



# Middle School 6th Grade Parent Information Night

September 16, 2025



# Tonight's Program



01



SHANEL DAINES

Welcome and Overview

02

MARY KIANG

AI and the Middle School

03

FRANKIE MACHADO

Student Support and  
Success



04



LAUREN FENDRICK

Athletics Program

05

JACQUELINE STARK

Advocacy Program

06

KAILA UNIACKE

6th Grade Well-Being and  
Strategies for Parents





But first... a quick announcement from our  
2032 Annual Fund Team Captain:  
Rachel Chanin



Menlo School

# ANNUAL FUND

## **Class of 2032 Annual Fund Team**

Captains: Rachel Chanin &  
Alex Kaminaris

Jinah Banatao  
Cristin Chinn  
Melissa Perkovich  
Kate Surman  
Nikki Trunnell

**Our goal:** 100% participation  
from the Class of 2032 before  
Nov. 30!

*Did you know...*

The Annual Fund provides 9%  
(\$5 million) of the operating  
budget this year and impacts  
every aspect of the Menlo  
experience.

# Start of School SNAPSHOT



Some hopes for the **CLASS OF 2032**



**Lead with  
Kindness**

**Curiosity and  
Learning**

**Fun and  
Laughter**

Embrace  
**Flexibility**

**Courageous  
and supportive**

Practice  
**Gratitude**



# Who can I talk to?

ME

[sdaines@menloschool.org](mailto:sdaines@menloschool.org)

g

General 6th grade questions / concerns / shout outs

ADVOCATE

Social or academic concerns

SUBJECT TEACHER

Class specific questions or concerns

MS OFFICE

Absences, late arrivals or early departures

ZIPNOTES

Weekly email with info and upcoming dates

6th Grade Parent Team

Grade level social events, led by Melanie Ladhahoy and Nicole Salama

Advocacy Parent Groups (APGs)

Advocacy-based groups for sharing information and offering parental support

# If my STUDENT is absent....

## For general absences:

- Please notify the MS Office at: [msattendance@menloschool.org](mailto:msattendance@menloschool.org) when you know that your student will be absent all day or will have to leave school early
- Teachers may also be notified via email as well

## If your student is ill:

- Please notify the MS Office as well as the Health Office at: [nurse@menloschool.org](mailto:nurse@menloschool.org)

## For extended absences:

- Please notify the MS Office, and have your student proactively check in with Advocates/teachers to develop a plan to stay on track with classwork and assignments.

## Making up missed work:

- Students should first check class Canvas pages, then reach out to teachers to find out what was missed, and to check in during office hours.

# Fall Important Dates



**Locker Construction**

Early October

**October Chats**

Starting in October

**No School (Fall Holidays)**

Fri. 10/3 & Mon. 10/27

**Parent Teacher Conferences**

Thurs. 11/20 & Fri. 11/21

**Thanksgiving Break**

No School Mon. 11/24 - Fri. 11/28





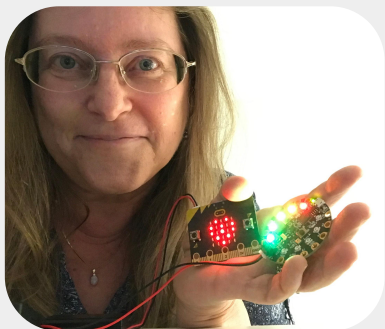
THANK YOU  
for partnering with us

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# DECS

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## Design Engineering & Computer Science



Mary Kiang


















Tiffany Liu



# Trimester Timelines: **DECS** and **Human Skills & Learning**

## Seminar

Grade	Trimester: ONE	Trimester: TWO	Trimester: THREE
<b>6th</b>  	<b>HS &amp; LS</b> <b>Ms. Uniacke</b> <b>Mr. Machado</b>  	<b>DECS6</b> <b>Ms. Liu</b> 	<b>DECS6</b> <b>Ms. Liu</b> 
<b>7th</b>  	<b>DECS7</b> <b>Ms. Liu</b> 	<b>HS &amp; LS</b> <b>Ms. Uniacke</b> <b>Mr. Machado</b>  	<b>DECS7</b> <b>Ms. Kiang</b> 
<b>8th</b>  	<b>DECS8</b> <b>Ms. Kiang</b> 	<b>DECS8</b> <b>Ms. Kiang</b> 	<b>HS &amp; LS</b> <b>Ms. Uniacke</b> <b>Mr. Machado</b>  

