



**BAMS Panther
Prep Parent
LIVE Event**

August 17, 2023

6:00 p.m.

Opening Remarks

**Mr. Brent Ritz, Assistant Principal,
Dr. Karl Wickman, Principal,
Ms. Suzette Attah, Assistant
Principal**



**EVERY DROP IN
THE OCEAN COUNTS.**

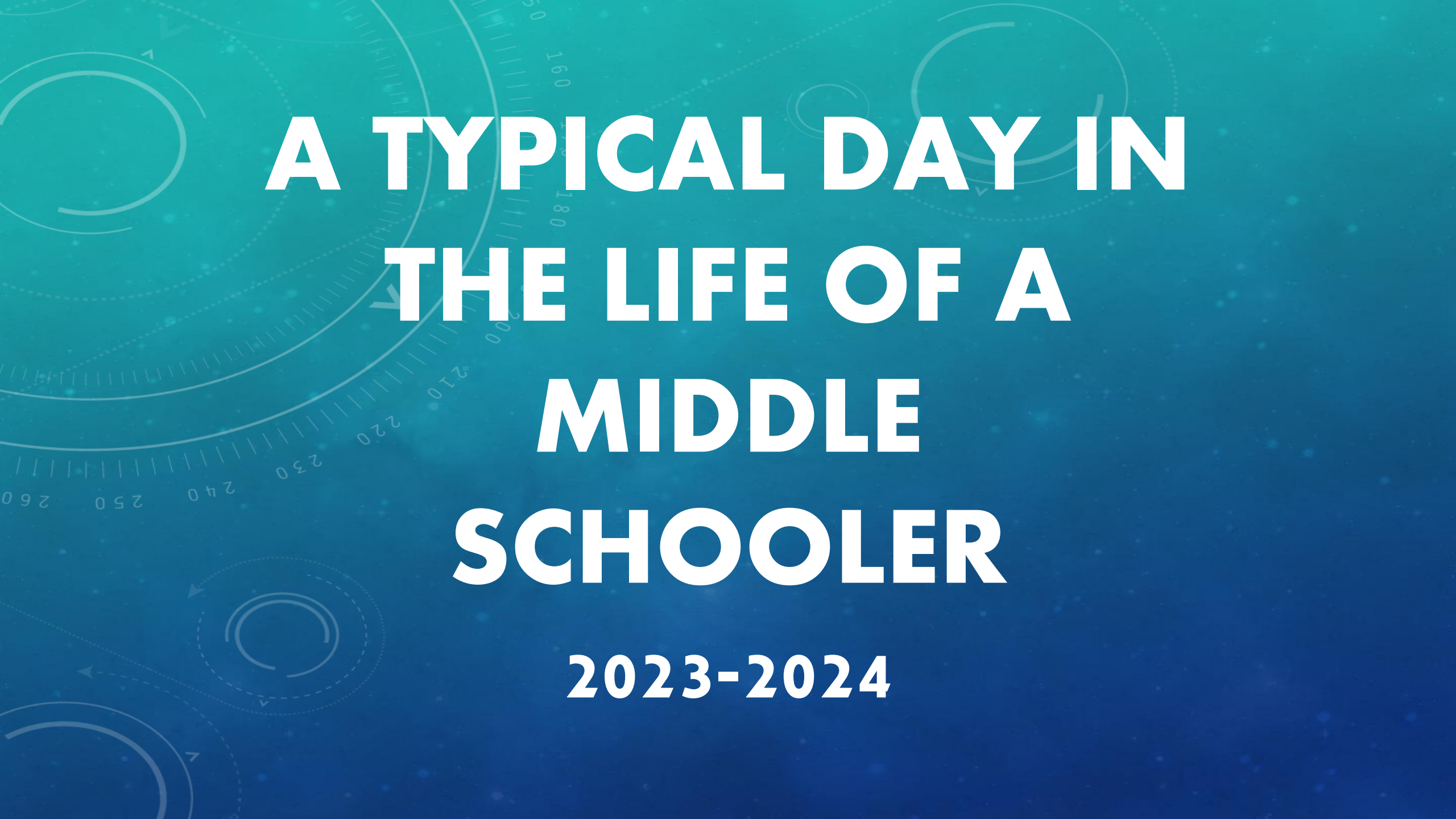
YOKO ONO



Dr. Karl Wickman, Principal



Ms. Suzette Attah, Assistant Principal



**A TYPICAL DAY IN
THE LIFE OF A
MIDDLE
SCHOOLER**

2023-2024

STUDENT BASICS

6th Grade has 3 teams

7th Grade has 3 teams

8th Grade has 2 “super” teams

Why TEAMS?

Teams allow for a more organized flow to the school day.

Each team shares the same academic area teachers. (Math, Science, 2 ELA, & Social Studies)

Each team eats lunch together- Yay!

Students will go “off team” for Unified Arts (Art, Computer, Health, etc.), P.E., and Musical Performance Groups.

BEHIND THE SCENES

- A look at what happens before school begins and before students come into the building...



ONCE TEAM ASSIGNMENTS OCCUR, STUDENTS ARE SCHEDULED FOR CORE CLASSES

5 Core Subject Areas (5 teachers)

These are the shared team
teachers

- English Language Arts
(Reading & Writing)
- Social Studies
- Science
- Math



HOW ARE STUDENTS SCHEDULED?

- Students' data is sent to the middle school from central office and our elementary feeder schools.
 - Data is comprised of information related to reading and math, which includes:
 - Standardized testing scores (MCAP, RI, MI)
 - Data recommended placement
 - Teacher recommended placement
 - Miscellaneous information that may also be helpful (specialized plans, interventions, etc.)

WHAT CAN MAKE A SCHEDULE?

Students will have a total of 7 periods per day. Each CORE class is about 54 minutes in length.

- Math
- Reading
- Writing
- Science
- Social Studies
- Special Area
- PE/UA

**** We will have alternating
Blue and White Weeks
this year:**

**BLUE Week– 1, 2, 3, 4, 5, 6, 7
WHITE Week– 5, 6, 7, 4, 1, 2, 3**

EXAMPLE ONLY →
CHECK WITH TEAM

Period	Time
1	8:10-9:03 <i>53 Min</i>
2	9:03-9:56 <i>53 Min</i> UA/PE
3	9:56-10:49 <i>53 Min Class</i>
4	10:49-12:07 Lunch 11:01-11:26 <i>53 Min Class + 25 Min Lunch</i>
5	12:07-1:00 <i>53 Min Class</i>
6	1:00-1:53 <i>53 Min</i> UA/PE
7	1:53- 2:45 <i>52 Min</i>

THIS IS IT!

THE DAY BEGINS!


- Door opens at 7:45.
- Homeroom begins at 8:10- students must be in their homeroom by this time, otherwise they are considered LATE.
- Students will visit their locker to drop off backpacks and get materials before homeroom.
- Announcements will be shared and then students will be dismissed to Period 1.

SPECIAL AREAS

Students will take 4 out of 7 classes offered during the school year- 1 per quarter

- **Health**
- **Project Lead the Way**
- **Art**
- **Music**
- **Computer Education (2 courses)**
- **Foreign Language**
- **Drama**

PHYSICAL EDUCATION

- Students will take PE every year:
 - 6th, 7th, and 8th grade.
 - Your student will have PE everyday UNLESS they are in Band, Chorus, or Orchestra. 
 - Students will be assessed throughout the year on their own personal gains. They will also take tests for each unit they complete. Study guides are available on Home Access Center (HAC).



We have three gyms and a fitness lab.

The lockers are stacked, and everyone will be assigned a PE locker that they will keep for all three years.

LOCKERS

- Students will be issued two lockers, each with a different locker combination.
 - One will be a general use locker close to their homeroom
 - The other will be a P.E. locker
 - Practice, practice, practice 😊
- In order to control hall congestion students are assigned specific locker times based on their team assignment. Students should NOT be visiting their locker after every period.
- Students will also report to their lockers BEFORE entering homeroom, and at the END of the day.

