

PROGRAMS FOR EMOTIONAL and BEHAVIORAL WELLBEING Catalog



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PREVENTION and WELLNESS EDUCATION

Jewish COMMUNITY SERVICES

LIVE and ON-DEMAND PROGRAMS FOR EMOTIONAL and BEHAVIORAL WELL-BEING

In recent years, there has been an escalating mental health crisis. Rates of depression, anxiety, suicidality, substance misuse, and violence have risen dramatically. While schools and organizations recognize how important it is to help our youth build the skills to navigate life's challenges, it is often difficult to integrate into curricula.

Jewish Community Services has the expertise to help. Health and Wellness Specialists from our Prevention & Wellness Team have a long history of providing dynamic, interactive programs designed to enhance mental, emotional, and physical well-being. Our highly successful age-appropriate programs help children, teens, and young adults recognize their risk factors, understand their emotions and stressors, and learn practical, healthy strategies for managing them.

Our creative methods keep participants interested and engaged while they learn critical information and acquire skills that can reduce vulnerability to mental health challenges and build resilience.

In addition to our highly successful live, in-person programs, we also offer the option for online, on-demand programming through our innovative new **Wellness My Way (WMW)** platform.

We can also provide complementary programming for faculty, counselors, youth group leaders, parents, and grandparents.

Review our program catalog and let our **staff** tailor programming to meet your needs.

Email: prevention@jcsbaltimore.org or contact Amy Steinberg at asteinberg@jcsbaltimore.org or 410-843-7457.

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Audience

 **Preschool & Lower School**






















 **Upper School**

 **Adults**
(Parents; Grandparents;
Faculty; Professionals;
Individuals with Disabilities)








 **Middle School**

 **College**

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*This program meets Baltimore County Public Schools’ approved criteria as set by the CDC’s National Health Education Standards (NHES).



PROGRAM DESCRIPTIONS



beeWELL: INTRODUCING MINDFULNESS TO BUILD RESILIENCE

Preschool & Lower School

Whether it's being afraid to learn how to ride a bike, handling the pressures of high expectations on the Little League team, or feeling left out on the playground, children face challenging situations that they don't instinctively know how to handle. This program introduces young children to the power of mindfulness as a problem-solving tool, building their resilience as they develop awareness of their physical, emotional, and behavioral reactions to challenging situations and skills they can use to pause, problem-solve, and choose a healthy way to respond. Through age-appropriate stories, role playing, and calming breathing exercises and movements, children learn to see problems differently and find an "opportunity for something good" to come from every situation.

BE A BRIDGE

Preschool & Lower School

This program is inspired by the book **Be a Bridge** by Irene Latham and Charles Waters and encourages participants to become upstanders in their everyday lives. Be a Bridge focuses on taking initiative, supporting others, and leading with empathy rather than waiting for someone else to step in. Participants learn how to "be a bridge" in real-life situations, such as welcoming a new student, listening respectfully, standing up to bullying, and offering comfort to peers who are struggling.

BE WELL: ENHANCING RESILIENCY

Middle School ■ Upper School ■ College ■ Adults

In today's increasingly complex world, helping people build resilience can help them manage stress as well as feelings of anxiety and uncertainty. Through thought provoking dialogue, experiential activities, and mindfulness practices (yoga, meditation, breathwork, journaling), participants cultivate the skills and tools they need to work through challenges, cope with stress, and bounce back from disappointment or adversity. This program can be designed around your programming needs- timing and overall experience.

BOTVIN LIFESKILLS TRAINING (LST)

Preschool and Lower School ■ Middle School ■ Upper School

Botvin LifeSkills Training (LST) is an evidence-based prevention program that equips students with essential life skills to avoid substance use, violence, and other risky behaviors. It focuses on building decision-making, communication, and resistance skills that support student well-being and classroom success. Implemented in schools nationwide and internationally, LST has been shown to reduce alcohol, tobacco, and drug use by as much as 80%, and is adaptable across grade levels and teaching styles.