# Spotlight Activity:

## What does AI make you think of?



**"AI makes me think  
of robots & patterns."**

**"Dataset, learning  
algorithm, prediction.  
Used to get guinea pigs."**

**"A computer  
wanting to fit into  
the real-world. Also  
a computer giving  
false information."**

**"My parents MAKE  
me use it for  
EVERYTHING!"**

**"Takes data (learn)  
and uses it to help  
humans."**

**"ChatGPT &  
Gemini"**



**How do we raise conscientious consumers and designers of AI?**



# AI Use Guidelines

## Goals for Students



### Human Connection

Build meaningful relationships



### Character

Demonstrate integrity, responsibility, and empathy



### Develop Sense of Self

Understand personal strengths, challenges, and values



### Communication

Express ideas clearly and listen carefully



### HHOM

Habits of the Heart & Mind

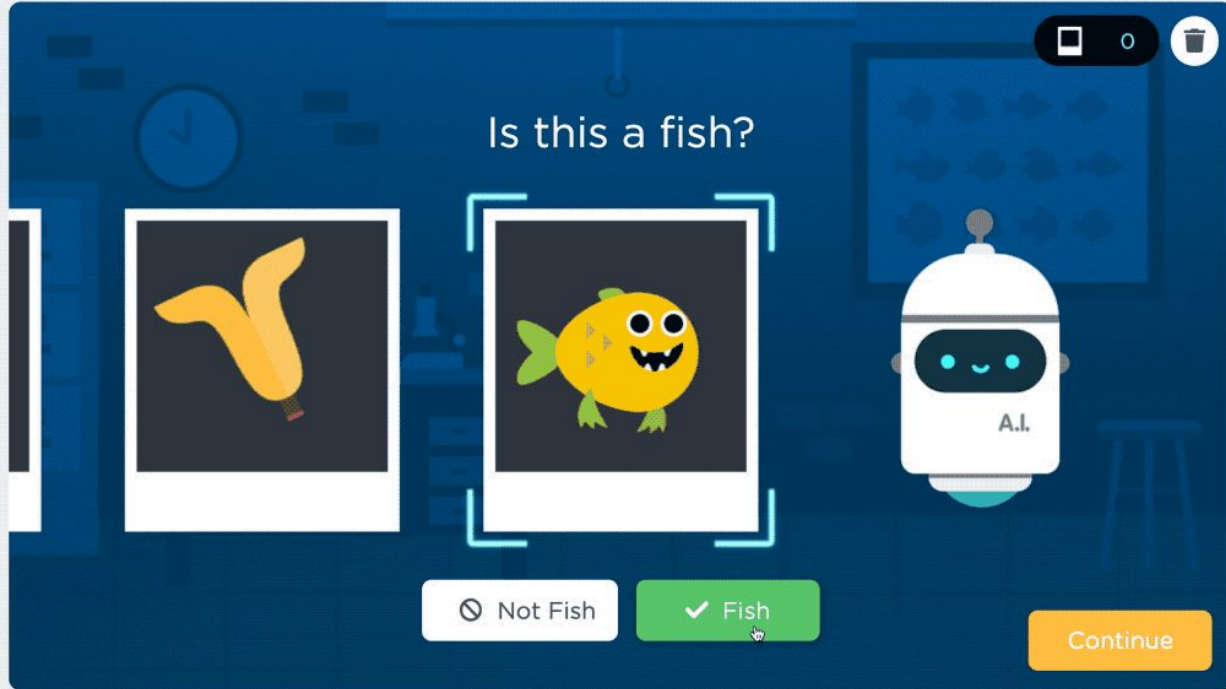


### Passion

Explore interests and pursue curiosity with energy and creativity.

# AI

6th grade:  
**Understanding** of how AI is trained



# 3 Parts of AI

**Dataset**

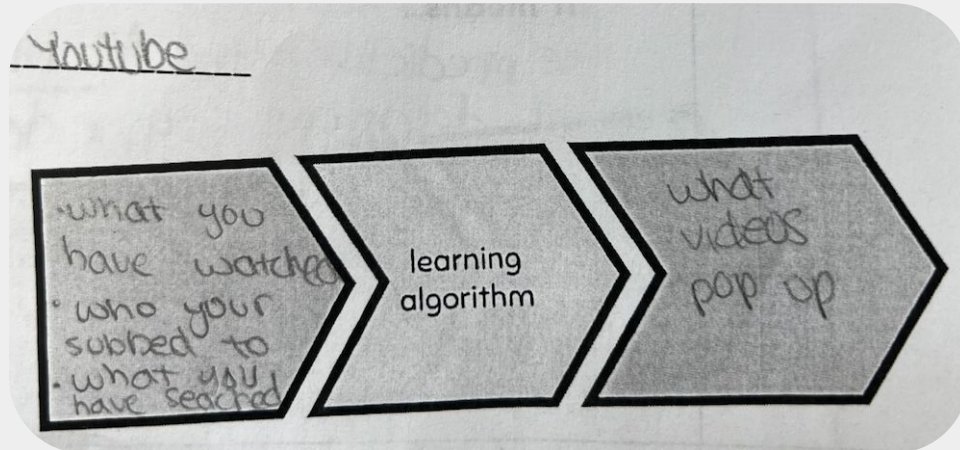
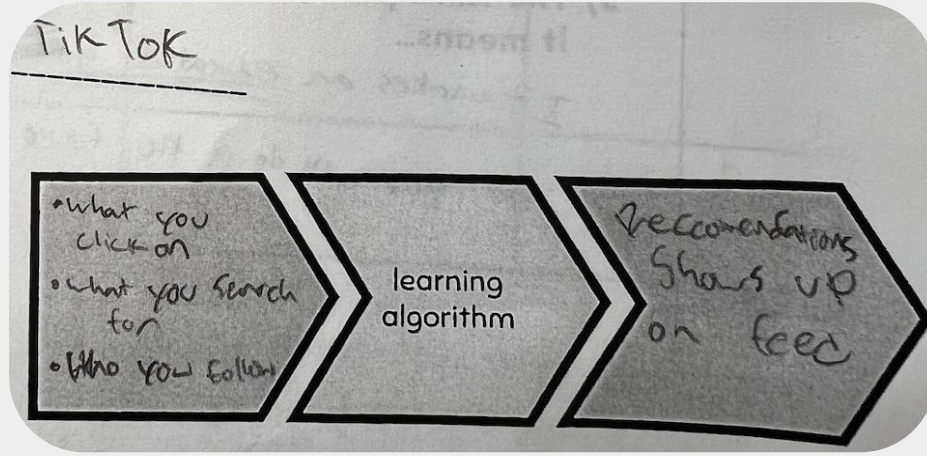
**Learning  
Algorithm**

(input, steps to change, output)

**Prediction**

7th grade:

**AI use** in common social media apps



# 3 Parts of AI

## Dataset

## Learning Algorithm

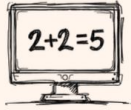
(input, steps to change, output)

## Prediction



Design challenge: Student created posters regarding AI use.

Always critically think  
before using AI



AI hallucinates!  
2+2=5

Don't use AI to  
replace learning



Follow teacher's  
directions  
for proper AI use (when and how)



You can use it to make flashcards or help you study but never dishonestly.

# AI ACADEMIC INTEGRITY

**CHECK THE  
POLICY**



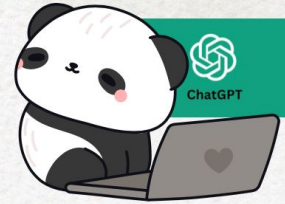
**LEARN  
HONESTLY**



**YOUR WORK,  
YOUR WORDS**



## Avoid Plagiarism and cheating when using AI

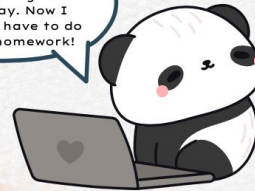


I'm using  
ChatGPT to write  
my English  
essay. Now I  
don't have to do  
my homework!



What are  
you doing?

