to carry through and we're building towards that. One of the big focuses of our past five years is just teacher clarity on what are the clear things that we are teaching and then it's moved into what is the student clarity? Do the students know what they are learning? How that learning fits into the rest of the learning and how do we build that. So much of the Leader in Me curriculum is creating leaders. I think that especially in our very structured environment, it's been challenging to relinquish some of that control and to give it over to the students. I've been so proud of my teachers as they are continuing to find ways to do that. They have what they call consultants and one of my teachers says go and talk to your consultants and figure this out. Talk to a consultant before you talk to me. Then in our Math class, it's a lot of kids working together in groups at whiteboard standing and working through the problems. It's much less structured as to how they work together so there are roles in it like some of the curriculums have. The learning that we've seen and the authentic interaction that we've seen through these is inspiring and I think that that is the secret and I think that harnessing the middle school culture is where that's the final frontier. If we can make it to that, we're really on to something and that is where we are going. It's how to structure it enough without over structuring it or under-structuring it and just

having the kids check out and take that social opportunity. That's what we are searching for right now.

**MIKE CALDWELL**

I noticed in one of the parts of your school, you also have posters on Sources of Strength which is a popular program. I see that in a lot of schools. I often think it is either Sources of Strength or Leader in Me and it seems like you are doing both. Can you tell me a little bit about how those work together, if they are working together and what that looks like?

**ERIC ESCHEN**

The Leader in Me is for all of our students. Then you have my student counsel which uses more of the specific leadership qualities - how they get their meetings back and how they are always referencing the skills they are getting and the focus on during those meetings. For the Sources of Strength, those kids are selected from various social groups. We identify who are influencers in all the different groups at our school. How can we help them become a positive influence on their peers, especially if there is something scary or dangerous going on. How can they go to a trusted adult and get the support for the people around them so that they can get the help that they need? It's not something where they are competing. Our Sources of Strength kids - the positive energy provides that leadership opportunity. For me as their Principal, their my little guardians because they are watching out and it's not in a "telling on" situation. It is more "I'm concerned about this" and "Check in on this person" and it's really had an impact on our kids and had a positive impact on our community for them to watch out for each other.

**MIKE CALDWELL**

I'd imagine that really adds to the strength of what you are doing. It's not one or the other program - it's both and they both have a place to support students. I love that.

**ERIC ESCHEN**

I think that students find their own way and every year it's different with the different leaders and how they come through with Sources of Strength will be stronger one year, our student council will do more the other. I love those opportunities.

**MIKE CALDWELL**

As the school leader, you are probably always thinking what is next? How do we grow, improve from where we are today? What is next? What are some of those things that are on the horizon that you are either working on now or you have on your whiteboard that are the next things we are going to be focusing on and building on to what we have established?

## **ERIC ESCHEN**

It's two fold and it centers around students being resources for each other and it's interesting because when I first started with discipline it was if the kids to show up send them to me, if they are having this, send them to me and that is a brilliant plan in August and a little bit of September and after that it completely falls apart because you are the funnel for everything. I think that similarly, a teacher trying to answer all the questions of a student is we've got to spread this out because there is a learning that is happening when you are explaining something to somebody with something that you are also learning yourself. I think that's where we are going. When you have a struggling learner, how can you have that student as a teacher where they are struggling and I think that's where I want to go because it changes it if you know you want to explain something to somebody. And not just read this passage and explain it to your group, you are actually thinking about how I am going to do this and processing it will solidify the learning for yourself and the experience yourself. One of the things we do, each year the students are making notes - we call it the Points of Pride Powerpoint (a lot of P's around here) - and they are going through the seven habits and also explaining their journey at Pathways when they are a Sixth grader, a Seventh grader, a Eighth grader so that can chart how they've grown and how they view themselves and their friends and their family. Then, they present Points of Pride at our 8th Grade celebration to their family members. Rather than showing them one at a time, we break everybody up into different smaller groups and their families come, and family is a very loose term - it's the people that are important in their lives. They are not only teaching their families the Seven Habits, but they are going through their experience through the lens of the Seven Habits and reflecting on where they are before they move to high school. It's a powerful evening and it's a great culminating activity for the kids. I think the more activities like that that we can do that are beyond the worksheet, beyond the "I do work because I am supposed to do work" is where we are going to have lasting effect on our students.

## **MIKE CALDWELL**

Eric, I am impressed. I think you are really nailing middle school. It's probably of all the grade levels, I think where you are working in my view, is probably one of the most challenging times of life for our adolescence and it seems like you are doing a lot of great things that are making it a difference from my perspective and hearing about the programming that you are doing and the efforts that you are making is quite impressive. Just walking around your school and going into your classrooms, the little things that are big things. The different options for furniture that you were showing me earlier today where they can have a low-level desk, or high-level, or standing, or rocking option is really cool. Those are little things that are really big things. I remember once when I was Principal, I did a student shadow for the day - I don't know if you've ever done that as a Principal where you are literally student all day and carried around a

backpack and went to all the classes and did all the work that a student did and I did that just to feel what is it like to be a student in my school today? I remember midday, I was dying to stand up, I was just so tired of sitting in the same position, at the same desk all day. I would have felt uncomfortable as a student to stand up in the back of the class for ten minutes just feeling rewarded. We started bringing in other options after that experience. That was one of my takeaways - we need more flexibility. It's a little thing of all the things that we are talking about, but you are paying attention to what are the needs of our students and really zooming in. I don't think it's specific to your population - I think it applies to everything you've talked about. I think for all students this can be beneficial in just about any school.

