MESSAGE FROM THE PACT TEAM

As a PACT team, in many of our sessions and projects, we understandably focus on risky behaviors that can negatively impact the physical, emotional and spiritual health of our children. At the suggestion of some parents, in this, our final PACT newsletter of the year, we have decided to shift our focus. We have decided to explore ways in which we, as parents and teachers, can practice “Positive Parenting”.

We are approaching Positive Parenting in two ways. First, this type of parenting is "simply guidance that keeps our kids on the right path, offered in a positive way that resists any temptation to be punitive. Studies show that’s what helps kids learn consideration and responsibility, and makes for happier kids and parents.” (Dr. Laura Markham in http://www.positive-parents.org/2011/06/positive-parenting-what-why-how_15.html)

The second way that we are approaching this concept in our newsletter is by parenting towards positive behaviors. Our PACT team is addressing important positive behaviors that we sometimes overlook in PACT-type conversations such as respect, gratitude, initiative and constructive dialogue. This is our last newsletter of the year and will be my final edition before leaving SAR. PACT is an incredible endeavor. We have made significant strides but there is so much more work to be done.

I would like to thank Rabbi Harcsztark for his leadership and vision of PACT. I would also like to thank the GLCs who work tirelessly to create a healthy environment for our students. Thank you to Nava Cohen and Gila Kolb for all of their work in making PACT and its projects happen. The PACT team is an incredible group from whom I have learned so much. I thank them for their energy, wisdom and care. Finally, you, the parents, are our daily partners and your support of PACT is critical for the welfare of our children.

We have had a great year as we worked to create an environment for important dialogue through our grade level parent programs, these newsletters and our “Wake up with PACT” roundtables. Have a wonderful summer and as always, we would love to hear from you. Email us at pact@sarhighschool.org with ideas for upcoming newsletters or programming suggestions.

- Rabbi Aaron Frank
**A TORAH LENS OF POSITIVE PARENTING**

By: Rabbi David Einhorn, Judaic Studies Faculty

The basic premise for parenting, education and any type of relationship where there are exchanges back and forth is a very well known pasuk that was authored by Shlomo Hamelech in Sefer Mishlei. He said:

הַנִּלְךֶר עֵלֶם פֶּרֶץ הוֹרָה בִּנְךָ לַא תְּעָסֵר אֱלֹהִים

This should be an ironclad rule whenever we speak to anyone, and especially when we speak to our children. Shlomo Hamelech is teaching us a profound lesson in how to relate to our children. Many times, if not always, we are expecting something. We come to a conversation with a certain agenda and if that agenda is not met then we feel we have failed in that engagement. This is because we are simply not thinking about the best interest of our children. We have to always have them in mind and not only have ourselves in mind. The Baal Shem Tov echoed this message as well. He came onto the scene when scholars got all of the attention and the "simple" folk were left feeling depressed and alone. In the Baal Shem Tov's inner circle were water carriers, blacksmiths and sometimes even sinners sitting alongside great Torah sages. He tried to share the message that each and every Jew is holy and has a tremendous amount to offer.

Positive parenting challenges us to see our children for the potential for goodness that they possess. It is about searching for their positive elements, finding pathways to take those areas of strength and using those areas to develop the midot that will help our children. If we do our best in trying to help our children grow and develop in the way that they need, we will see such amazing fruits from them. That is positive parenting, that is the way to ensure that our kids will have the proper values in understanding how to choose between right and wrong.

---

By: Russi Bohm, School Nurse

When I received an email earlier this year from a student with an emoji icon and shorthand letters instead of actual words, I began to wonder where email etiquette has gone. I started speaking to other faculty members here at SAR High School who felt the same way. The art of crafting an email with a respectful tone is lost amongst many of our students. The emoji subject lines, lack of proper greeting, and tone of emails feel as if students are writing to their friends rather than their teachers. I don’t believe this is happening maliciously. However, I do think we need to do a better job of educating our students in how to construct respectful, considerate, and polite emails to teachers, administrators, and future employers.