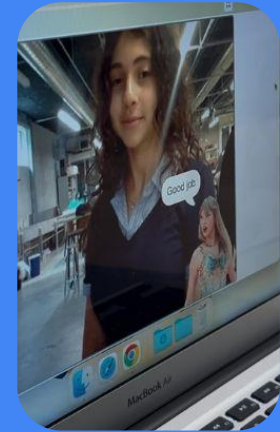
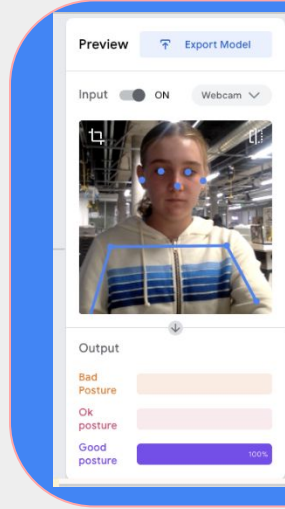
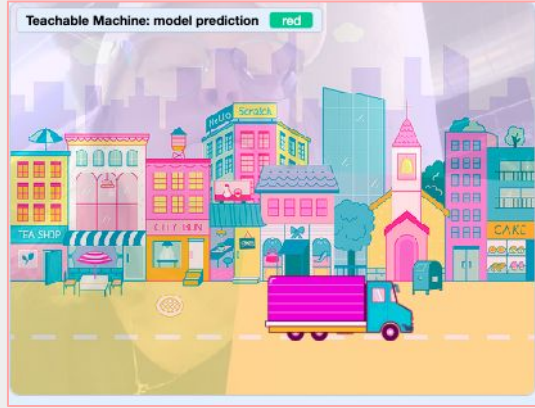
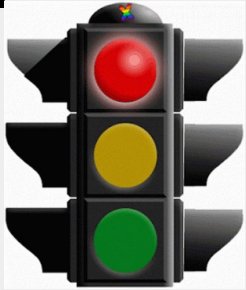
You shouldn't do  
that. It's dishonest  
and you are using  
work that isn't your  
own. It's plagiarism!



Oh! I didn't know  
that. I will write  
my own now,  
thanks!

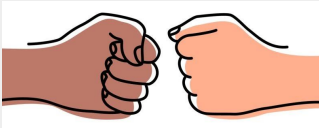
It's always better to do  
your own work, but when  
using AI ask a teacher!

# 8th grade: Create with AI



# Questions they are asking while working with AI

“Do I need to create my data set with **different skin colors** for my trained model to work for everyone?”



“**Who** gets to decide if output is **biased** or not?”



“Who is **responsible** if an AI ‘driverless’ car gets in an accident?”



“What happens to all the information I input into different AI’s? What are they doing with **my data**?”

# Advice from the 8th graders: Things to **keep in mind** when working with AI...

“Without specificity it will always go wrong. There is a concrete relationship between the specificity and the output every single time.”

“It is not a human.”

“Sometimes AI can not understand, therefore spitting out a completely different thing than what you wanted, a random answer, like humans because humans programmed it.”

“They don’t think the same as us.”



“It is not always correct. AI makes mistakes, so always double check.”

“AI is very smart at times but not always.”

“Be very detailed and give more information than you think you need to give it.”

“It will only know what you write, not what’s in your head.”

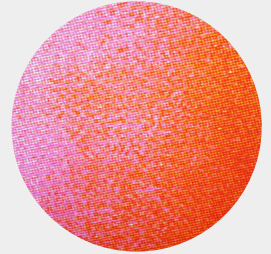
“AI can be taught to do what you want it to do.”

“Humans and AI understand things differently. it does not infer things like humans do.”

They want to build **positive** and **useful** things with AI.



They want to use AI to solve **real** problems.



We are here to help them do just that.



# How **You** Can Participate...



**Ask them to share their projects and reflections**

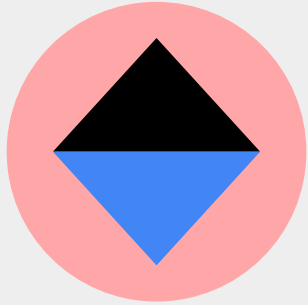
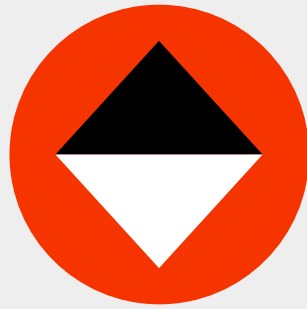
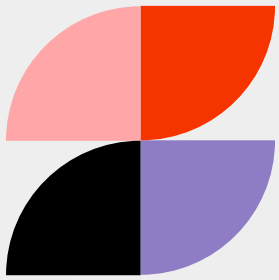


**Encourage them to play and seek out meaningful challenges**

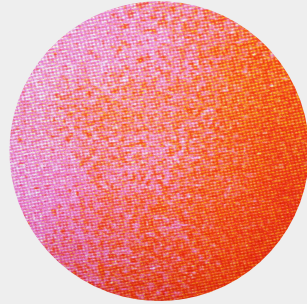
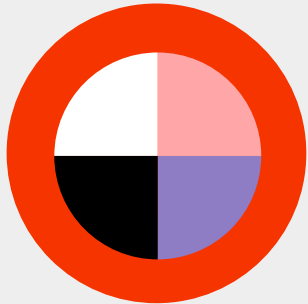
Teachable Machine (Google)  
Scratch RAISE Playground (MIT)



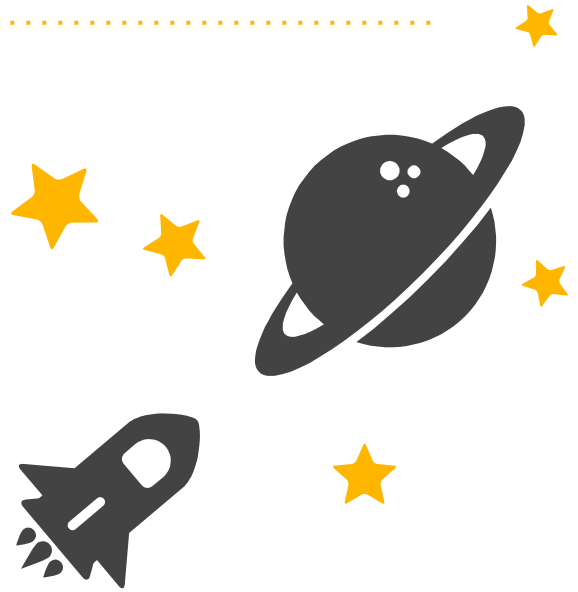
**SHARE your expertise with a class visit!  
(in-person or Zoom)**



**THANK YOU!**



# The Sixth Grade Student



Going where no elementary student has gone before...  
(cue dramatic music)



# Discovery: Exploring the Unknown

## Greater Academic Expectations

Homework load  
Quizzes and Tests  
Extracurriculars  
Overall Rigor



## Greater Executive Function Demands

(Distance Learning)