BROKEN WINGS – LEARN TO FLY

Upper School ■ College ■ Adults

As featured in the Harvard Business Review, this one-hour small group exercise guides participants through different challenges they have experienced, as well as some of the welcome changes forced by each situation. Participants are then encouraged to create a personal “compass” to guide them as they navigate the unknown future with self-compassion, curiosity, and courage.

CREATING PURPLE PEOPLE

Preschool and Lower School

This program is inspired by the book **The World Needs More Purple People** by Kristen Bell and Benjamin Hart. Purple People is a character-building social-emotional learning program that promotes curiosity, kindness, inclusion, and community. Participants explore what it means to be a “purple person”— someone who values their individuality while finding common ground with others. Through discussion, reflection, and interactive activities, participants practice empathy, inclusive communication, leadership, and relationship-building skills that support a positive classroom culture and a strong sense of belonging.

CRITICAL INCIDENT STRESS MANAGEMENT

Preschool and Lower School ■ Middle School ■ Upper School ■ Adults

Unfortunately, our schools and communities are not immune from traumatic experiences, including sudden deaths, threats or acts of violence, or environmental disasters. In the aftermath, members of our certified Critical Incident Response Team can work in small groups with adults, adolescents, and children who may have been traumatized by an event. Team members are not first responders. Their purpose is to allow people to process what occurred, provide education about stress responses, and offer information and referral to additional community resources, as needed.

CULTIVATING SELF-REGULATION THROUGH EFT TAPPING

Preschool and Lower School ■ Middle School ■ Upper School ■ College ■ Adults

Emotional Freedom Technique (EFT) is a powerful mind-body technique that can help you achieve emotional balance and alleviate stress. Through playful, age-appropriate techniques, participants will use gentle tapping while focusing on positive self-affirmations. By building this skillset, participants will promote healing around physical and mental challenges they might be facing. Using EFT can support your own self-regulation which will help you feel calmer and more grounded so you can better deal with uncomfortable feelings.

EZRA’S INVISIBLE BACKPACK

Preschool and Lower School

An early childhood program based on a children’s book of the same name; shares the idea that everyone has an “invisible” backpack with bricks that others cannot see. These bricks represent challenges, emotions, and worries that people carry with them each day. Children learn what to do if the weight of their backpack becomes too heavy. After one recent “Ezra’s Backpack” presentation at a local pre-school, a 4-year-old told his teacher, “My bricks are already lighter.”



FEMALE EMPOWERMENT: SELF WORTH & SELF LOVE

Middle School ■ **Upper School**

In this 60-minute workshop, students engage in an open dialogue about self-worth and self-love. Students explore how the media portrays women’s worth and discuss their own definitions of worthiness. Group members will practice tangible ways to embrace and love their authentic selves and talents while building up their fellow sisters through positive affirmations.

FLEXIBLE THINKERS: BUILDING PATIENCE AND PERSEVERANCE

Preschool and Lower School ■ **Middle School**

This program focuses on developing patience and perseverance as essential life skills. Participants explore what patience looks like in everyday situations and learn strategies for managing impatience, frustration, and uncertainty. Flexible Thinkers also emphasizes goal setting, problem-solving, and staying motivated when challenges arise, helping participants build resilience and confidence as they work toward their goals.

HEARTSTRINGS - OUR TIES TO THE ONES WE LOVE

Preschool and Lower School

A program for children 6 to 10 years old who have lost a loved one. **The Invisible String** by Patrice Karst is a heartwarming story that reassures children of the unbreakable connections between loved ones, even when they can't be together. After we read the story, children will make a string bracelet to remind them of their forever connection to their loved one.

LET'S GET ANGRY!

Preschool and Lower School ■ **Middle School** ■ **Upper School** ■ **College** ■ **Adults**

Every person has felt angry at some point in their life, it's how they handle the anger that's important. From confrontations to injustices, if used correctly, anger allows us to right the wrongs in our lives. Let's Get Angry encourages you to realize that anger is a normal reaction and when it's acknowledged and explored constructively can be a good thing.