One of the emails I recently received stated the following:

Subject line “unexcused absences”. The body of the email read as follows:

“Hi, I thought you said you were signing me out.”

How should we address these types of communications where the line between adult and teenager has been disrespected? Here is a brief list of strategies for managing e-mail communications with students (Association for Psychological Science).

**Direct Instruction:** We should include formal instruction on the characteristics of a professional e-mail in our courses. Such instruction could include showing students professional and unprofessional examples of the same e-mail communication. It could also outline requirements such as including first and last names in any e-mail signature.

**Model Professionalism:** Consider teacher-student e-mail communications an opportunity for students to learn proper communication techniques and for you to model professional email etiquette.

**Gentle Corrections for Egregious Emails:** Sometimes an email may rise to the point in which a correction for the inappropriate email content is in order.

(continued on pg. 9)
HOW TO SPEAK TO YOUR CHILD ABOUT POLITICS

By: Michael Courtney, Director of College Counseling

The 2016 presidential election is less than six months away and the battle has been contentious for quite some time. Whether watching on television, listening to radio, or engaging in social media, the talk of the American presidential race is frequently in the air. The signs and bumper stickers are making their way and the onslaught of messages is inescapable. Regardless of your party affiliation, it is important to speak to your children about United States politics in some capacity. Your high school kids are on the verge of voting, with nearly all the current seniors being 18 by November. Whether in 9th grade or the 12th, your sons and daughters are at the stage where they can form different political opinions than their parents or maintain similar positions. For parents, the aim should be to keep your children engaged with the political process as they enter adulthood. Here are some tips to consider in engaging with your children about politics in the months prior to the major election:

1) Avoid sweeping generalizations. Statements such as "All Democrats believe in ABC..." or "All Republicans believe in XYZ" do not reflect the nuances of the party system. Some candidates go against their party colors and some are more in the center. It is important to stress that students conduct research on the candidates, not just for the White House vote but also for governor, senator, and congress in their home state. Politicians' respective websites are comprehensive.

2) Accentuate the positive (www.kidshealth.org). Strong feelings about contentious issues can ignite arguments and parents should educate their children on voicing differences of opinion with respect and confidence. When possible, talk about the issues a candidate is for and your kids will get the message. There are negative, smear campaign ads throughout election season, which isn’t the type of tone a parent should seek to communicate to their children. UCLA's Lynn Vavreck, a professor of political science and communications, says "Politics conversations are polite conversations. That's rule number 1." (www.time.com)

3) Parents should feel free to share their opinion but make it apparent that children can have their own. Of course, a parent can have party bias as it is difficult to be completely unbiased when it comes to political discourse. That being said, parents should encourage their children to be open minded and curious and observe how the younger generation processes the distinctions within the political system. If you and your spouse are strong supporters of one party and your high school student endorses another, try to understand their rationale and have meaningful discussions about their beliefs.

4) Adapt conversations to your child's age. Younger children do not understand current or world events the same ways adults, or young adults, do. An elementary school-aged kid will see things differently from a pre-teenager, who will not necessarily comprehend the process in the same way as a high school student. If the child does not seem interested in the least, teach the facts but do not force an agenda. When kids hear parents talk about a subject with genuine interest, they pick up on the discussions and are curious about the fuss. When it comes to talking to your kids about the election, you may

(continued on pg. 9)
"Gratitude rejoices with her sister joy and is always ready to light a candle and have a party. Gratitude doesn’t much like the old cronies of boredom, despair and taking life for granted." Rebbe Nachman of Breslov

Have you ever woken up feeling worry or dread about the day ahead? The next time this happens, try to review the past day, and allow yourself to feel gratitude rather than the negativity. Scientific evidence has shown that being actively grateful makes you happier.

Consider the Three Blessings exercise, a classic in the field of psychology. This amazingly simple technique has been shown to have a powerful, positive effect on reducing symptoms of depression and anxiety, while simultaneously increasing a sense of joy and well-being. The task is simple enough. As your day comes to a close, think about three things that happened during the day that you are most grateful for. Could it really be that something so easy could have such profound results? The unequivocal answer is yes!