Self Awareness  
Time Management  
Organization  
Self-Advocacy



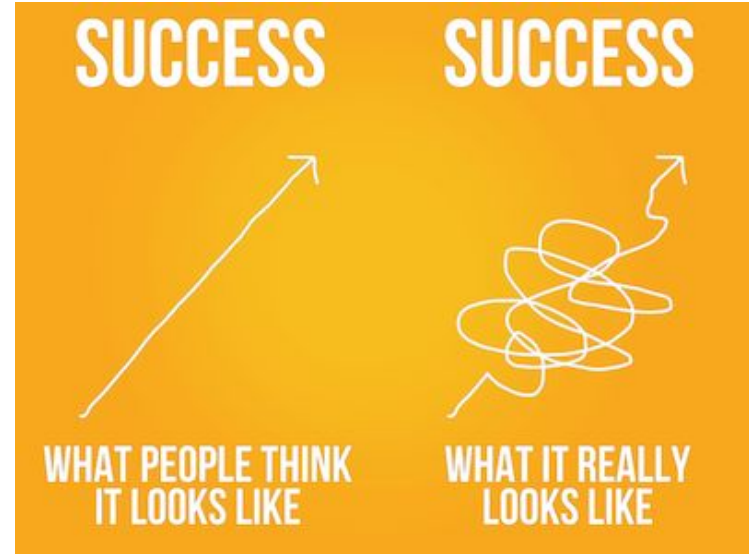
## Greater Probability of

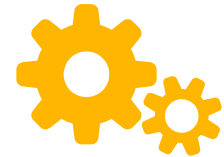
Failure  
Confusion  
Frustration  
Stress



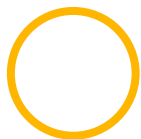
# Discovery is a **messy** process

Houston... we need to manage our expectations and buckle up for a bumpy ride!





# Equipment Check



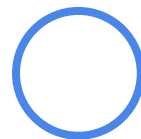
## Teachers

Provide high quality instruction that is designed to accommodate a diverse study body



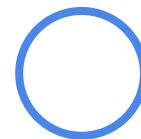
## Advocates

Available for both social/emotional support and academic guidance



## Coaches/Counselors

Specialists that can work with students, teachers, and parents to create support plans when needed



## Resources

Canvas, buddy system, planners!



# Learning Seminar:

## Putting it all together

### Student Skills:

- How to use your planner
- Chunking assignments
- Studying for tests
- Checking in with teachers
- Pomodoro Technique

### Logistics:

- Trimester long (first)
- Twice per rotation
- Pass/No Pass
- Get out what you put in



# Mission Control: Parent Tool Kit

## Quick Look-For's:

- Planner System
- Class Notebook
- Canvas Resources
  - HW or Assignment Description/Requirements
  - How to submit work
  - Rubrics
  - Study Guides
  - Extra Practice

# Houston: We have a problem



## Emergency Protocol

## Calibration is Key

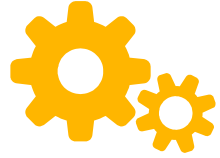
Anomaly: Facilitate best practices

- Help write an email to their teachers
- Help look through Canvas/binder/planner to find more information
- Remind them that everything will be OKAY - make it okay to make mistakes

System Overload: Major Trends

- Have students walk through their thinking/processes
- Monitor/limit tech usage
- Create after school schedules with weekend reminders
- Weekend backpack/binder/planner checks
- Day 1,3 5 office hours
- Coordinate with advocate

# Mission Control: Getting Help at School



## Teacher Check-in Opportunities

Office Hours	Before/After School
Day 1, 3, 5,	Every Day (M-F)
During Student Life Block 10:55-11:15 Drop-In	By appointment
5-10 minute 1-to-1 check-ins with the teacher	Longer 1-to-1 check-ins, test retakes/makeups and homework help



## Homework Club Yearly Overview

**HW LEADERS**  
Obasi Winn, Cindy Oguin, and Nicole Nava

**CELEBRATION DATES**

- October 1
- October 29
- November 19
- December 17
- January 28
- March 4
- April 1
- April 29
- May 13

**NO HOMEWORK CLUB ON THESE DATES:**

- September 24
- October 8
- October 15
- November 5
- December 10
- February 4
- February 25
- March 18
- April 22
- May 6

**CHECK-IN**

**GET INVOLVED**

**SNACK & PRIZE SUGGESTIONS**

# Homework Club

- Location: Library
- Day: Wednesday
- Time: 3:30-4:30
- HW help, organization check, fun learning celebrations





# Helpful Questions

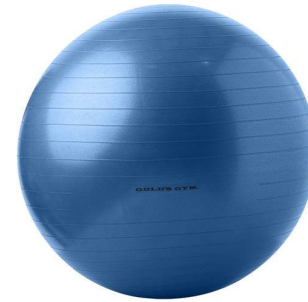
- Who did you check in with this week?
- How are you going to prepare for the test?
- Is this a busy week for you?
- What is a good way to take a break?
- **Challenge:** What did you fail at this week?



# Shuttle Cockpit: Student

## Workspace Set-Up

- Neat and organized
- Consistent academic environment (avoid beds, couches, hammocks)
- All materials readily available
- **Somewhere public (if necessary)**



**Exercise Ball**



**Time Timer**



**Wiggle Stool**



# System Protocols: Self-care

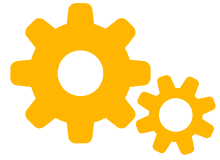
## Sleep Routines

- 9-10 hours of sleep per night
- Develop a bedtime routine
- Off screens at least 45 mins before bedtime

## Tech Boundaries

- American Academy of Pediatrics (AAP)  
**“screen time limits should be based on ensuring it doesn't interfere with sleep, physical activity, and other healthy behaviors, rather than strict hourly limits”**

# Wait Until 8th



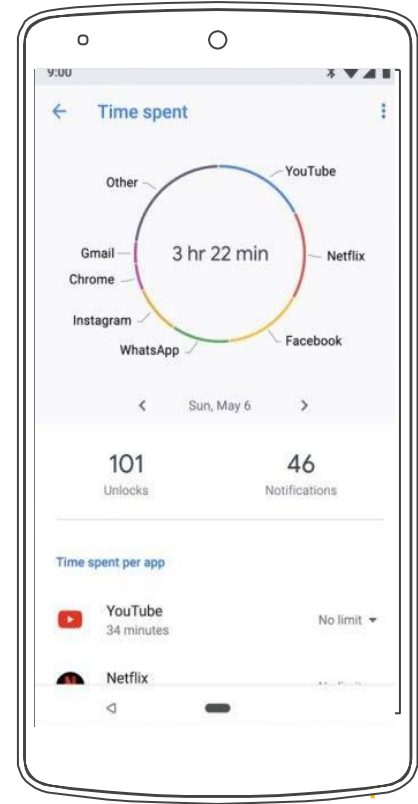
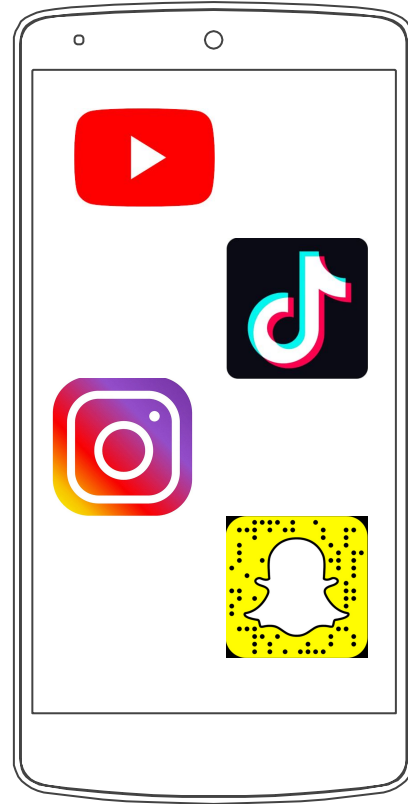
## Smartphone Alternatives:

- Flip Phone
- The Bark Phone
- Gabb Phone
- Pinwheel
- Smartwatch (School Mode Activated)



# Tech: Building Healthy Habits

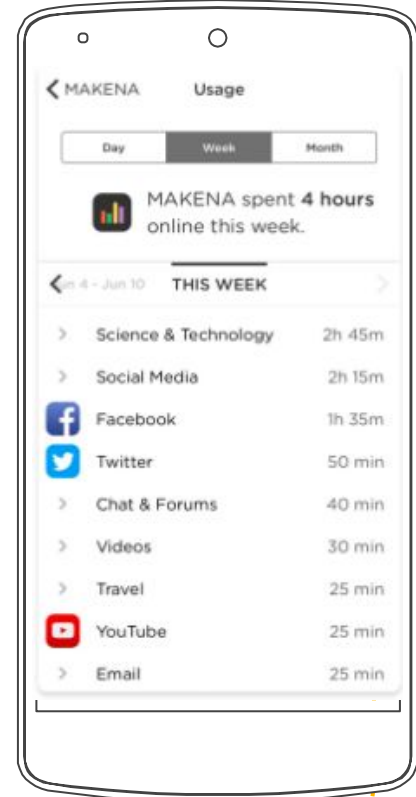
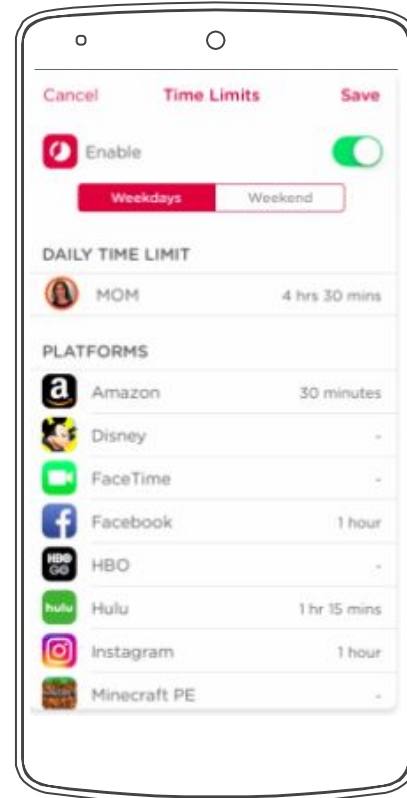
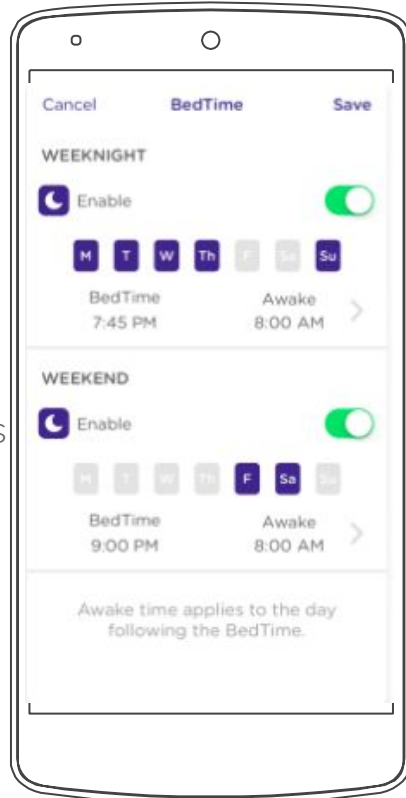
- **Tech distractions out of sight**
- Use Digital Wellbeing / Screen Time apps on phones and devices
- Avoid wormhole apps like TikTok, Instagram, Snapchat, Youtube Shorts
- Encourage students to enable “Do Not Disturb” or turn off notifications



# Circle

Device that helps manage tech usage at home and gives great data for students to see

[www.meetcircle.com](http://www.meetcircle.com)



# Heyfocus.com: Great App to reduce distractions

Students should opt into using this app



# 3 S's of Success



Sleep



Screentime



Scheduling

# Reach

## Learning Support: Out

I am here to help so please reach out with any questions or concerns

Frankie Machado

[fmachado@menloschool.org](mailto:fmachado@menloschool.org)

(650)330-2001 x 2446



# MENLO SCHOOL

MIDDLE SCHOOL  
ATHLETICS



## GO KNIGHTS GO!

# Program Philosophy

**GOALS:** 1) create lifelong lovers of movement and 2) develop character through sport.

- We encourage students to explore a **variety** of sports and activities, as research shows that multi-sport athletes often have a lower risk of injury and burnout.
- Athletics is an extension of the classroom, offering a place to practice our core **Habits of Heart and Mind**.
- Our program focuses on developing **healthy habits** that will last a lifetime.



# Sports, Seasons, and Dates

**\*\* Sports are subject to change and Dates are approximate \*\***



<u>Fall</u> (Aug 21 - Oct 14)
Cross Country
Flag Football
Girls Lacrosse
Tennis (class)
Water Polo (class)

<u>Winter I</u> (Oct 16 - Dec 19)
Boys Basketball
Girls Soccer
Water Polo (class)
Tennis (class)

<u>Winter II</u> (Jan 5 -Mar 6)
Girls Basketball
Boys Soccer
Golf
Water Polo (class)
Tennis (class)

<u>Spring</u> (Mar 9 -May 15)
Baseball
Girls Volleyball
Water Polo
Tennis
Track
Boys Lacrosse (class)

<u>Spring to Fall</u> (May 18- May 29)
Boys Volleyball
Girls Flag Football
Pickleball
TBD

**\*\* There are events throughout the year that anyone can participate in regardless of chosen sport (Swim, Golf, Cross Country, etc.) \*\***  
For these events, students will receive an email and a note to the parents will follow in zipnotes.