MAKING A MEMORY BOX

Preschool and Lower School

A program for children ages 5 and up who have experienced the death of a family member, friend, or pet. When someone special to them dies, children need opportunities to express their feelings of loss. Making their own special memory box can help them process and understand their grief and create a keepsake that honors their forever connection to their loved one. Children are invited to bring photos and other objects from home to decorate their memory box.

MENTAL WELLNESS 101

Middle School ■ **Upper School** ■ **College**

An introductory program to mental wellness that covers topics like stress, anxiety, depression, and suicide awareness. This program is great as a stand-alone session and great as a pre-session to QPR for those interested in certificate of completion. Mental Wellness 101 gives a thorough overview of what can affect mental well-being and how to be aware of your own personal “yellow flags”, as well as resources for if you should need support.

QPR: QUESTION · PERSUADE · REFER GATEKEEPER COURSE FOR SUICIDE PREVENTION

Middle School ■ **Upper School** ■ **Adults**

Deaths by suicide have been rising among young people, ranking as Maryland's second leading cause of death for those 10-34 years old. QPR is a practical, proven, three-step model that can train anyone – friends, parents, teachers, counselors, nurses – to recognize the warning signs of a suicide crisis and teach them how to question, persuade, and refer someone to help. The QPR Gatekeeper Course is designed to be taught in 1-2 hours.

SHIFTING YOUR MINDSET: CHANGING THOUGHT PATTERNS

Upper School ■ **Adults**

In today's climate with the bombardment of information available at our fingertips, it is common for young people to become anxious and overwhelmed by their thoughts and emotions. Using principals from Cognitive Behavioral Psychology, Positive Psychology, and Life Coaching, this workshop teaches participants how to choose thoughts that will help create a positive mindset so they can excel in all facets of their lives.

STEPPING STONE: NAVIGATING CHANGE

Middle School ■ **Upper School** ■ **College** ■ **Adults**

Life is filled with transitions. Even when the change is positive like graduation, travel, starting college or a new job, we may feel stress venturing into the unknown. This program can help participants process their thoughts and feelings about pending life changes or even help them debrief and process their feelings after they've experienced those changes.

SUICIDE AWARENESS FOR STUDENT ATHLETES

Middle School ■ **Upper School** ■ **College**

Suicide is the third leading cause of death among student-athletes, ages 15 to 24. Young people are dealing with academic, athletic, and social pressures while acquiring increasing independence and responsibility. This program helps student athletes gain awareness of the risks of stress, anxiety, depression, and their relationship to suicidal thoughts.

WELLNESS MY WAY

Preschool and Lower School ■ **Middle School** ■ **Upper School** ■ **College** ■ **Adults**

In addition to our highly successful in-person programs, Jewish Community Services has added an innovative new option for offering our Prevention & Wellness programming to your youth. Wellness My Way (WMW) is an online, on-demand program platform that makes our lessons about mental and behavioral health convenient, accessible, and fun. By having the feel of a multi-level video game with animation, illustrations, pop-ups, videos, options to choose where the story goes, and more, WMW keeps minds and attention engaged. You can read more about Wellness My Way at www.mentalwellnessmyway.org.



WHERE'S LUCKY: A CHILDREN'S PROGRAM ABOUT PET LOSS

[Preschool and Lower School](#) ■ [Middle School](#)

A program for children who have recently lost a pet. Although our pets are no longer with us, we learn through the book, **The Invisible Leash** by Patrice Karstthat, that our hearts can forever be connected to them. This tender program will include a craft project where the children will create a memory rock to remind them of their forever connection to their beloved pet.

ZONES OF REGULATION

[Preschool and Lower School](#) ■ [Middle School](#) ■ [Upper School](#)

Zones of Regulation is an evidence-based social-emotional learning framework that helps participants build awareness of their emotions, energy levels, and behaviors. Using a common, color-coded language (Blue, Green, Yellow, and Red), participants learn to identify how they are feeling and practice practical strategies for self-regulation. This program emphasizes self-awareness, problem-solving, and interpersonal skills, supporting focus, resilience, and positive coping across settings such as school, home, and the community.