Our daily prayer is filled with words of gratitude. But, do we concentrate on these words, or simply recite them to fulfill our religious obligation? Our rabbis teach that our prayers must be intentional, that our expressions of gratitude need to penetrate our hearts.

Simply by taking the time to think about the things you are grateful for increases your positivity. Telling the world what you’re grateful for leads to a shift from negative or judgmental attitudes and increases appreciation and mindfulness about how blessed we are. Scientific research shows that a daily gratitude exercise can actually make you happier. The simple yet transformative practice of gratitude helps us remember how fortunate we are. We also feel a stronger connection to something greater than ourselves, cultivating a sense of wonder and awe of the world around us.

Dr. Martin Seligman, aka “The Father of Positive Psychology,” has changed the way psychologists understand and treat depression and has altered the way we understand happiness. His highly scientific approach toward understanding proven methods and techniques contain tremendous potential to increase feelings of well-being. Studies show that practicing gratitude on a regular basis improves health, sleep, energy, enthusiasm, positive moods, and can help build a greater sense of feeling connected to others. Other studies directly looked at gratitude and well-being, concluding that a conscious focus on gratitude has clear emotional, physical, and interpersonal benefits, and can even strengthen immune systems. It’s not about the miracle of being cured from cancer, or getting the big promotion. It’s about the simple day-to-day awareness that we tend to overlook such as having good health, a job, or a loyal friend. The aim is to focus on what has happened instead of what might happen. It appears that once we do this there is a shift in both our perception and our physical well-being.

**How can you practice gratitude?**

With young children, begin by ask them what they are thankful for. Keep a running list to continue adding to their ideas and thoughts. You’re building a habit of positivity! At bedtime, do a bedtime body scan, focusing their attention from their toes to their head, expressing thanks for all of the abilities that each part of the body contributes. By simply recognizing the power of the human body, we help children focus on feelings of gratitude. Parents can model displaying gratitude in front of their teenage children, who are oftentimes burdened with hours of homework, the pressures of testing, and a lack of sleep. While it is in the very nature of most teenagers to take things for granted, we can best influence them to become altruistic individuals through our actions.

Spend time each day thinking about the things you are grateful for. We do this every time we daven, focusing on expressing our thanks to G-d for the many things we may take for granted on a daily basis. When you find yourself focusing on negative thoughts, consciously change your focus to think about the things you are grateful for.
START BY STARTING: HELPING OUR ADOLESCENTS TO TAKE INITIATIVE

By: Rabbi Aaron Frank, Associate Principal

As parents in 2016, most of us are familiar with the lesson of the Blessing of the Skinned Knee, Wendy Mogel's bestselling book which talks about the importance of allowing our children to fall or to flounder in order to gain resilience and character. This approach flies directly in the face of the phenomenon of helicopter parenting, parenting that carries along with it the swooping in and saving and protecting our children from all challenge and harm.

Yet, over the years, I have seen an increase in the need to focus in another arena. It is the arena of initiative. When our children are young, we fill in every form, make every appointment and intervene with teachers when we identify a need. But as they grow older and move toward adulthood, we expect our kids to step up as we want them to learn to do for themselves and take initiative.

**Initiative and its importance:** According to the Webster's definition, initiative involves the energy and desire that is needed to do something, the power to do it, and a plan that is intended to solve a problem ([http://www.merriam-webster.com/dictionary/initiative](http://www.merriam-webster.com/dictionary/initiative)). Additionally, initiative is the “ability to propel life forward in purposeful directions” ([www.rootsofaction.com](http://www.rootsofaction.com)).

In order to understand what needs to be done to have our children and students take this type of initiative, I would like to focus on a number of main ingredients that lead toward initiative and how we can parent or teach toward this important positive behavior.