### Terminology:

- **JVA, JVB** = 6th grade team
- **VA, VB1, VB2** = 7/8th grade

## The 6th Grade Athletics Program

Our Sports Teams Practice during the School Day PE block:

- **Schedule:** 6th-grade PE is from **1:05 PM to 2:10 PM** on Days 2-7.
- **Sports Performance:** 1 x week ~ 20 minutes with a certified sports performance coach during their practice time at their practice location. The focus is on **age-appropriate, foundational movements** designed to build movement fluency, strength, and speed.
- **Coaching:** Most sports are directed by Program Heads or High School Head Coaches. This provides **alignment and continuity** between the Middle School and Upper School programs.

# Sport Sign-Up / Injury & Illness



## Sport Sign-up Process

- **When to Sign Up:** Approximately six weeks before each new season, Coach Fendrick will email your student a Google Form to register for a sport. An announcement will also be posted in zipNotes.
- **Deadline:** Students have **one week** to complete the form. If a student misses the deadline, Coach Fendrick will place them in a sport that best suits their needs.
- **No Switching:** Students may not switch sports once their selection is made. We encourage them to think carefully about their choice, talk it over with their family, and consider taking the risk to try something new!

## Injury & Illness Policy

- All communication regarding injuries or illnesses that prevent participation must go through the **Nurses Office**.
- You can contact the nurse at [nurse@menloschool.org](mailto:nurse@menloschool.org) or by phone at (650) 330-2000 x2601 or x2530.

## Game-Day and PE Attire

- Students should bring a **water bottle** and any sport-specific attire or equipment communicated by the coaches (mouth guard, cleats, shin guards, etc.).
- **Proper athletic attire is required:** sneakers, athletic shorts and tops. **No** Uggs, rubber slides, Crocs, jeans, or crop tops.
- Any large items (golf clubs, etc.) can be stored in the gym foyer during school hours.



# Commitment & Expectations

- **Sports with competitions:** We typically have **2 to 6 after-school competitions on weekdays**, with **no weekend games** or commitments.
  - a. Game schedule can be found on the team pages on the website about 3 weeks before competitions start.  
(<https://www.menloschool.org/athletics/middle-school-teams/>)
- **Season Commitment:** Team sports with competitions require a **full-season commitment** (PE and games).
- We ask that **Menlo Athletics take priority** over outside clubs or travel teams. This allows your student to be fully present with their team, fostering deeper connections and a more unified experience for all.
- **Class-only** sports have **no after-school requirements**.





## Values in Action

Our coaches will highlight our six core habits throughout each season.

- When your students authentically embrace these habits, sports can unlock magical moments for them.
- We know there will be challenges, but we have a robust support system to help them every step of the way.



Menlo Middle School

# Habits of Heart and Mind

## **SELF-AWARENESS**

Recognizing emotions, tendencies, actions, and reactions within myself.

## **ETHICAL BEHAVIOR**

Acting with integrity and moral values.

## **KINDNESS**

Showing thoughtful and compassionate behavior towards others, regardless of the relationship and without expecting anything in return.

## **EMPATHY**

Understanding and honoring another's emotions and point of view.

## **CURIOSITY**

Exploring and questioning the world beyond myself.

## **RESILIENCE**

Recovering and growing from challenges.

# Parent/Guardian Role



<u>Our Kind Request</u>	<u>The Benefit for Your Child</u>
<b>Be a Fan</b> (Cheer for all, model sportsmanship.)	Prevents <u>Burnout</u> and ensures their <u>self-worth is not conditional</u> on performance or winning.
<b>Focus on the Student</b> (Ask about effort, learning, and fun, not strategy or wins.)	Teaches them that <u>ability is malleable</u> and can be developed (Growth Mindset) and <u>builds resilience</u> by valuing effort over outcome.
<b>Trust the Coaches</b> (Allow them to coach and the team to play.)	Supporting Competence and Autonomy- Allows the athlete to <u>focus, absorb instruction, and feel competent</u> in their role without the stress of conflicting adult voices.
<b>Respect the Process</b> (when appropriate student advocates, Observe the 24-Hour Rule.)	Builds vital life skills: <u>self advocacy, communication, and rational conflict resolution</u> . If you, as a guardian, need to contact coach please wait 24 hours before reaching out.
<b>Model Our Values</b>	You are a primary role model. Your behavior teaches them how to handle adversity, conflict, and respect, reinforcing our core Habits of Heart and Mind.



Thank you for your partnership! Questions?

[Lfendrick@menloschool.org](mailto:Lfendrick@menloschool.org)

650-330-2000 ext. 2456

**GO KNIGHTS GO!**







Habits of Learning

Habits of Heart and Mind

Spirit Days

Random Acts of Fun

Kindness

Belonging

Academic Goal Setting

Mindfulness

Community Building

Current Events

Mental Health

# Advocacy 6 Topics

Service Learning

Culture

Echo Trimester One Human Skills & Learning Seminar Classes

2025-26 Middle School Wide Focus Topics



Menlo Middle School

# Habits of Heart and Mind

## **SELF-AWARENESS**

Recognizing emotions, tendencies, actions, and reactions within myself.

## **ETHICAL BEHAVIOR**

Acting with integrity and moral values.

## **KINDNESS**

Showing thoughtful and compassionate behavior towards others, regardless of the relationship and without expecting anything in return.

## **EMPATHY**

Understanding and honoring another's emotions and point of view.

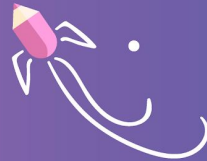
## **CURIOSITY**

Exploring and questioning the world beyond myself.

## **RESILIENCE**

Recovering and growing from challenges.