Real Life BAMS locker



CAFETERIA

- **Breakfast:** Served from 7:45-8:05.
- **Lunch:** Served between 10:30 am – 1:18 pm and is scheduled by team.
- Students have approximately 25 minutes.
- Three lunch lines accommodate for full lunch.
- **Breakfast and lunch will need to be purchased. Students will need to know their PIN number to purchase any items.**



Access found on HCPS.org, click on **PAYMENT OPTIONS**.
Apps can be downloaded for easy access and use.



Use MySchoolBucks to pay for:

- school meals

Use GoFan to pay for:

- athletic tickets

Use School Cash Online to pay for:

- field trips
- PE uniforms
- club dues

and more!

Online Meal Benefit application

CLICK HERE



Secure. Convenient. Confidential. Rapid Response.
Google translate. Traducción en Línea.

MySchoolsApps.com

Complete Free Meal Application
online



Free and reduced meal plan applications can be found on HCPS.org, then click on menus.

END OF THE DAY

- Dismissal will begin at 2:45 pm
- Students will visit their locker to get all materials that will go home with them before leaving the building
- 6th grade bus riders dismiss first
- Walkers/Car riders will dismiss at 2:55 or after busses have left
- Bus riders should arrive home between 3:05-3:40 depending on the route

WOO HOO

- Your student is done for the day (and might be a little sleepy and hungry from all that learning) but **WAIT**: there's still some important information to share... 😊

PLANNERS



- Each student is issued a planner purchased by the PTA every year.
 - If the planner is lost, a new one may be purchased.
- Planners are an essential organizational tool.
 - Not only should students be recording their daily assignments, but they should also use it to plan for long term projects/tests. This can also be a mode of communication between home and school, if needed.
 - Students should get in the habit of writing, “None,” if there are no assignments/deadlines for a class.

DEVICES



- Each student is issued a laptop and charger.
- Students should charge the device

EVERY NIGHT at home, so the device is ready to use the next day at school. (Have earbuds or headphones handy as well-just in case.)

**CHECK
HAC
REGULARLY**

Home Access Center

- HAC provides the following student information:
 - ❖ Class schedule and course information
 - ❖ Daily attendance history
 - ❖ Interim Progress Reports
 - ❖ Registration and related information

Please make sure the email linked to your HAC account is one you will check frequently. Teachers may send notifications and reminders via that email address, and you do not want to miss out.



**ANY
QUESTIONS**



ADJUSTING TO MIDDLE SCHOOL...

Things you want to know that
your student might not mention!!

YOUR PRESENTER:
MRS. DRU HERBERT,
6TH GRADE
SOCIAL STUDIES TEACHER
SOCIAL STUDIES DEPARTMENT
CHAIR



TOPICS TO BE COVERED:

- PEOPLE TO KNOW, FLOW OF THE DAY
- SOME BASICS: SCHEDULES, BATHROOM USE, LUNCH, LOCKERS
- CELL PHONE USE
- CHECKING GRADES: WHO SHOULD DO IT?
- SOME SUGGESTIONS FOR HOME:
 ORGANIZATION AND ROUTINES
- USING CANVAS TO BEST ADVANTAGE
- PHYS ED

IMPORTANT PEOPLE!!

- PRINCIPAL - KARL WICKMAN
- ASSISTANT PRINCIPAL – SUZETTE ATTAH
- GUIDANCE COUNSELOR – BRYAN SANCHEZ-VAHAMONDE
- SCHOOL SECRETARIES – NEW FACES THIS YEAR!
 - MRS. STEPHANIE BOYD
 - MS. TEN MONTH
 - MS. CINDY LOSKOT (ATTENDANCE)
 - MRS. TERRY RUSSO (GUIDANCE)
 - MRS. ELLIOTT (LEAD SECRETARY)
- NURSES: MICHELLE TAYLOR, WENDY KRAUS



FLOW OF THE DAY

- LONGER THAN ELEMENTARY – NO RECESS!!
- MUCH MORE MOVEMENT BETWEEN CLASSES
- SCHEDULES – TIME FRAMES
- LOCKER USE - DESIGNATED TIMES BY TEAM; 4 TIMES A DAY
- LUNCH: WHAT DOES THAT LOOK LIKE?
- P.E./U.A. – NEW OPPORTUNITIES THIS YEAR!!
- BATHROOM USE

CELL PHONES, FRIEND OR FOE?

- BOTH!!! KEEP IN LOCKERS
- PLEASE CONTACT THROUGH OFFICE
- ONLY STUDENTS WITH MEDICAL NEEDS SHOULD HAVE THEM
- CHECK PHONES OFTEN!
- LIMIT THEIR USE DURING HOMEWORK AND OTHER ACADEMICS





LUNCHTIME!! HOORAY!!

- 25 MINUTES TOTAL
- STUDENTS MAY BUY FULL LUNCH OR JUST SNACKS
- GREAT TIME TO SOCIALIZE APPROPRIATELY
- LUNCHROOM IS MONITORED BY AT LEAST ONE ADMIN

AND ONE GUIDANCE COUNSELOR -
ANOTHER OPPORTUNITY TO BECOME
FAMILIAR WITH YOUR CHILD

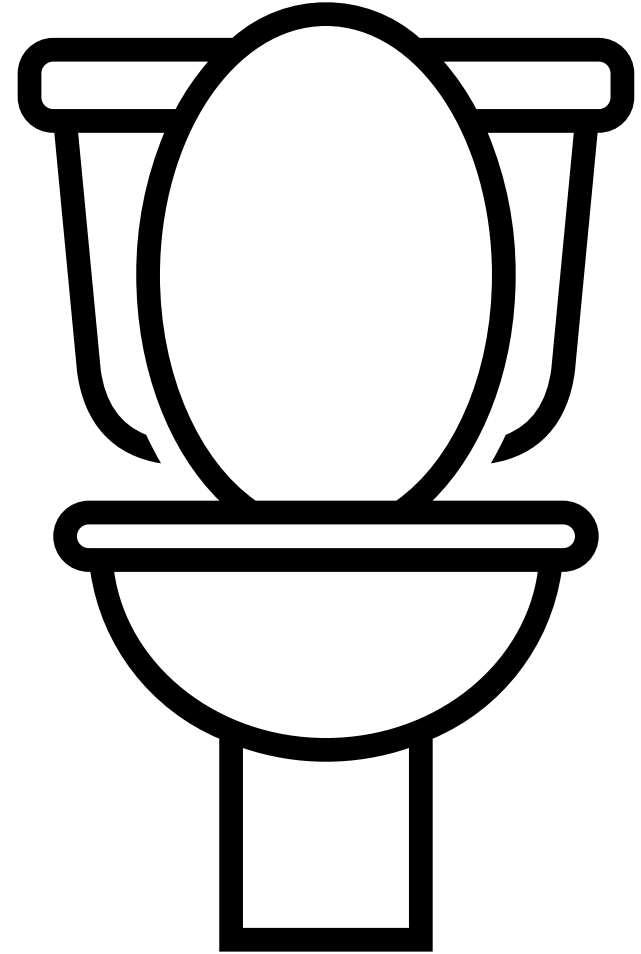
- STUDENTS MAY ALSO BUY BREAKFAST IN THE MORNING – MAKE SURE TO CHECK YOUR SCHOOLBUCKS ACCOUNT

CHECKING HAC

- YOU SHOULD MAKE IT A POINT TO CHECK YOUR CHILD'S GRADES REGULARLY - TEACHERS POST EVERY 2 WEEKS AT MINIMUM
- ASK YOUR STUDENT TO NAVIGATE HAC FOR YOU AND SHOW YOU WHAT THEY KNOW ABOUT ASSIGNMENTS. THEY SHOULD KNOW WHAT EACH ASSIGNMENT IS UNLESS THEY WERE ABSENT (CHECK CANVAS)
- NHI OR ZEROES – HAVE YOUR CHILD EMAIL THE TEACHER (POLITELY) ABOUT ANY QUESTIONS
- COULD BE UNFINISHED CLASSWORK OR SOMETHING GRADED WHEN ABSENT