**Desire:** One of my favorite lines in the kids book and movie series Diary of a Wimpy Kid is when the teenage brother, Rodrick, is giving his brother advice on life. He says, “don’t be good at something you don’t want to do.” There is great wisdom in this tongue and cheek guide to life line as it points to the teen (and many adults) approach to ability and level of desire.

Whether it's going to a teacher for support on an assignment or taking that first step in finding a summer job, one of the main obstacles preventing our children from achieving goals is desire. We think it's important that the student gets a good grade, or we want our child to have a positive summer experience, but often our children do not share our burning desire. When they are young, they do what we want, but as they grow, without desire, they may not be engaged in the activities and acquire the experiences we value. If we say to them, “don't you want that scholarship?” sometimes we must be honest with ourselves and realize that it is we who want it, not always them. Sometimes it is not initiative they lack, it is lacking desire to move toward the goal. We want them to be good at something we want them to do.

In order to impart and have our children share desire, there are no shortcuts. We must tell our stories on how we arrived at these priorities and model for teens their importance. At the same time, we must also listen to how kids feel about these values and listen well. In our conversations, we must also be prepared for them to have different views than we do on particular values.

While these conversations will not guarantee that they will share our passions, our voice will be instilled in them and hopefully allow them to own the issue for themselves. This may fuel their desire to take initiative.

**What lies behind lack of energy and ability:** Even if our children have shown desire, they may lack the energy to make it happen. This lack of energy may come from lack of resources or possibly even fear.

First, our children are unable to take initiative and see things through because, as filmmaker and author Vicki Abeles writes, “The way to reclaim a childhood stuck in overdrive has a lot to do with time.” The hectic schedule of some

(continued on pg. 10)
By: Dr. Russell Hoffman, School Psychologist

As a child/adolescent psychologist, I am very interested in development. I think a lot about the ways that people grow and change and mature over time. This is certainly one of my favorite lenses through which to read and interpret Torah. The narrative of the Torah can be read as a developmental history. It tells the story of our development - as a species and as a nation - from birth/creation through childhood, in which we learn about our world and the relationships we have to the things and people in it, through adolescence, in which we struggle with the transition from immature dependence on God (our parent) to more mature interdependence with God, and into the autonomy and self-determination of adulthood. (I give credit and thanks to Rabbi Yitz Greenberg for formulating and sharing this interpretive theme in a lecture many years ago.) One way that this theme resonates very much with my understanding of human development comes from parshat Noach. At this juncture in the narrative, our toddler-esque species is dominating the earth and making quite a mess of things. They are exceedingly self-absorbed and hedonistic, and there seems to be, from the description of their behavior and interactions, a distinct lack of kindness in the world. God punishes humanity and, while formulating a new approach to steer their development back on track, comes to a realization: people are inherently self-centered from birth (my loose interpretation of “ra’m’nurav”). They need to be instructed and guided if they are to transcend this aspect of their nature and become agents of kindness in the world. From now on, humanity will have more hands-on parenting from God; they will be taught how to be kind.

Kindness is rooted in empathy. Empathy is the combination of one’s capacity to appreciate someone else’s perspective and one’s personal investment in the emotional welfare of others. In other words, it is not only being able to understand how someone else thinks and feels, it is also being emotionally affected by, and invested in, what that person thinks and feels. If sympathy is to feel for someone, empathy is to feel with someone. Establishing and nurturing our emotional connections with others is a primary goal of human development, and so empathy is a primary developmental achievement. It is also a fundamental facet of Judaism. The developmental narrative in the Torah asks us to draw on our own emotional experiences of suffering, despair and redemption in order to empathize with the disenfranchised and downtrodden in our midst. Many years ago, my doctoral dissertation research focused on the connection between empathic parenting (i.e., when parents are responsive to the emotional signals/needs of their children) and children’s subsequent ability to exercise empathy in their interactions with peers. We found a positive correlation - parents who expressed and modeled empathic behavior in their parenting style tended to have children who behaved more empathically toward others. In other words, when parents model and teach kindness, children learn to be kind.