ALCOHOL AND DRUG EDUCATION

Middle School ■ **Upper School** ■ **College** ■ **Adults**

Preventing substance misuse among youth and adults begins with clear, age-appropriate information and the development of healthy decision-making skills. This interactive program provides an overview of alcohol and other commonly misused substances, including current drug trends, while exploring the physical, psychological, and social impacts of use and addiction. Participants examine why individuals engage in risky behaviors, the influence of peers and media, and the potential short- and long-term consequences of substance use. Through discussion and real-world scenarios, learners gain tools to recognize warning signs of misuse, reflect on their own choices, and respond effectively when concerned about a loved one. The program emphasizes responsible decision-making, help-seeking behaviors, and available pathways to support, and can be adapted for youth, young adults, parents, educators, and other adult audiences. This program can be offered as a single session or multiple sessions.

CANNABIS HARM REDUCTION

Middle School ■ **Upper School**

In response to Cannabis being legalized in July of 2023, Prevention and Wellness Education is providing facts participants need and helping them build responsible decision-making skills. This program provides an open discussion about cannabis use and how to reduce harm and includes updates on the ever-changing landscape regarding testing detection and consequences of use.

THE FACE OF SUBSTANCE ABUSE*

Middle School ■ **Upper School**

Studies have shown that people are more likely to hear and internalize messages, and consequently, to change their attitudes and behaviors, if they believe the messenger is similar to them and has faced comparable concerns and pressures. This program features recovering alcoholics and addicts sharing their personal stories about how they became addicted and the impact addiction has had on their lives. Health educators frame the subject and help reinforce the teachable moments that occur during the presentations.

VAPING, JUULS & SMOKING PREVENTION

Middle School ■ **Upper School** ■ **Adults**

It doesn't need to be called "smoking" to be dangerous. Vaping and juuling carry their own health risks. This interactive program concentrates on the addictive nature of nicotine, raises concerns about the marketing of nicotine products via kid friendly flavors, and explores how to avoid smoking altogether. Following the presentation, audience members team up to create storyboards for short smoking prevention videos.

**This program meets Baltimore County Public Schools' approved criteria as set by the CDC's National Health Education Standards (NHES).*



WHAT WOULD YOU DO?

ADDRESSING SUBSTANCE USE THROUGH DRAMATIC ARTS

Lower School ■ **Middle School** ■ **Upper School**

Every day, children and teens find themselves in situations that can put them at risk of using substances to feel better, fit in, or get by. Research shows that using dramatic arts to depict real life scenarios is a successful tool for tackling these issues because they evoke emotional reactions that affect attitudes at a deeper level. This program uses brief skits based on actual events experienced by members of our speakers' bureau to depict the risks, consequences, and impact of substance use and abuse. Scenes may portray being faced with a choice to use drugs, being worried about a friend who is using, living with a loved one who is using, etc. A few students will act out prepared scripts, then the scene will stop and all students will be asked 'what would you do?' or 'what might happen next?'

BE A FRIEND**Preschool & Lower School**

Be A Friend based on the book of the same name by Salina Yoon explores the challenges faced by Dennis, a young boy who communicates through mime. He oftentimes feels lonely not being accepted by the other children until he meets Joy who breaks down the wall of communication. They become friends who not only are able to communicate with each other, but who appreciate each other's differences.

BUILDING EMPATHY THROUGH COMPASSIONATE COMMUNICATION**Preschool and Lower School ■ Middle School ■ Upper School ■ College ■ Adults**

Nonviolent Communication (NVC) is a simple, powerful and extremely effective tool for improving communication skills in all relationships, including the relationship with self. NVC begins with empathy. Through interactive demonstrations, role-play, and exercises, participants will learn to integrate NVC values and language more into their daily lives.