Bathroom Use

- Sign out sheets in each classroom, also:
 - Teams may use planners or bathroom cards
 - Ask if you're not sure!
 - Please share any concerns, medical or otherwise we are here to help your child grow in every way!
 - **Not good ideas!!!** Creating tik tok videos, watching them, checking notifications, texting friends, arranging meetings
 - We will contact you with concerns
-



ROUTINES FOR HOME

- DESIGNATE A PLACE TO CHARGE COMPUTERS – CHARGE THEM NIGHTLY!
- STUDENTS SHOULD HAVE A QUIET PLACE TO DO HOMEWORK – USUALLY MATH/ELA ASSIGNMENTS EVERY NIGHT
- HAVE EXTRA SCHOOL SUPPLIES THAT WILL BE NEEDED THROUGHOUT THE YEAR – PAPER, PENCILS, ETC.
- LET YOUR STUDENT ORGANIZE THEIR OWN MATERIALS (WITH YOUR GUIDANCE IF NEEDED)
- KEEP PAPERS AT HOME, DON'T RECYCLE – MAY BE A PAPER THAT WAS NOT TURNED IN



NAVIGATING CANVAS



- TEACHERS ARE REQUIRED TO USE IT THIS YEAR (LAST YEAR WAS OPTIONAL)
- GREAT PLACE FOR INFORMATION ABOUT THE LESSONS AND RESOURCES STUDENTS WILL BE USING

PE UNIFORMS

PE SHIRT-\$12.50

PE SHORTS-\$12.50

SIZES AVAILABLE ON
MY SCHOOL CASH ONLINE





**THANK YOU
FOR YOUR
ATTENTION!**

**YOU ARE OUR MOST
IMPORTANT
PARTNERS! WE LOOK
FORWARD TO
WORKING WITH YOU
THIS YEAR!**



QUESTIONS

Middle School Math Pathways

Your Student's Path to Success Starts Here



BAMS:
Panther Prep

Understanding Mathematics in the
Middle School World

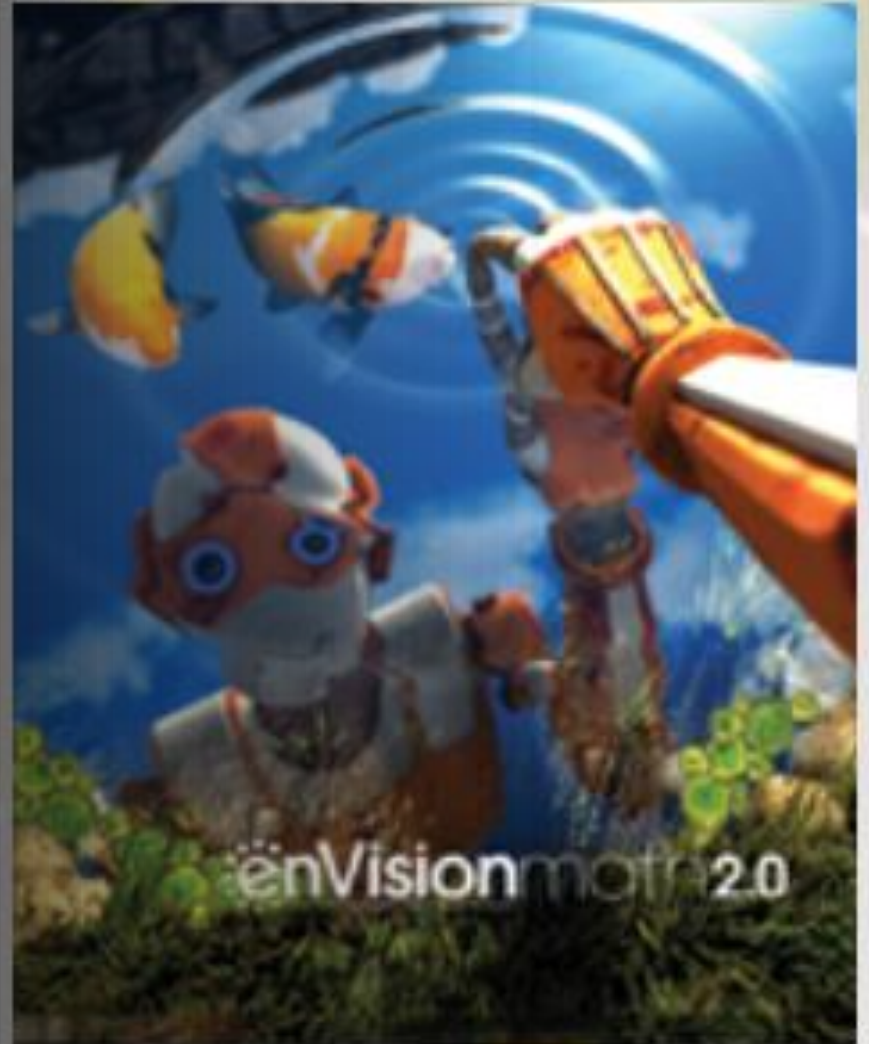


*MD College and
Career-Ready
Standards*

Math 6

- Fraction and Decimal Operations
- Integers (negative numbers)
- Algebraic Expressions
- Basic Algebraic Equations and Inequalities
- Rates and Ratios
- Fractions, Decimals, and Percents
- Area, Surface Area, Volume

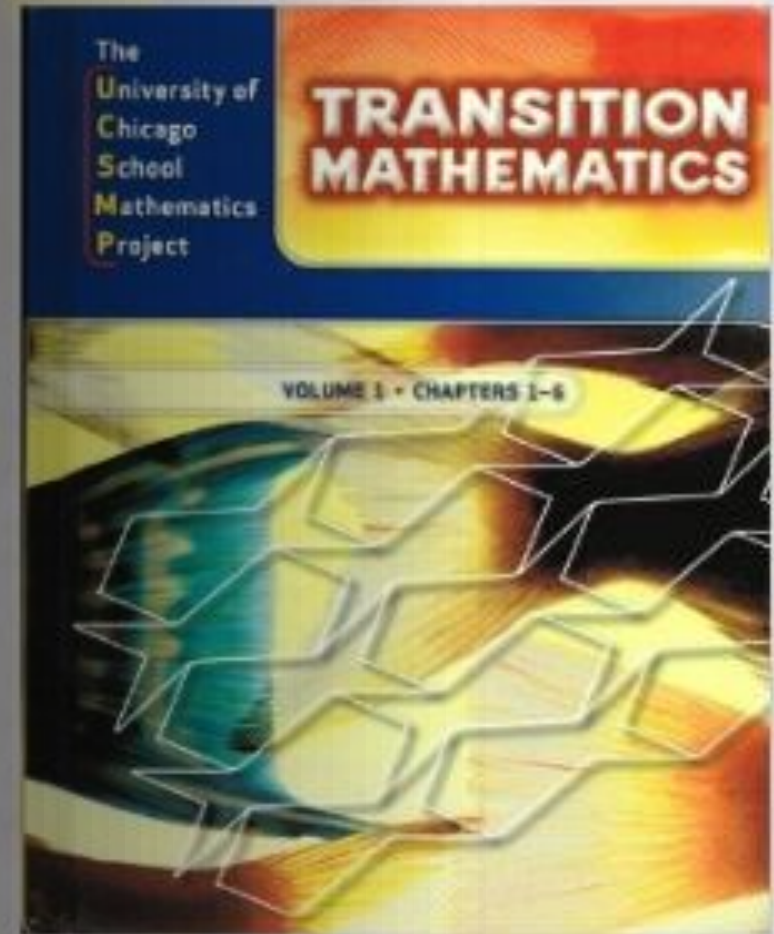
Textbook: envision consumable



Pre-Algebra

- Complex Algebraic Equations, Expressions, and Inequalities
- Coordinate Plane
- Exponential Form
- Summarizing Data Distributions, Statistics, and Probability