### **ERIC ESCHEN**

Thank you. Movement is just so important. Having knee surgery a couple of times, you start to get that antsy - if there is anyone who is antsy, it's middle school kids so we need to find ways where they can get their energy out to have them get it out naturally and be part of the process. I was talking to a student one time in my counselor's office and he had this little sand tray. While he was talking to me, he reached his hand over into it and he was playing with the sand. We were talking and talking and he pulled his hand back and stared at his hand like "What am I doing?" Wiped his hand off, and I stopped and asked, "Did you know you were doing that?" He was like "No" and I was like "Were you listening to me when I was talking?" and he was like "Yeah". I looked in this big word called perception - finding your place in space. That is why elementary school kids always touch the walls as they walk down the hall. There is a grounding that happens. So when we tell kids not to wiggle, move, or fidget, that's actually something that helps ground themselves and that is something that we should encourage and they could actually learn better if they provide that movement for them. This isn't one type of kid, this is just kids in general. You can watch adults do it, too. I think the more we can reevaluate educating kids, the more of a human understanding as we learn these things. We're not just in the 1940s anymore. We can better reach our students.

### **MIKE CALDWELL**

Absolutely. I hope our listeners, whoever they are, are really tuning in. I think you have a lot to offer in the way you are leading and how you are leading with this population in particular. Maybe they'll reach out. I hope they'll reach out. Maybe you don't want them to reach out.

### **ERIC ESCHEN**

Feel free to reach out. I am not on Twitter or anything, so reach away.

### **MIKE CALDWELL**

Good stuff. Eric, any closing thoughts or comments before we wrap this up?

**ERIC ESCHEN**

No, I think that there is so many things that we are contributing to learning from silence. This morning I was in a technology talk where pediatricians were talking about the effects of technology on growing minds. I want to encourage everyone to keep applying the things that learning to our environment. It's going to be different than we're taught. It's going to be different than what we were raised because things are always changing. If we keep our heads above water, and keep changing with it, we can actually guide that next generation because there are a lot of great things that we don't want to lose from the past. We don't just want to read books that are online. Getting a physical book is something real. I think that there are a lot of things that we can carry through if we stay true too and reflect upon why we are doing these things. Having dinner with your family without technology is something that should be a tradition worth fighting for but it's going to be a struggle. Looking at how we ourselves as adults are interacting with technology is so important. I am using that as a little piece but it is just to stay reflective and flexible with what we are learning. We can keep the important and good things going on in our schools and in our community.

**MIKE CALDWELL**

Let's take an extra second to pause on that and elaborate. What are you doing with technology because that is an important theme that I am hearing is the impact of technology on mental health and what is happening in schools. I heard it loud and clear in one of the episodes of this series from students themselves when I interviewed students that where it comes from loud and clear is that that is a challenge for them in terms of how they interact with each other, and they want that to be managed better and they need help with that. Do you want to touch on a little bit of what you are doing here with technology and how you are managing that?

**ERIC ESCHEN**

As a school of choice, we go through the disadvantages of coming to Pathways and one of them is we don't allow devices to be out - before school, at lunch, you need to put them away. If there is some kind of educational purpose for it then you need to communicate that with your teacher and we can work with you on that. Even listening to music while working, we did a deep dive of research on it and found it's really more distracting for kids learning. We will play music without words for everyone in the classroom. The individual listening to music actually didn't pan out. One of the things we provide at lunch time is our kids interact with each other because they can't get on technology. I think even as adults, I'll find those moments of downtime and just reach for my phone without thinking about it, without a purpose. If I struggle with that with a formed prefrontal cortex, then a student who is still forming that regulation, they don't stand a chance. I think that we need to be very cognizant of the

environments we create and how we can give students a chance to form a connection with somebody else, read a book, or make something silly and end up destroying afterwards rather than letting somebody else's creativity hijack them with technology. I think it's something that I would be interested in going old school in saying that I don't think students learn as well with laptops. I know that's a little controversial, we have laptops here. I'm not going to pretend that we don't but being very clear when we have them out and not just allowing them to be at the dinner table so to speak. We need to be purposeful with it and I think that we also need to keep teaching the important things that I grew up with where you do have those moments of struggle and quiet. It doesn't have to be a quick fix or you don't just have to look it up or Google. We are in a new world of how we are going to adapt and how we can protect the important things that make us human.

**MIKE CALDWELL**

It really goes back to your mission to connect and build success?

**ERIC ESCHEN**

Yeah.

**MIKE CALDWELL**

I got that right. I loved when you talked about lunch time. I can envision what it looks like not even being in your school at that time - kids without their phones are actually connecting and having conversation. I'm sure they appreciate that even if they fight you a little bit back on that. Good stuff. Thank you so much for enlightening me on what you are doing and how you are doing it and the work that you are doing here. It's really impressive. I hope the people that are listening are taking notes and hope they will reach out and explore further and learn more from you. Thank you. I appreciate it.

**MIKE CALDWELL**

Thank you for your time to Eric and for all of our listeners for tuning in for today's episode which is the final episode of our focus on mental health support in schools. We'll see you next time.

**Outro:**

Thank you for joining us to explore education leadership, innovation, and impact here on *Bluum Together*. We encourage you to continue these dialogues in your work communities, classrooms, and organizations. Be sure to visit [Bluum.org/together](https://bluum.org/together) where you can discover more episodes. Or you can click Join the Conversation if you'd like to be a guest. Until next time, keep learning, keep bluuming, and keep making an impact one conversation at a time.