CHECK AND CONNECT® MENTORING PROGRAM**Preschool and Lower School ■ Middle School ■ Upper School**

The Check & Connect® mentoring program provides ongoing, individualized support to help students strengthen their engagement in school and enhance social-emotional well-being. Using this evidence-based model, the program focuses on building meaningful relationships and fostering long-term success. Services are available in both English and Spanish to ensure accessibility for all students and families. Support includes regular monitoring of attendance, behavior, and academic performance, along with guidance in coping strategies, goal setting, persistence, and problem-solving. The program also offers advocacy and care coordination with school staff, families, and community resources to address barriers and promote overall student growth. *Referral required; BCPS schools only.*

KINDNESS MATTERS: UNDERSTANDING BULLYING**Preschool & Lower School ■ Middle School**

Bullying behavior often starts in lower school and can affect children for the rest of their lives. It is important that children are able to define and give examples of bullying, to understand the different types of bullying, the feelings bullying behavior may trigger, and the reasons why someone might be a bully. The children learn strategies to remove the bully's power and what to do or say if they see someone being bullied. They are encouraged to be upstanders rather than bystanders when bullying behaviors show themselves in their everyday life.

NAVIGATING CONSENT: HEALTHY COMMUNICATION FOR TEENS**Middle School ■ Upper School**

With more and more teens communicating with each other via social media platforms, the conversation around consent becomes increasingly important. In this workshop, expect powerful dialogue and activities related to intimacy, non-verbal communication, and the definition of consent. Students are challenged to explore the many types of communication they currently use and discuss the risks surrounding permission.



EVERYONE COUNTS*

Preschool & Lower School

Even very young children – preschool to grade level – may experience bullying behavior, so they need the skills necessary to stand up for themselves and others. In this interactive session, children are encouraged to talk about empathy and compassion and the importance of doing the right thing.

HEALTHY RELATIONSHIPS

Middle School ■ Upper School

What does a healthy relationship look like? What constitutes a healthy relationship with ourselves and why is that important? Relationship patterns learned in adolescence can carry into future relationships. Health educators help students distinguish between healthy or unhealthy relationship patterns that will have implications for their life-long physical and emotional health and wellbeing. In addition, realistic scenarios and possible responses are played out to encourage healthy decision making.

SOCIAL MEDIA AWARENESS AND INTERNET SAFETY

Middle School ■ Upper School

In this interactive program, teens dive into discussion about social media and internet use and the importance of keeping themselves safe online as they create their digital thumbprint.

YOU MATTER, TOO!*

Preschool & Lower School

Self-esteem is crucial for everyone. It's never too early to teach children the importance of self-worth. Students in grades 1 -3 need to recognize their self-worth and realize their potential. With the help of this interactive program, children look inward to find their value and discover, like everyone else, they matter.

VALUE CENTERED LEADERSHIP

Middle School ■ Upper School

Value-Centered Leadership is a leadership development program that focuses on leading with integrity, purpose, and core values. Participants explore personal and shared values, strengthen decision-making skills, and practice leadership behaviors that build trust and accountability. Through guided reflection and real-world application, this program supports ethical leadership, positive culture, and meaningful impact.

**This program meets Baltimore County Public Schools' approved criteria as set by the CDC's National Health Education Standards (NHES).*



A LASTING LEGACY: SHARING WHO WE ARE WITH OUR LOVED ONES

Adults

As parents and grandparents, there is no greater gift we can give our loved ones than the knowledge and understanding of who we are, what we represent, and what our hopes are for future generations. Creating a lasting legacy through written words or visually through technology is a meaningful and long-lasting way to share our values and beliefs for now and the future.