Textbook: Transitions



4 STAGES OF DEVELOPMENT



1

SENSORIMOTOR
0-2YRS



PREOPERATIONAL

2-7YRS



3

CONCRETE OPERATIONAL
7-11YRS



FORMAL OPERATIONAL

12-ADULTHOOD



Concrete Operational (age 7-11) vs. Formal Operational (age 11 and up)

Concrete Operational

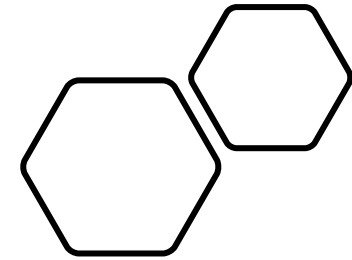
- Children are able to understand concrete concepts - like conservation.

$$8 + 4 = ?$$

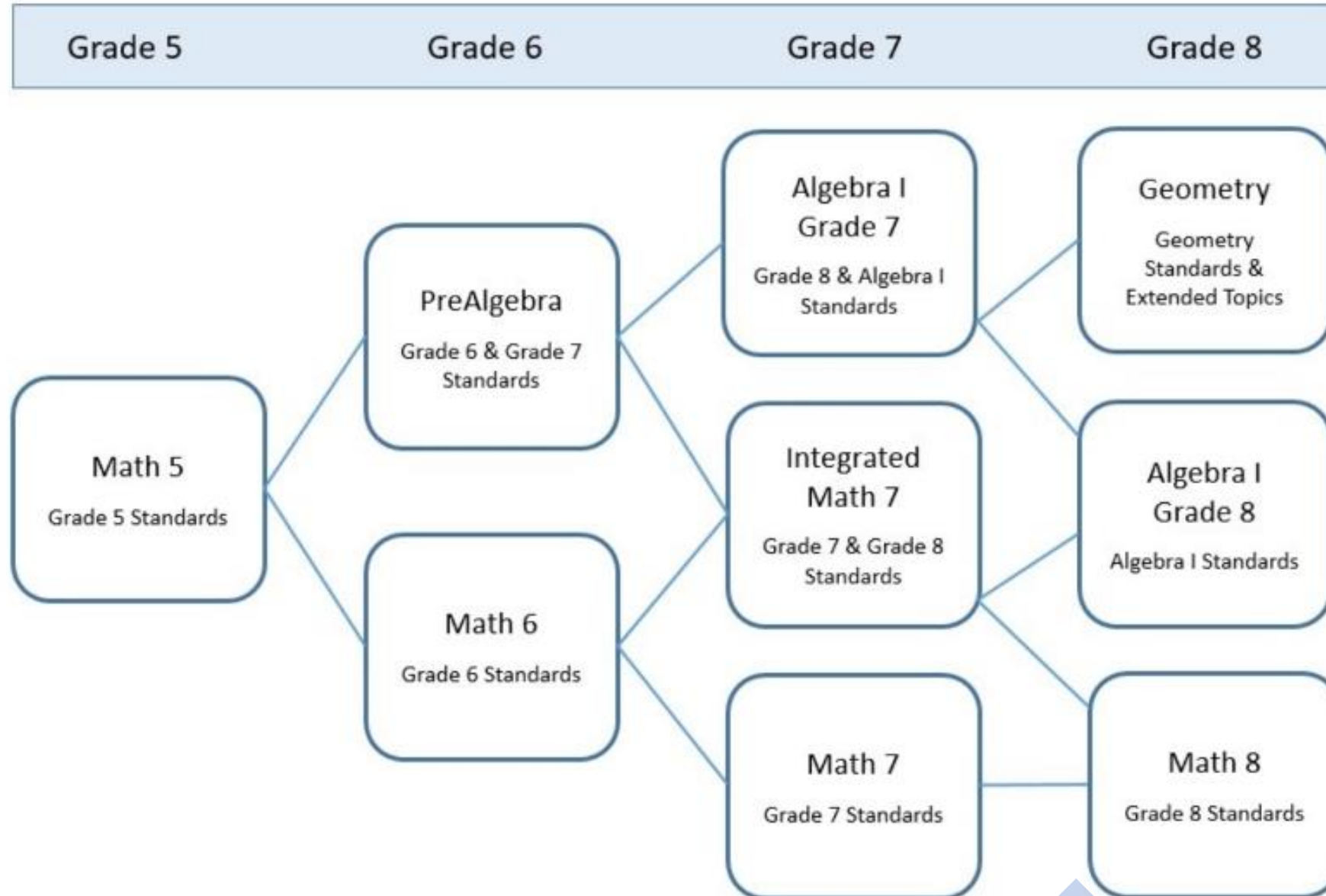
$$12 - 4 = ?$$

Formal Operational

- Reasoning expands beyond the concrete to encompass abstract reasoning.
- Hypotheticals and Deduction.
- Metacognition