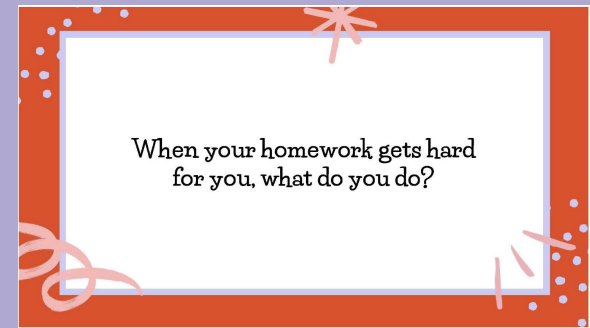
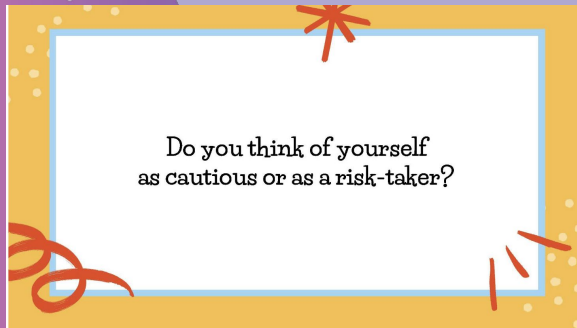
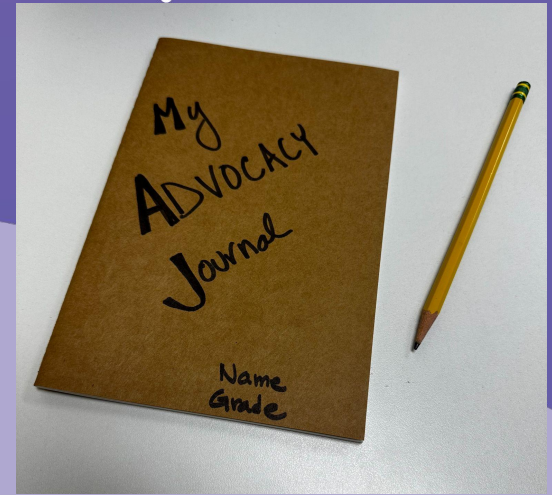
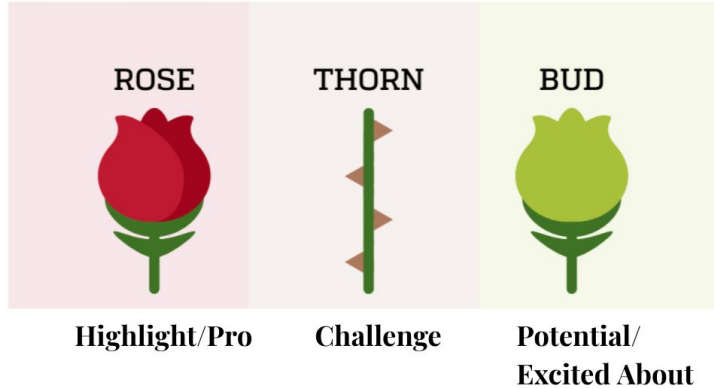
Habit "Roots"



What  
we can  
see

## Rose, Thorn & Bud Check-In

What are your rose, thorn, and bud from 6th grade so far?



# Social Emotional Ex: Check-Ins & Journals

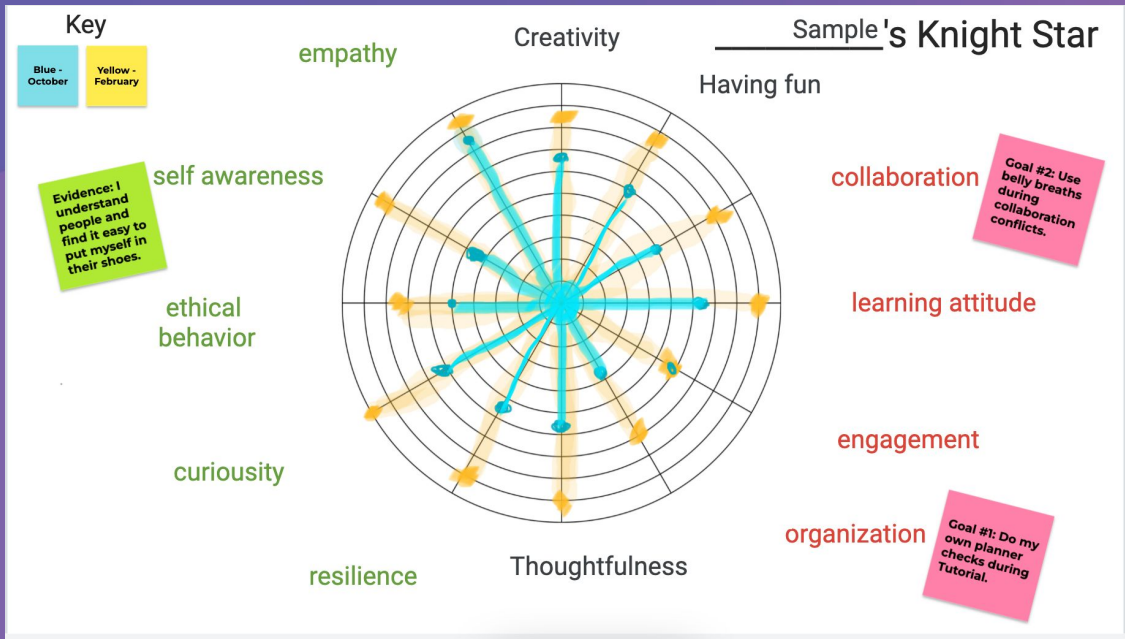
Self-Awareness & Empathy Habits

# ABOUT :

- **What is Knights Roundtable?**
  - Space for regular connection between grades
- **Goal of Knights Roundtable:**
  - Get to know one another & promote BELONGING
  - Have FUN!
- **Format**
  - **Table of Voices** (10-15 Minutes)
    - Discussion
  - **Fun Quest** (20-25 minutes)
    - Game



Community Building Example:  
Knight's Round Table  
Belonging & Kindness



# Goal Setting Example: Knight Stars

## Curiosity & Self-Awareness Habits

# Some 6th Grade Advocacy Highlights

## 1 KNIGHTS ROUND TABLE

Advocacy trios of 6-7-8th graders meet to discuss topics and play games once a trimester.

## 2 ADVOLYMPICS

Each trimester has grade-wide competitions to boost belonging and practice the Habits.

## 3 OCTOBER CHAT

Mid-trimester one check-in between Advocate and parent(s).

## 4 RANDOM ACTS OF FUN

MSPA sponsored community building days.

## 5 SERVICE LEARNING

Year-long programming around sustainability with end of the year beach clean up field trip.

## 6 STUDENT LED CONFERENCE

May celebration of learning, led by students.



# PACKING OUR BAGS

FOR MIDDLE SCHOOL



# **SCHOOL COUNSELOR**

## **THE PARK RANGER**

- Provide tools
- Guide
- Offer solace or solution
- Help reduce the stigma!