I think that kindness is the single most important element in a healthy school culture. It is challenging for people - and perhaps even more so for adolescents - to step outside of themselves and appreciate the world from other perspectives. To appreciate how other people might experience the world in ways that are different from their own. Kindness both emerges from and facilitates that perspective-taking process. While I appreciate the national attention on bullying in schools that we have witnessed over the past several years, I feel that all too often these discussions are overly simplistic and negative. They are overly focused on the behavior we are trying to prohibit (bullying/unkindness) and are not focused enough on the kinds of behavior and interpersonal interactions that we want to promote. Promoting kindness in a meaningfully systemic way is a vital component of creating a safe and healthy school culture where students can thrive. To help create that culture, we need to teach our children how to be kind. Hopefully, they have learned at least some of this lesson by the time they have reached high school, but developing and perfecting one’s capacity for kindness is really a lifelong process, and there are specific aspects of it that are particularly relevant to teenagers.

One message that we should strive to reinforce with our adolescent children/students is that they are connected to and responsible for the emotional welfare of others. This is admittedly a complicated concept. Teenagers are in the
process of individuating and determining their own individual identities. They are constantly being reminded that as they get older they are increasingly responsible for themselves. The importance of kindness and empathy can sound like a confusingly mixed message: how can I be responsible for myself and also be responsible for others? What about their responsibility for themselves? What about their responsibility for me and my feelings? (Luckily, the brain development that occurs throughout adolescence allows for much more sophisticated abstract and existential thinking, so they can find answers to these seemingly paradoxical questions.) One way that we can help them integrate kindness into their personal developmental process is to provide them with concrete behaviors that they can do. School-sponsored chesed activities are one such example. Making time for a chessed trip in the middle of a busy day/week sends the message to students that kindness is important, that we need to stop and exercise that ability to take other people’s perspective, intuit from that what they need, and respond empathically to that awareness. Parents can reinforce this message by showing that they also value these opportunities for kindness and support SAR’s inclusion of them in the programming.

Another very important element of teaching kindness is encouraging our teenage children/students to actively seek out opportunities to be kind. This is a deceptively simple idea. Most of us would probably extend kindness to someone who was clearly in need. But to elevate kindness to the level that can permeate a school culture in a transformative way, we need to go deeper. We need to offer kindness not because it is clearly required, but because it might be needed or could be helpful. To quote the pithy but spot-on bumper sticker, we need to exercise more random acts of kindness. For example, consider school activities such as the Mac-A-Bee (i.e., Color War) or a shabbaton - activities that provide students with enriching and entertaining opportunities for learning and socializing. Now imagine how much more enriching those programs could be if students saw them not only as opportunities for personal fulfillment and enjoyment but also as opportunities to make sure that others were finding that personal benefit as well. The difference between these two realities is a kindness mindset. To teach and promote that mindset, teachers and parents alike need to set the right expectations and ask the right questions. For instance, we need to tell our children/students before the shabbaton that we want them to have a wonderful time and we want them to look for opportunities to help others have a wonderful time. This could mean approaching someone who is alone and asking if they would rather have some company or join in an activity. It could mean talking to an adult about someone who might be in need of some kindness so that the adult can look out for that person. And, after the shabbaton, we need to ask our children/students not only if they had a good time or a meaningful experience, but also if they contributed any kindness to help enhance someone else’s experience as well. This type of proactive kindness should be integrated into the daily school experience as well. When kids are making social plans, parents (and teachers) could encourage them to sometimes try inviting someone from outside of their chevre and who might really need or want to be included. A lot of teenagers might balk at that idea, but they might take a chance if parents remind them of how important it is to exercise kindness and “share the wealth” when it comes to having the support and affiliation of friends. Similarly, in the time leading up to an assessment, teachers (and parents) could encourage students to not only prepare themselves for the test but also to consider asking someone else in the class if they need any help, would like to review or share notes, etc. The kindness conveyed by these overtures can be very powerful and transformative.