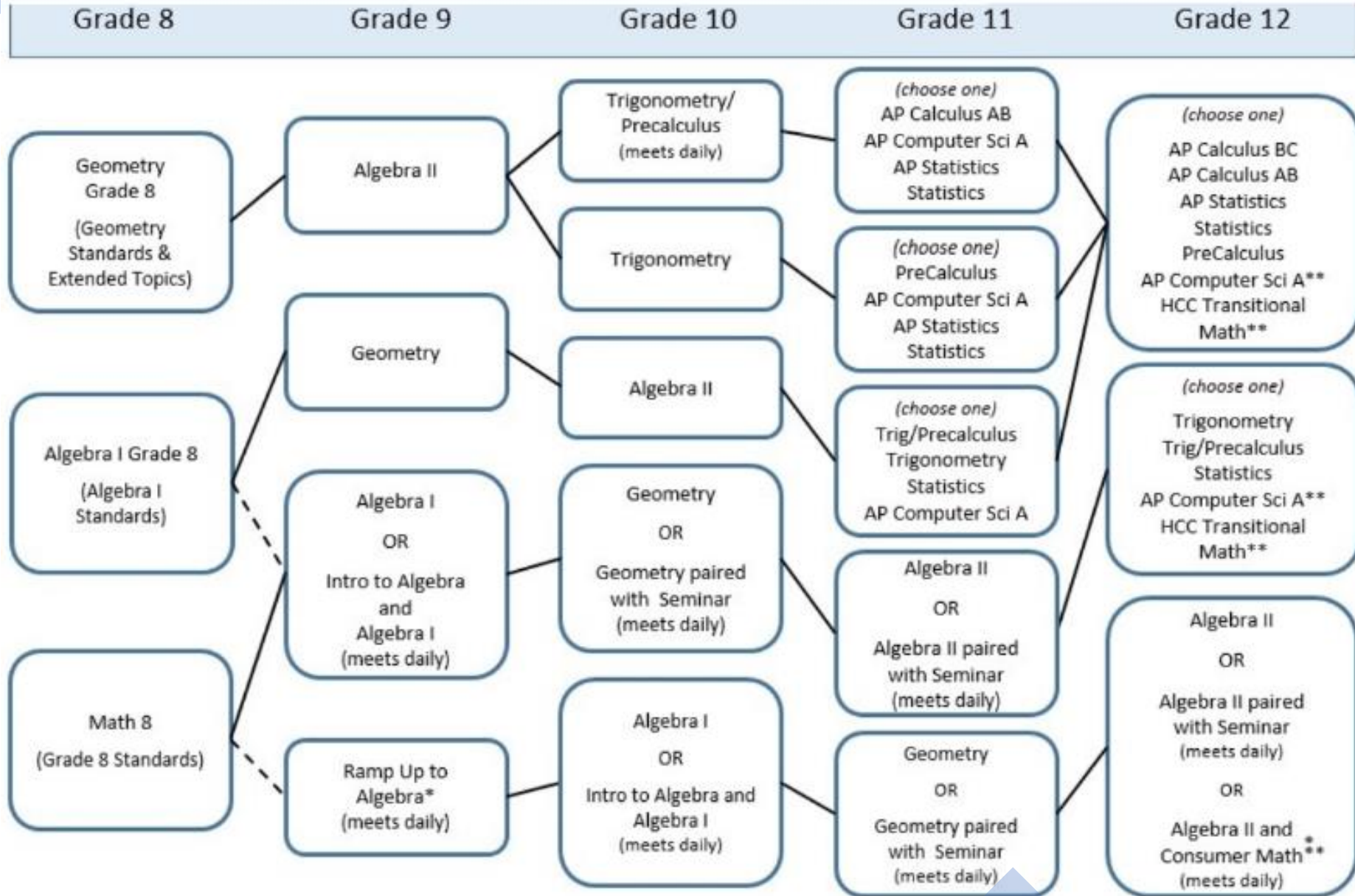


Middle School Mathematics Sequence



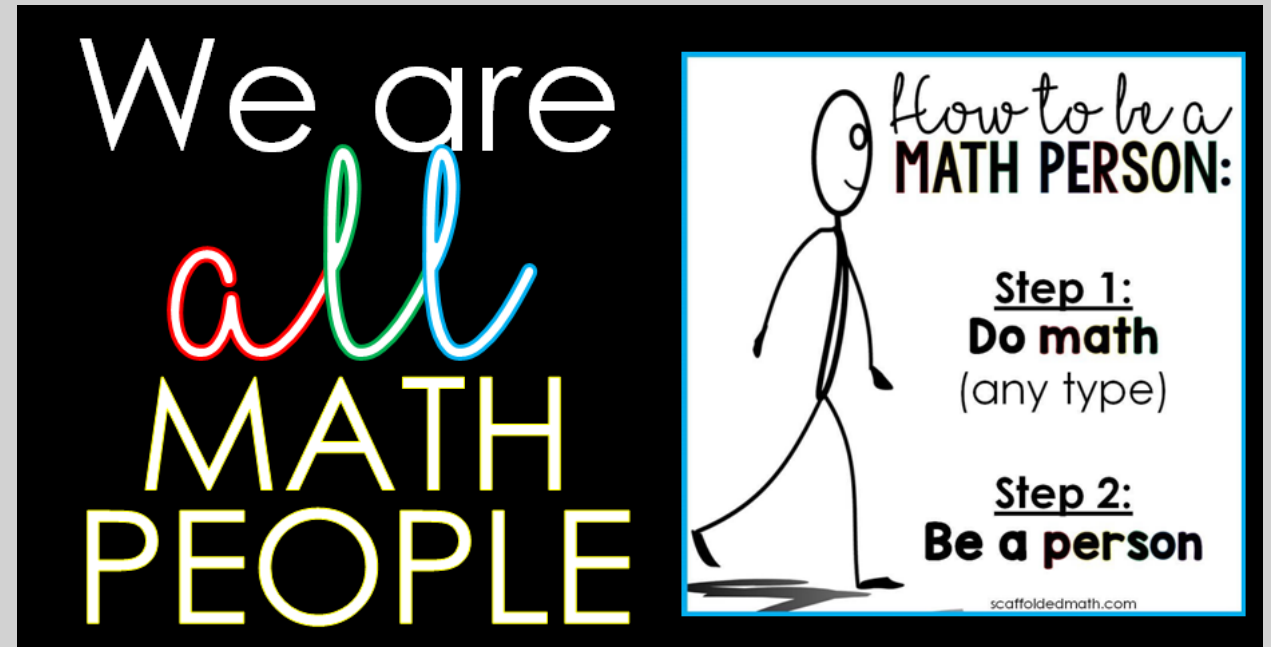
Transition from Middle School to High School Mathematics

* By recommendation only
 **No University System of MD credit



From the 6th Grade Math Teachers:

- Know that middle school will be more rigorous.
- It will be important for your student to advocate for themselves.
- Begin to "let go of the reigns."
- Know your multiplication tables!





Questions?



Back to
School

Special Area Classes (Unified Arts)

Panther Prep Program – 2023

What is Unified Arts?



Special Area classes:

- There are 7 special area classes
- Students will have 4 of the 7 classes this year
- Each special area class lasts one quarter
- They have already been selected for students



Drama

NEW!!!

New for the 2023-2024 school year is an introduction to Drama course!!



This introductory course will guide students through the journey that artists travel as they create live theater!

Art

- Students will use visual art as a tool to communicate and express their own original ideas while drawing inspiration from art history, contemporary art, art of other cultures, and the world around them.

Areas of Study:

- Drawing
- Painting
- 3D Design
- Visual Communication (2D Design)
- Art History
- Contemporary Art
- Cultures around the World



If art is on the schedule, students need a sketchbook!
9x12 OR 8 ½ x11

General Music

6th grade:

- Students will learn piano, guitar and ukulele
- ALL students are eligible, even if they have band/chorus/orchestra



Design and Modeling (on schedule as PLTW)

Focus is on:

- Engineering and Design Process
- Creative Thinking
- Designing & Inventing
- Problem Solving
- 3D Computer drawing
- Students work together to build constructions of their ideas using various tools, materials, and computer programs.





Computer Education

CODE

(Computer Science Discoveries)

Is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun!

The code.org curriculum will be used

World Language

In each grade, students may explore a different language:

6th = Spanish

7th = French

8th = level 1 French or Spanish (if selected)

Exploratory language study includes

- *practicing basic communication skills
- *learning some basic words and phrases in the new language
- *developing cultural appreciation.



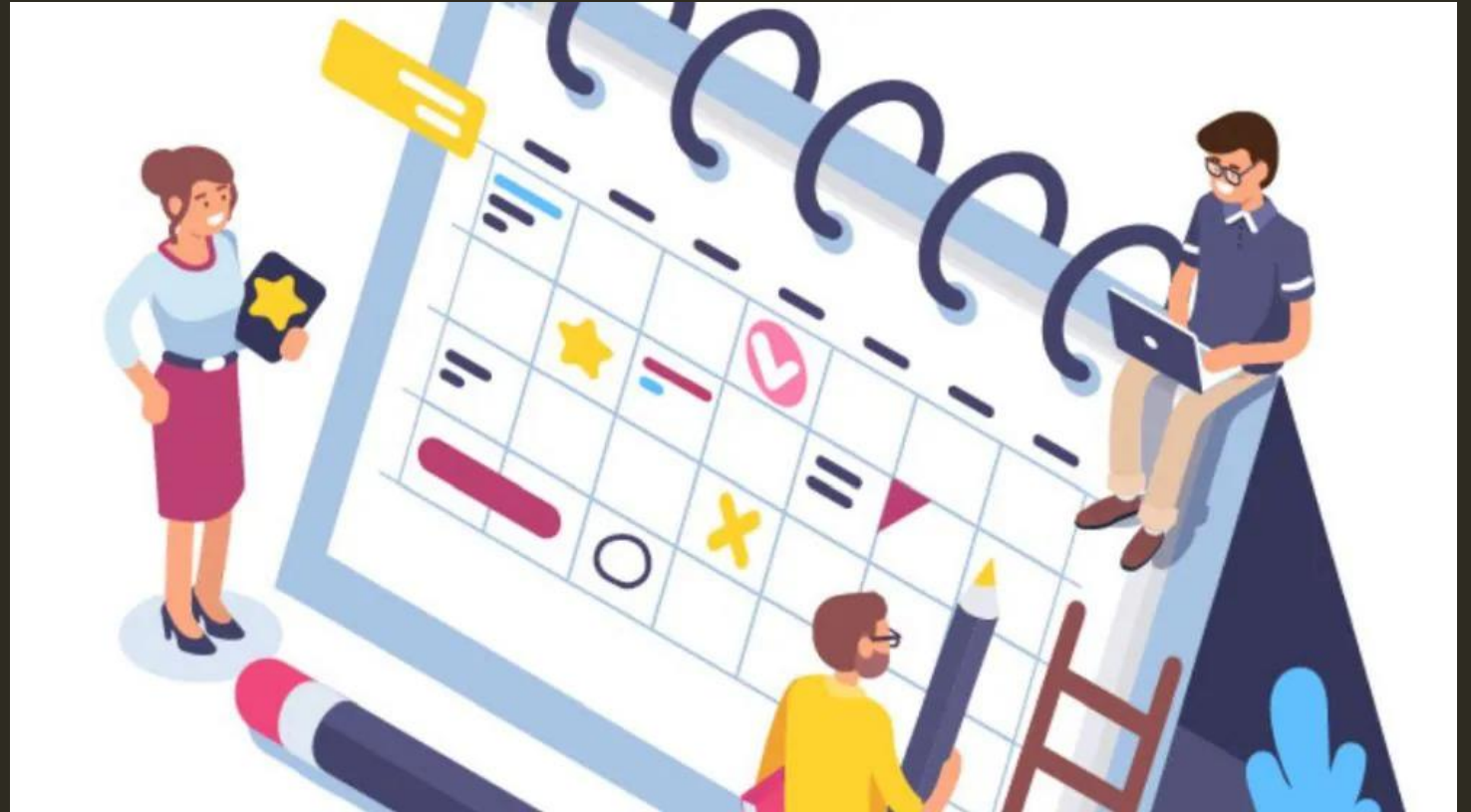
SCHEDULING:

Specials classes are either period 1 or period 5 (we have 7 periods)

If students have specials period 1, they will have PE period 5

If students have specials period 5, they will have PE period 1

If students are in band/chorus/orchestra...their PE period alternates with their performance group.



SAMPLE SCHEDULE

Period Start	Period End	Days	Marking Periods	Course Name Session	Course	Room	Teacher
1	1	M T W R F	1	Art 6	AR016N-1-1	0045	Byrne, M
1	1	M T W R F	2	Spanish Disc I	FL406N-2-1	PRT2	Kim, L
1	1	M T W R F	3	Health 6	HE016N-3-1	0007	Deyesu, K
1	1	M T W R F	4	Drama 6	DR016N-4-1	0042	Smith, C
2	2	M T W R F	1 2 3 4	Science 6	SC016A-4-1	0056	Cassilly, L
3	3	M T W R F	1 2 3 4	Int Lang Arts	LA036A-4-1	0006	Orsburn, K
4	4	M T W R F	1 2 3 4	Pre Algebra G6	MA076A-5-1	0002	Chamberlin, P
5	5	M T W R F	1 2 3 4	Phy Ed Daily 6	PE016N-8-1	0GYM	Cosgrove, N
6	6	M T W R F	1 2 3 4	Cntp Wrld Geo 6	SS016A-2-1	0007	Herbert, D
7	7	M T W R F	1 2 3 4	Int Lang Arts	LA036A-4-2	0006	Orsburn, K

UA classes pd 1

SAMPLE SCHEDULE

Period Start	Period End	Days	Marking Periods	Course Name Session	Course	Room	Teacher
1	1	M W F	1 2 3 4	Phy Ed Alt 1 6	PE026N-3-1	0GYM	Sears, P
1	1	T R	1 2 3 4	Band 6	MU026N-2-1	BAND	Domenico, S
2	2	M T W R F	1 2 3 4	Cntp Wrld Geo 6	SS016C-1-1	0005	Werkheiser, T
3	3	M T W R F	1 2 3 4	Lang Arts B Rea	LA026C-3-1	0058	Diven, C
4	4	M T W R F	1 2 3 4	Science 6	SC016C-3-1	0057	Piffath, T
5	5	M T W R F	1	Health 6	HE016N-5-1	0006	Grad, E
5	5	M T W R F	2	Spanish Disc I	FL406N-6-1	PRT2	Kim, L
5	5	M T W R F	3	Art 6	AR016N-11-1	0045	Byrne, M
5	5	M T W R F	4	Drama 6	DR016N-8-1	0042	Smith, C
6	6	M T W R F	1 2 3 4	Pre Algebra G6	MA076C-5-1	004B	Jourdan, A
7	7	M T W R F	1 2 3 4	Lang Arts A Wri	LA016C-3-1	0003	Crossont, K



UA classes pd 5

SAMPLE SCHEDULE - BAND

Period Start	Period End	Days	Marking Periods	Course Name Session	Course	Room	Teacher
1	1	M W F	1 2 3 4	Phy Ed Alt 1 6	PE026N-3-1	0GYM	Sears, P
1	1	T R	1 2 3 4	Band 6	MU026N-2-1	BAND	Domenico, S
2	2	M T W R F	1 2 3 4	Cntp Wrld Geo 6	SS016C-1-1	0005	Werkheiser, T
3	3	M T W R F	1 2 3 4	Lang Arts B Rea	LA026C-3-1	0058	Diven, C
4	4	M T W R F	1 2 3 4	Science 6	SC016C-3-1	0057	Piffath, T
5	5	M T W R F	1	Health 6	HE016N-5-1	0006	Grad, E
5	5	M T W R F	2	Spanish Disc I	FL406N-6-1	PRT2	Kim, L
5	5	M T W R F	3	Art 6	AR016N-11-1	0045	Byrne, M
5	5	M T W R F	4	Drama 6	DR016N-8-1	0042	Smith, C
6	6	M T W R F	1 2 3 4	Pre Algebra G6	MA076C-5-1	004B	Jourdan, A
7	7	M T W R F	1 2 3 4	Lang Arts A Wri	LA016C-3-1	0003	Crossont, K

UA classes pd 5

- We are so excited to welcome your student to BAMS and share the fun of UA!!



QUESTIONS?



Welcome to Panther Prep!

Student Supports at Bel Air Middle School

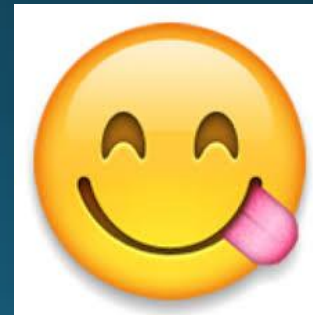
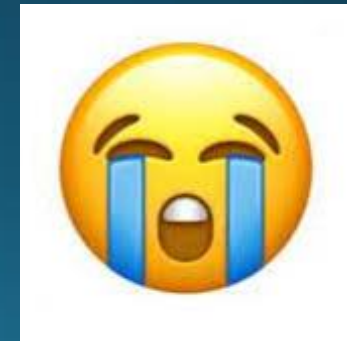
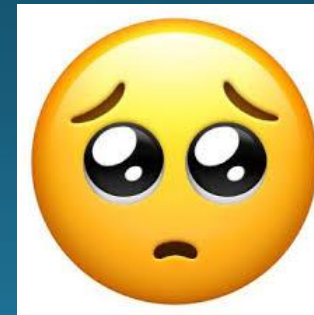
Created and Presented by:

Eloise Bralove (School Psychologist)

Bryan Sanchez (6th grade School Counselor)

Doug Rudd (8th grade School Counselor)

*Welcome to being a
parent/guardian of a teenager.
Prepare for a large amount of eye
rolling, emotional outbursts, and
thoughts of running away. And
that's just the parents!*