ENCOURAGING TOLERANCE IN A CULTURE OF DIVERSITY

Adults

“Diversity is a fact—Inclusion is an act.” Today’s world is one of diversity in all aspects of our culture whether related to race, religion, gender identification, sexual orientation, disabilities or socio-economic levels among others. As adults, we, most likely, have experienced a lack of tolerance for any of these reasons. How did we learn to respond to intolerance and how did we develop our own attitudes and behaviors that encouraged tolerance? Encouraging Tolerance is a program devoted to helping us raise young people’s awareness of ways to respond to intolerance and, most importantly, how to become tolerant and appreciative of everyone’s differences.

IT ONLY TAKES ONE: REDIRECTING BULLYING BEHAVIOR IN CHILDREN

Adults

Nobody wants their child to be a bully. A facilitator-led workshop based on the “Everyone Counts” self-esteem building program helps parents and professionals encourage young children to choose empathy and compassion instead of bullying behaviors. Participants will learn strategies for addressing different forms of bullying actions for the bully, the “victim,” and the bystander.

MAKING HEALTHY DECISIONS: A GUIDE TO HELP INFLUENCE CHILDREN’S RESILIENCY

Adults

Parents today are more involved than ever before as their children grow up in a world that is often chaotic and difficult to understand. How can we help them become resilient as they experience life’s challenges and make healthy decisions. Questions and ideas to be discussed include: What standards can we encourage regarding the use of substances? Why is it advantageous to use consequences rather than punishment? How do we help them express their feelings, especially those that are difficult to manage? When is it best to use teachable moments? Why is the practice of rituals and traditions so important?



PROMOTING POSITIVE MENTAL HEALTH IN OUR CHILDREN

Adults

Children today face many challenges regarding their mental health. As parents, we know how to encourage our children's physical well-being but may not be as aware of what we can do to promote their positive mental health. Participants will have the opportunity to: Discuss the challenges our children face regarding their positive mental health. Identify how these challenges may manifest themselves in our children's behavior. Share examples of coping strategies to encourage and promote positive mental health.

THE IMPORTANCE OF RITUALS FOR GRANDPARENTS AND THEIR FAMILIES

Adults

Rituals can be a powerful tool for navigating change, fostering resilience, and cultivating connections. For grandparents, creating rituals with their families can be an anchor in a world marked by uncertainty and strain, a buffer against uncertainty and anxiety.

UNDERSTANDING GENDER IDENTITY

Adults

As parents, we encourage and nurture positive attitudes and respect for diversity related to gender identity and gender expression for ourselves, and our children. This interactive discussion will help us understand the terms associated with gender identity, gain a supportive and accepting perspective for gender identity that may vary from the “norm”, and learn how to engage in conversations related to gender identity with our children.



MEET OUR TEAM

Professionals

Brittni Barcase, B.A., 500-CYT
Senior Manager, Prevention and Wellness



Brittni Barcase draws upon her background in work related to substance use disorders, body positivity, suicide prevention, divorce, and emotional and physical abuse to deliver programs that address issues impacting the lives of young people today. Brittni uses a strengths-based approach to deliver programs that focus on enhancing well-being and resiliency. She also utilizes her skills as a 500-hour Certified Yoga Teacher and her certification in EFT Tapping to integrate various elements of meditation, breath-work, and EFT Tapping into her programs. Additionally, Brittni is a Certified Financial Social Work Educator.

Susan Kurlander, M.Ed.
Health and Wellness Educator



Susan Kurlander has more than 30 years of experience in the field of developing and implementing educational programs that increase knowledge and awareness of risky behaviors and their consequences. Susan helps program participants build skills for enhancing resiliency and self-esteem, and for making healthy decisions especially around alcohol, drug use, and bullying behaviors. Susan holds a master’s degree in education from McDaniel College.

Jen Rudo, B.S.
Coordinator, Wellness Programming and Mentoring



Over the last two decades, Jen Rudo has immersed herself in the heartbeat of the community. She has been working with students and families to provide meaningful programming and support a culture of wellness. Jen, a graduate of Towson University, is certified by the International Critical Incident Stress Foundation in Critical Incident Stress Management Applications with Children and is a certified instructor of QPR Suicide Prevention.