(continued on pg. 10)
THE POWER OF GRATITUDE  (Continued from page 4)

Try this powerful exercise:
First, spend 5 minutes each night writing down the things you are grateful for.

Each night, continue to add to your list. Next, express out loud why you are grateful, and actively acknowledge those people who have helped you. Our relationships are the greatest determinant of our happiness, so it makes sense to think of others as we build gratitude. Finally, write down how you felt after directly thanking the person responsible. Recognizing the good in your life will help you feel more grateful and empower your future.

GRATITUDE
building TOOLS

• Keep a gratitude journal
• Write thank you notes
• Recognize and enjoy life’s small pleasures
• Give back, or pay it forward

Email Etiquette  *(Continued from page 2)*

For example: In response to the following email which a student had written IMPORTANT ADVISING! in the subject line, and had sent the e-mail with highest importance, an adviser responded as follows:

Dear XXXXXX,

I realize that you are concerned about getting registered. I have no intention of holding up this process for you, so I would like to get a meeting set up with you this week to discuss your schedule.

I would like to point out a couple of things to you about email. In the work world, we limit the use of the highest importance stamp for only a handful of extremely critical emails. It is similar to dialing 911 when there is a true emergency. Also, using all capital letters in an email is the equivalent to screaming at someone, so you should not write in all capital letters in an email.

Let me know a date and time that you are available for an advising meeting this week.

Sincerely,

XXXXXXXX

Email communication with students is here to stay. It is important for us, as adults, to understand that students are new to the world of professional email writing and that they are likely to send emails with an unprofessional tone. As the recipients of these emails, we can minimize negative consequences by modeling professional email etiquette and by having a set of strategies available to help us respond appropriately when the inadvertent flippant email tone comes our way.

---

How to Speak to your Child about Politics  *(Continued from page 3)*

assume that your 3rd grader would rather be playing video games or that your 9th grader would prefer Snapchat but you could be wrong and miss a valuable educational opportunity.

5) Suggest your child become involved *(www.kidshealth.org)*. Being actively engaged in the political process enables a child to feel empowered. Whether volunteering for a campaign or focusing on a particular issue of concern, a high school student can take action. For example, if your student is intrigued by the environment, maybe she can find ways to help the family be more eco-friendly. Or if your son is passionate about Israel, encourage him to attend rallies to advocate for our Jewish state. Finally, your child should know that you voted on Election Day and that it is something you strongly believe in doing as a citizen of the country. Let them know that you value the right to vote as a privilege of living in the United States.

In these ways, not only will you ignite more involvement within our teens, but you will be modeling civil discourse for them as well.
START BY STARTING: TEACHING OUR ADOLESCENTS TO TAKE INITIATIVES  (continued from pg. 5)

children does not allow them to be able to properly focus on the tasks they are already given, not to mention the ones that we want them to tackle on their own. If we want them to take initiative, freeing up their intense schedule may help.”

Additionally, we sometimes take for granted that they have the skills of adults. Simply filling out a form or making a simple phone call or email to an adult may be intimidating to an adolescent. By sitting and working through a script with a teen on exactly how to tackle a task can make all of the difference in helping them get started.

Finally, what may lie behind a lack of initiative is fear of failure. As we all know from our SAR mission, we want our children to stretch “beyond their comfortable limits”. Moving beyond our comfort zone is such a valuable concept for growth for teens, but it is also very scary. Asking teens to take initiative is overwhelming and intimidating. Certainly fear of failure often lies at the heart as a deterrent to this stretching. Parents and teachers must be supportive of this reaching by our kids. We must show support, care and love, ensuring a safe space for children to take those risks.

Once again, positive parenting toward initiative demands that we spend time talking through what is preventing positive momentum.