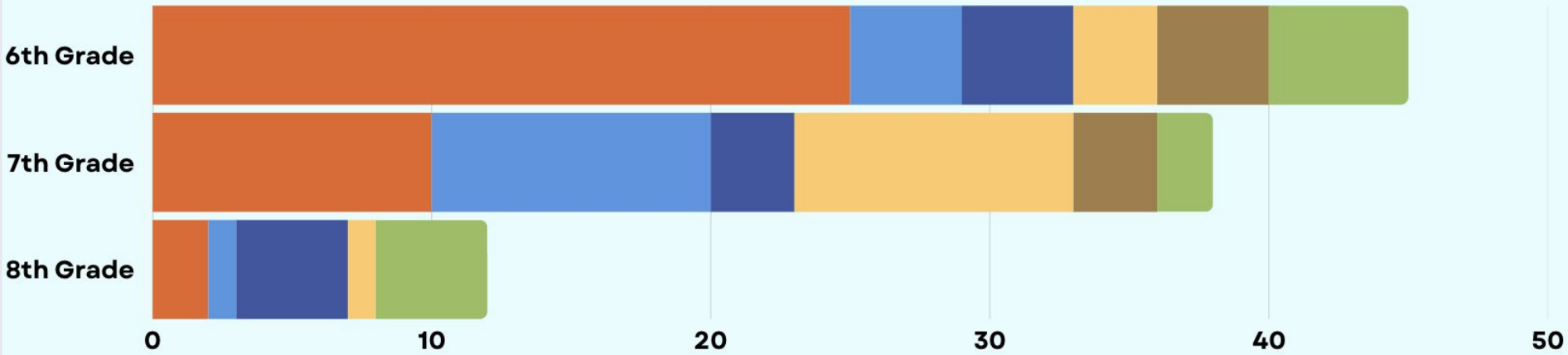
# Counseling By Grade

2024-2025

**Reading this graph:**

Data collection is based on initial student counseling session. It does not take into consideration the number of follow up sessions as that is dependent on that student's particular needs.

**Social Dynamics**   **Behavioral**   **Anxiety**   **Stress**   **Self-Esteem**   **Family Dynamics**



# HUMAN SKILLS

## AROUND THE CAMPFIRE

### Understanding Ourselves

**Flip Your Lid** - Students learn that stress is not caused by situations themselves but how they choose to either react by “flipping their lid” or respond with their thinking brain.

**CBT & Me** - Run the bases of the cognitive behavioral triangle to learn how our feelings impact our thoughts and thoughts impact our behaviors.

**Perfectly Imperfect** - Embrace quirks, dodge the perfection robots, and discover how real humans thrive in a world of filters and shiny ads.

### Connecting With Others

**Big Small Talk** - The art of striking up small talk with others is bigger than ever! Students learn talking tools to have engaging conversations with faculty around campus.

**Combating Gossiping** - Ever feel pressured to talk about others? Learn how to stop gossip before it starts by using the “Is it kind? Is it true? Is it necessary?” rule and keep friendships drama-free.

**Playing Attention** - Mindfulness isn’t just sitting still! Join improv games and activities to improve focus, calm mood and find connection.



### Caring For Ourselves

**Anxiety Aliens** - Picture anxiety as a space invader! Discover what cookies feeds your alien, mix up secret potions (coping skills), and learn how to shrink your alien into a harmless sidekick.

**Food For Thought** Explore the brain-gut connection by embarking on a cafeteria quest to taste-test how foods can help your body & mind.

**The Wellness Wheel** - Identify which categories of their well-being are thriving, and choose one area to focus on for more self-care this trimester.

### Building A Compassionate Community

**Making Kindness Less “Cringe”**- Unleash your inner kind superhero, test the difference between nice and kind, and plot your path for being an up-stander—no cape required.

**A Sincere Apology**- How to give and receive an apology, let go of grudges and be mindful of how much space we allow others take in our minds.

**Open Session** - Classmates respond to student-generated issues through an intentional, supportive exchange of listening and ideas.

# Overcoming Obstacles Along The Way At A Distance



# Overcoming Obstacles Along The Way

## At A Distance



# MANAGING STRESS

## LEARNING TO FLOAT

- Respond vs React
- Locus Of Control
- Probability Vs Possibility
- Don't board that boat!



# WHEN TO REACH OUT

## THROW THE LIFESAVER

- **Anxious Behavior**

- Disrupted sleep
- Tears before and/or after sports games, tests, social gatherings
- Nausea / diarrhea

- **Body Image / Eating Habits:**

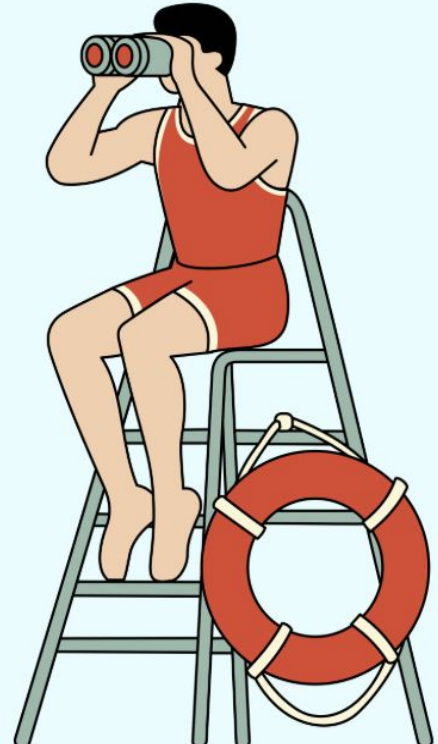
- Rapid mood swings
- Constant body checking
- Counting calories
- Excessive gum chewing
- Bathroom use immediately after eating

- **Depressed Mood:**

- Loss of interest in hobbies
- Social isolation
- Excessive sleep
- Change in eating habits

- **Emotional Regulation:**

- Lashing out - yelling, throwing, hitting
- Catastrophizing





# RAISING MENTALLY STRONG KIDS

How to Combine the Power of Neuroscience with  
Love and Logic® to Grow Confident, Kind, Responsible,  
and Resilient Children and Young Adults

**DANIEL G. AMEN, MD  
& CHARLES FAY, PHD**

Foreword by JIM FAY, Cofounder of the Love and Logic Institute

#1 NEW YORK TIMES BESTSELLER

# The Anxious Generation

How the Great Rewiring of  
Childhood Is Causing an Epidemic  
of Mental Illness

**Jonathan Haidt**

Coauthor of *The Coddling of the American Mind*

A  
WALL STREET  
JOURNAL  
TOP 10 BOOK  
of 2024

"NEVER ENOUGH is the book for our times."  
—NED JOHNSON, bestselling coauthor of *THE SELF-DRIVEN CHILD*

# NEVER ENOUGH



NEW YORK  
TIMES  
Bestseller

When Achievement  
Culture Becomes Toxic—and  
**What We Can Do About It**

JENNIFER BREHENY WALLACE

Middle School

# Breakfast BUNCH



Sign up here!

8a-8:30a every Friday with  
Ms. Uniacke



## Reach Out

**kuniacke@menloschool.org**

**ext 2461**