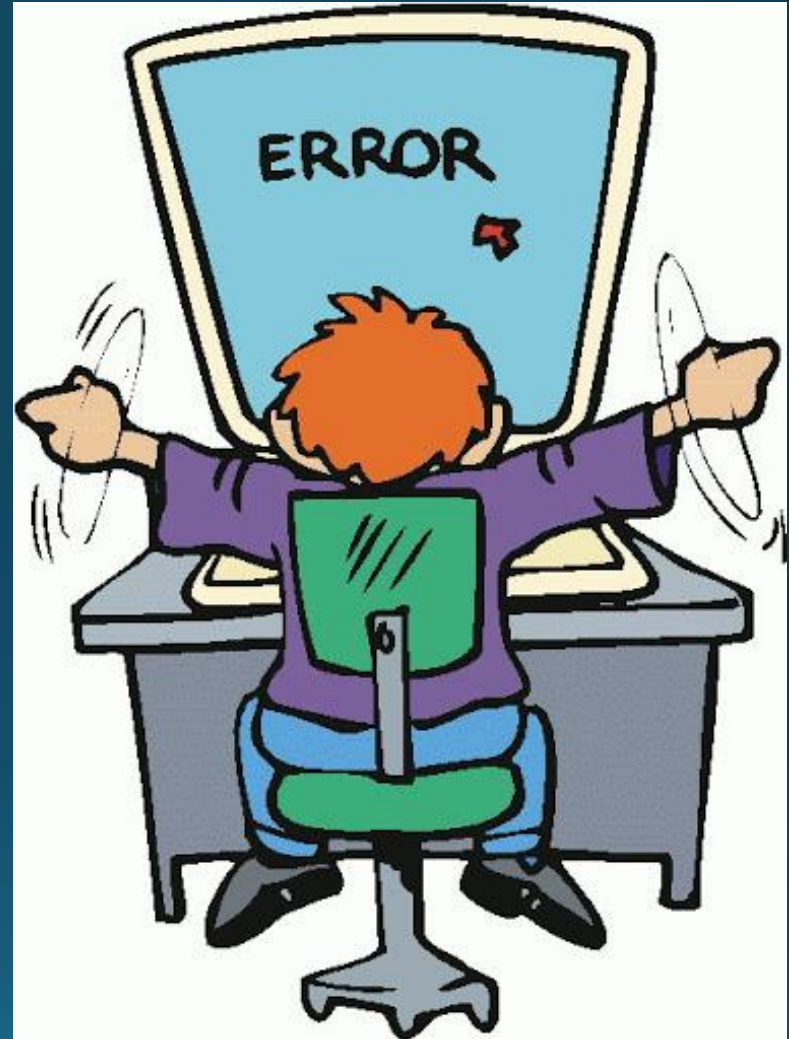


Who is at BAMS to help?

- School Counselors
 - 6th grade: Bryan Sanchez
 - 7th grade: Leslie Salters
 - 8th grade: Doug Rudd
- School Psychologist
 - Eloise Bralove
- School Nurses
 - Chelle Taylor and Wendy Krause
- Administrators
 - Karl Wickman – Principal
 - Suzette Attah - 6th grade Assistant Principal
- Teachers
- Support Staff



Supporting Students with Academic Concerns





Student Services Team

Level 3



Teacher
Team
School
Counselor

Level 2

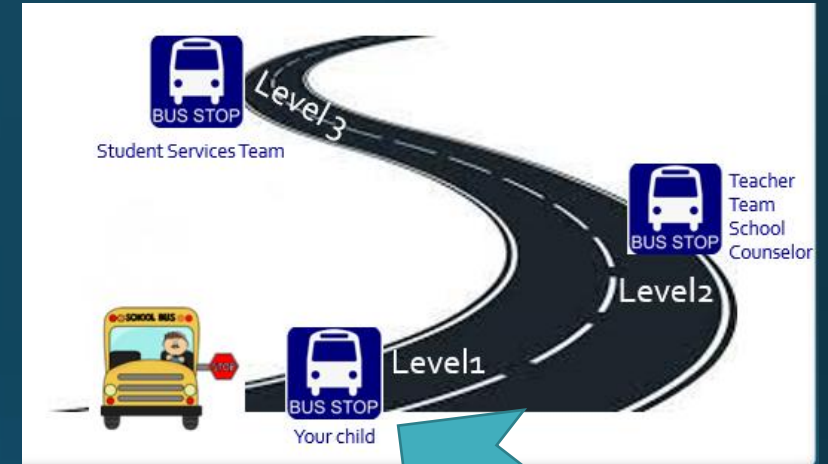


Your child

Level 1

Level 1 – Strategies your child and you can use

- Attend homeroom/lunch help multiple times
- Talk to or email their teacher
- Ask a responsible friend
- Increase amount of time spent studying/reviewing
- Try different studying techniques
- Search websites or other resources for help and practice
- Is attendance a concern?
- Start collecting data! Can include frequency of attendance at extra help sessions; amount of additional studying/reviewing; copies of work samples; etc.
- When is it time to move to Level 2?
 - Student applied the above strategies, faithfully and consistently, for 4 weeks and there has been minimal improvement or worsening of concerns

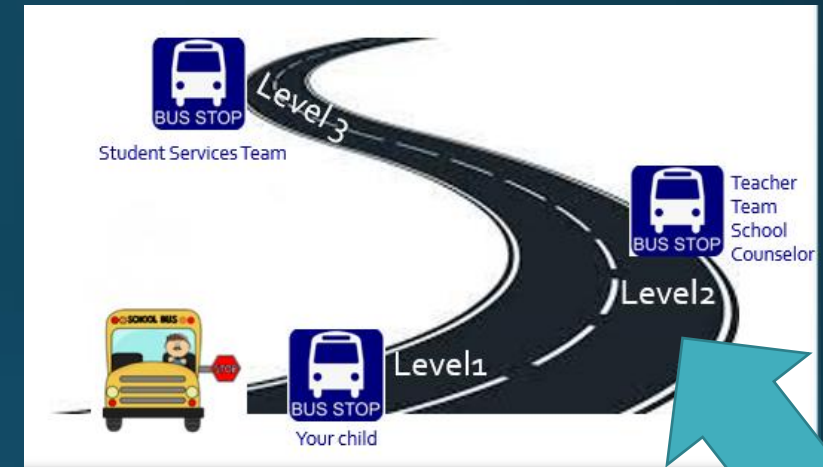


Level 2 – Still concerned with lack of progress?

- Parent/teacher conference (if subject specific concerns)
- Team conference (if more general/cross curricular concerns)
- Continued teacher support, attendance at extra help sessions
- Make an appointment with School Counselor to problem solve
- Can seek outside tutoring or assistance

School based academic supports -

- Notebook Doctor – organization help
 - Math Tutoring support
 - Extra Step After School Support
-
- When is it time to move to Level 3?
 - Teacher feedback and data acquired demonstrates the need for additional supports.



Level 3 – Continued lack of growth or progress

- Student Services Team (SST) referral – data driven process
- Team made up of:
 - Team of teachers
 - Administrators
 - Pupil Personnel Worker (PPW)
 - School Counselors
 - School Psychologist
 - School Nurses
- Talk with the team about concerns regarding the whole child throughout their educational history to problem solve

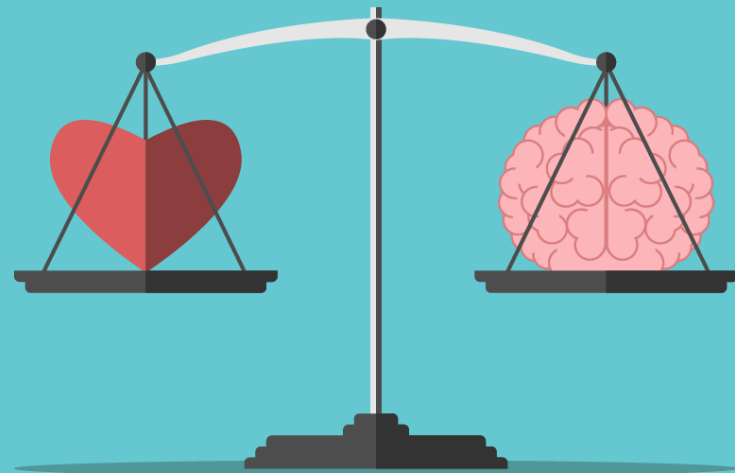


Level 4

- Follow recommendations of the SST
- If needs are still evident, some suggestions may include:
 - Recommendation for school-based intervention program
 - Discussion with school staff about formal identification options through IEP/504 process.