We all have a super power
it’s called initiative

THE IMPORTANCE OF KINDNESS  (continued from pg. 6-7)

I realize that some may hear this message as somewhat controversial. Promoting kindness in this way does entail telling our children/students that their own emotional needs are not always the most important needs to consider. We do expect our children/students to look out for each other, and that means that sometimes they do have to set aside their individual needs in order to consider the needs of other individuals and/or the community. But this is not indiscriminate self-abnegation. There are times when we need to look after and care for ourselves first and foremost, and there are times when we need to assume the role of kindness-provider. It takes the guidance and wisdom of parents and teachers to help teenagers learn to distinguish between the two. In the fast-paced, competitive world in which we live, it is important to teach our children/students that exercising kindness is not self-abnegation. It is tikkun olam. It is creating a community where we help each other transcend our self-centered natures and where kindness is the norm.

I will close with one of the formative lessons about kindness from my own development. The commencement speaker at my college graduation was Ben Cohen, one of the founders of Ben & Jerry’s ice cream. He spoke about the need for ethics and kindness in the business/professional world that we were about to inhabit. I don’t remember much of what he said that day, but one thing has stayed with me over the years. He relayed the allegory of a man who was granted a vision of heaven and hell. The man first observed hell: a lavish, sumptuous banquet where all of the people sitting around the table were hungry and miserable because their utensils were extremely long; no matter how hard they tried, they could not maneuver the food-end of their spoons and forks into their mouths. His vision of heaven was almost identical: the same luxurious banquet with the same ridiculously long utensils, but the people at this table were all happy and content - because they were feeding each other.
STAYING CONNECTED WITH YOUR TEEN DURING THE SUMMER MONTHS

Teenagers often revel in the freedom of summer vacation. Here are some tips for staying connected with your teenage child during the less structured summer months:

- Share your rules and expectations with your child about curfew, communicating home when going out, and knowing his/her whereabouts, etc.
- Make time to talk about how they (and you) are spending time, and make these talks "technology-free" zones.
- Make sure that your child knows that if they are ever in an uncomfortable or dangerous situation they can call on you for help or guidance, including a no-questions ride home.
- Even during the summer, you can continue to monitor your child’s whereabouts, confirm their plans in advance, and communicate with other parents to ensure safety and supervision.
- Be awake when your teen arrives home so that you can connect with them (and be aware of signs of risky behavior, such as intoxication).
- Maintain family rituals such as eating breakfast or dinner together.
- Help your child find novel, creative and safe ways to socialize and have fun.

GLC CONTACT INFORMATION

<table>
<thead>
<tr>
<th>GRADE</th>
<th>GRADE LEVEL COORDINATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Ms. Shoshana Chanales</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:schanales@sarhighschool.org">schanales@sarhighschool.org</a></td>
</tr>
<tr>
<td>10</td>
<td>Ms. Gloria Schneider</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:gschneider@sarhighschool.org">gschneider@sarhighschool.org</a></td>
</tr>
<tr>
<td>11</td>
<td>Ms. Lisa Birnbaum</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:lbirnbaum@sarhighschool.org">lbirnbaum@sarhighschool.org</a></td>
</tr>
<tr>
<td></td>
<td>Ms. Michelle Hoch</td>
</tr>
<tr>
<td>12</td>
<td>Ms. Alicia Germano</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:agermano@sarhighschool.org">agermano@sarhighschool.org</a></td>
</tr>
<tr>
<td></td>
<td>Ms. Shuli Taubes</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:staubes@sarhighschool.org">staubes@sarhighschool.org</a></td>
</tr>
</tbody>
</table>
May 16 was our final meeting of Wake Up with PACT. This group read two books together this past spring, The Teenage Brain and Beyond Measure. Topics such as the teen time crunch, college pressure and psychological challenges of teens and parenting of teens were addressed as parents and staff learned from one another in true PACT partnership. We thank those parents who participated and we look forward to more PACT programming next year.

The PACT team would like to express our hakarat hatov and our best wishes to Rabbi Aaron Frank. During his time at SAR High School, Rabbi Frank has been a creative contributor to the PACT program and has been a dedicated and decisive leader of the PACT team. We wish him much success in his new position next year!