Kim Ureno, B.A. Social Media Specialist



Kimberly Ureno is a strong advocate for mental health and wellness. A staunch believer in therapy, Kim enjoys touting the benefits of mental health to anyone who will listen. When developing programs for in-school sessions and for JCS's *Wellness My Way* digital platform, Kim focuses on teaching teens and young adults about mindfulness, emotional intelligence, and resiliency. Kim, a graduate of The University of Baltimore, also utilizes social media to start conversations surrounding mental health to grow an online support community.

Breannah Goodman, MPH Health and Wellness Educator



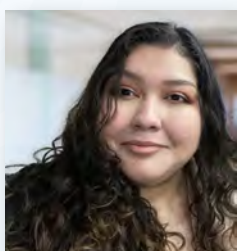
Breannah Goodman has developed a passion for discussing substance use, sexual health, diversity and inclusion, health promotion, and wellness through her experience as a peer health educator during both her undergraduate and graduate careers. Having received both her Bachelors and Masters degrees from the University of Maryland: College Park, Breannah has an academic background in Family Science, Human Development, Public Health, and Health Equity which further drives her dedication to providing accessible and equitable health education for all members of the community. Breannah is excited to start her professional career with JCS and cannot wait to see how her health education passions will expand throughout her career.

Kenneth Clemons, B.A. Health and Wellness Educator



Kenneth Clemons was born and raised in the vibrant city of Baltimore, Maryland. From a young age, he was nurtured by the love and care of his mother who instilled in him values of compassion and determination. Kenneth's dedication to understanding the human experience led him to pursue a Bachelor of Arts degree in Family Studies and Human Development. His quest for knowledge was driven by a deep desire to connect with his clients on a profound level and provide them with the support they need.

Alexandra Hidalgo Reyes, CHW Bilingual Health and Wellness Educator



Alexandra is dedicated to supporting youth and families across Maryland through outreach, youth mental health case management, educational programming, and community engagement. She is a certified Community Health Worker and is fluent in both English and Spanish. Throughout her career, Alexandra has built strong community partnerships, facilitated impactful programming, and remained committed to creating positive, lasting change in underserved communities.



Nicole Zseltvay, B.S. Bilingual Health and Wellness Educator



Nicole believes that knowledge should be practical, inclusive, and easy to understand. Her work is shaped by experiences as a Peace Corps volunteer in Costa Rica and as a former high school educator. She brings her passion for education to help children and young adults better understand their mental health and wellbeing and uses her background working with diverse communities to promote healthier habits and stronger connections in students' everyday lives. With an engaging style and student-centered approach, Nicole is dedicated to making wellness meaningful and fun!

Annette Silva Fremaint, B.A, M.P.S. Therapeutic Mentoring Case Manager



Annette is a passionate advocate for youth and the Hispanic community. Born and raised in Puerto Rico, she is fluent in both English and Spanish and holds a B.A. in Psychology and an MPS in Industrial-Organizational Psychology. Annette's strong leadership and communication skills were shaped by her work translating family therapy sessions, which inspired a deep commitment to breaking down language and cultural barriers in mental health and education. As a Bilingual Therapeutic Mentor, Annette uses the evidence-based Check & Connect® model to help students stay engaged, build confidence, and reach their full potential both in and out of the classroom.

Amy Steinberg , B.S., CMP Program Coordinator, Prevention, Wellness, and Outreach



Amy Steinberg has worked with JCS for over 16 years in a variety of roles and is instrumental in coordinating the various programs the Prevention & Wellness team provides. Amy is a graduate of Towson (State) University with a degree in Mass Communications and received a Certificate in Meeting Planning from Goucher College. She has a long history working in the non-profit arena managing administrative details, organizing meetings and events, and working with organizations and schools to deliver quality programming.



Jewish Community Services (JCS) provides programs and services for people of all ages and backgrounds, helping them achieve their goals, enhance their wellbeing, and maximize their independence. JCS is an agency of The Associated: Jewish Federation of Baltimore.

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