Supporting Students with Social, Emotional, or Behavioral Concerns





Level 3

Get help from outside provider
Specific resources/behavior
supports for in-school



Talk with:
Teachers
Counselor
Pediatrician

Level 2

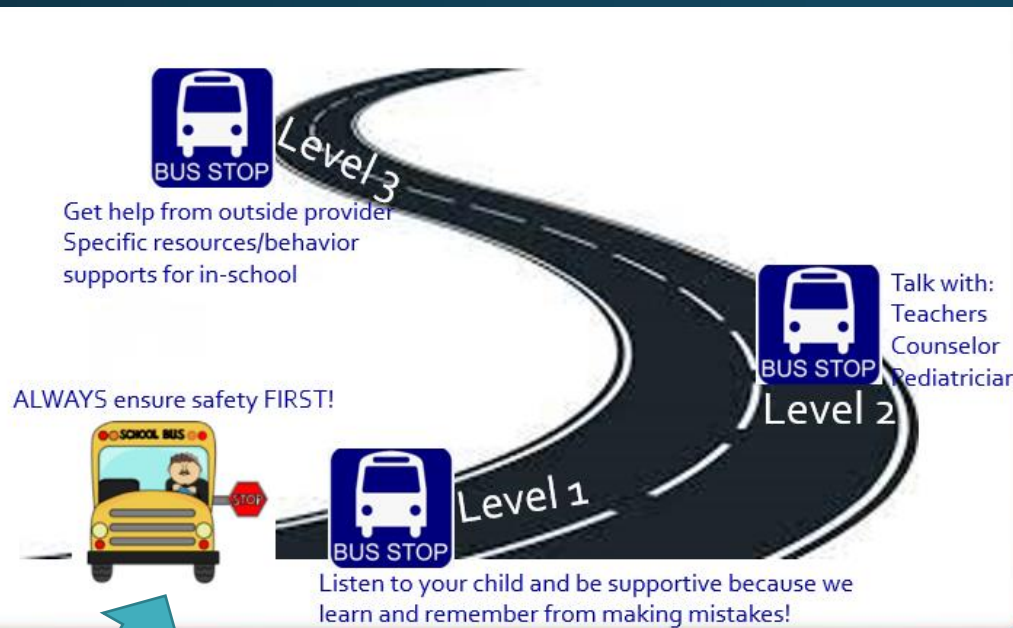
ALWAYS ensure safety FIRST!



Level 1

Listen to your child and be supportive because we
learn and remember from making mistakes!

Level 1



- Social/Emotional
 - Is your child safe?
 - It's ok to let your child struggle! We learn from figuring out through experience what works and does not work
 - Is this typical for adolescent development? Often it will be.
- What should I do?
 - Let your child know you are there for support/to talk
 - Give your child some freedom and time to figure it out on their own
 - Be available to discuss the problem and brainstorm causes and possible solutions with your child

If at any time you suspect/observe your child is self-harming, using drugs/alcohol, physically unsafe, or exhibiting extreme mood swings, changes in peer relationships or isolation, emotional distress, please contact your local hospital or healthcare provider.

Level 2

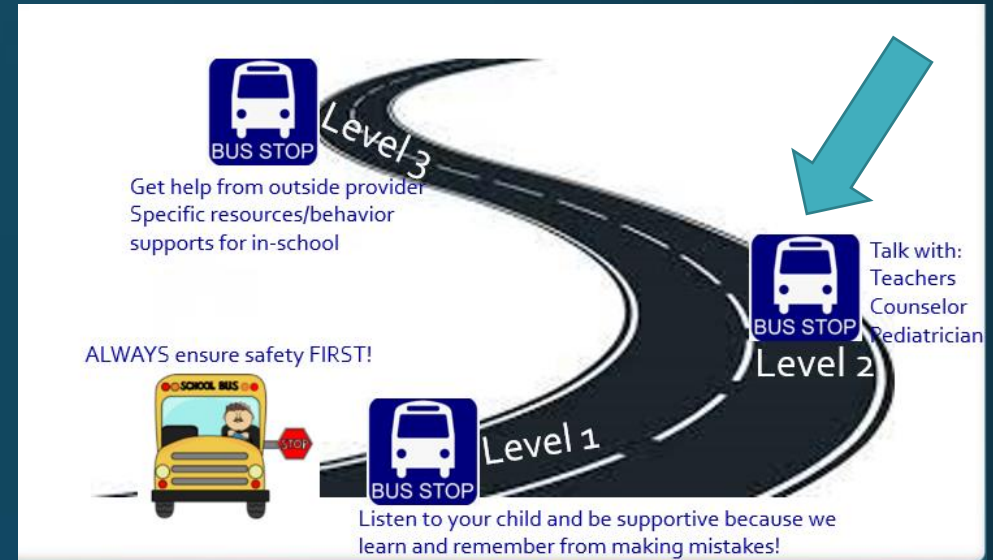
- This seems more extreme than typical adolescent development
 - How does your child compare to his/her friends/peers or older family members ?
 - Symptoms/concerns are lasting long enough to disrupt typical daily functioning
 - Example: loss of interest in previously enjoyed activities; worrying that interferes with daily functioning (disruptions in eating, sleeping, self-care, or school attendance)

• BUT DON'T FORGET: adolescence = expect the unexpected!

• What should I do?

- Contact teachers and other adults who know and interact with your child on a regular basis – are they noticing similar concerns?
- Contact grade level school counselor for feedback on your child in school
- Have you spoken to your pediatrician or other healthcare provider?

If at any time you suspect/observe your child is self-harming, using drugs/alcohol, physically unsafe, or exhibiting extreme mood changes, changes in peer relationships or isolation, or emotional distress, please contact your local hospital or healthcare provider.



Level 3

- What did the outside provider suggest?
- Contact School Counselor for specific social/emotional supports and resources to attempt
- Use of daily behavior chart or journal
- Use of incentive/behavior modification system
- Participation in a counseling group or individual sessions at school



If at any time you suspect/observe your child is self-harming, using drugs/alcohol, physically unsafe, or exhibiting extreme mood changes, changes in peer relationships or isolation, or emotional distress, please contact your local hospital or healthcare provider.

Level 4



- Social/Emotional
 - Implementation of safety plan/contract
 - Increased adult supervision
 - Discussion with school staff about formal identification options
 - Requires school-based documentation that becomes part of your child's school record
 - Participation in school based mental health services
 - Access to community level interventions/resources

If at any time you suspect/observe your child is self-harming, using drugs/alcohol, physically unsafe, or exhibiting extreme mood changes, changes in peer relationships or isolation, or emotional distress, please contact your local hospital or healthcare provider.

We're here for you!

- Eloise Bralove, School Psychologist
Eloise.Bralove@hcps.org; 410-638-4143
- Bryan Sanchez, 6th grade School Counselor
Bryan.Sanchez@hcps.org; 410-638-3095
- Leslie Salters, 7th grade School Counselor
Leslie.Salters@hcps.org; 410-638-3095
- Doug Rudd, 8th grade School Counselor
Douglas.Rudd@hcps.org; 410-638-3095
- Suzette Attah, 6th grade Assistant Principal
Suzette.Attah@hcps.org; 410-638-4140



Resources

- Harford Crisis Center: www.harfordcrisiscenter.org
- Crisis Textline: www.crisistextline.org
- National Suicide Prevention Lifeline: <https://suicidepreventionlifeline.org>
- Harford County Local Care Team: <http://harfordcountymd.gov/1744/Local-Care-Teams>
- Harford County Health Department: <https://harfordcountyhealth.com/>

Maryland Youth Crisis Hotline – 1-800-422- 0009

School Counseling Webpage

https://bams.ss18.sharpschool.com/for_parents/counseling_office

School Psychologist Webpage

<https://bams.ss18.sharpschool.com/cms/One.aspx?portalId=716328&pageId=26387539>

In my world there are
NO BAD KIDS,
just impressionable,
conflicted young people
wrestling with
emotions & impulses,
trying to communicate
their
feelings & needs
the only way
they know how.
- Janet Lansbury



**Closing Remarks from
BAMS Assistant
Principal,
Mr. Brent Ritz**



Q&A