

MES Weekly Update

from the Superintendent of Schools

Week of September 14, 2026



Marlborough Elementary School Vision: *To inspire wonder, awe, and curiosity and to motivate young minds to embrace learning.*

What lies behind us and what lies before us are small matters compared to what lies within us.

~ Ralph Waldo Emerson

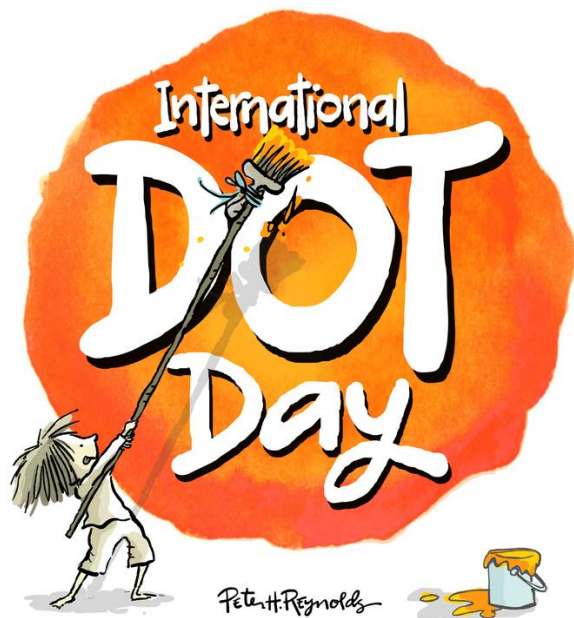
This Week

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
13	14	15	16	17	18	19
 Uncle Sam Day HAPPY GRANDPARENTS DAY	MES PTO MES Library 6:30 PM RHAM Board of Education @ RHAM Middle 6:30 PM	Wear dots! International DOT Day Board of Selectmen Town Hall 7:00 PM	National Guacamole Day 	Coffee with the Superintendent 8:30 – 10:00 AM MES Central Office CONSTITUTION DAY 17 SEPTEMBER	EARLY DISMISSAL Professional Development	AHM Dancing with the Stars Click here Ticket info RHAM 6:00 PM

Come in for Coffee with the Superintendent on Thursday. The Central Office is across from the Main Office in MES.

Join in the fun of **Dot Day** on Tuesday, September 15

The Dot is the story of a caring teacher who dares a doubting student to trust in her own abilities by being brave enough to “make her mark”. What begins with a small dot on a piece of paper becomes a breakthrough in confidence and courage, igniting a journey of self-discovery and sharing, which has gone on to inspire countless children and adults



Wear dots to school on Tuesday, September 15 and celebrate the creativity in all of us!

- Check out a video reading of the dot [here](#).
- Look up the book on Amazon [here](#).
- Join activities and resources for International Dot Day [here](#).





September/October 2026

Send information on school sponsored events to psmith@marlborough.k12.ct.us for inclusion.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
20	21	22	23	24	25	26
 Yom Kippur begins in the Evening	 Board of Finance Town Hall 6:30 PM	MES Book Fair			BOE Policy Subcommittee MES Library 5:45 PM Board of Education MES Library 6:30 PM PTO Ice Cream Social 6:00-8:00 PM	 Stay Unplugged for 24 Hours!
27	28	29	30	October 1	2	3
		 NATIONAL COFFEE DAY All Town Boards meeting at MES	 Picture Day!	 Picture Day! MES Open House Evening 6:00 PM	World Smile Day 	
4	5	6	7	8	9	10
	MES PTO MES Library 6:30 PM	Board of Selectmen Town Hall 7:00 PM		National Fluffernutter Day 	NO SCHOOL Professional Development Start of Columbus Day Long Weekend	
11	12	13	14	15	16	17
	NO SCHOOL Columbus Day			Coffee with the Superintendent 8:30 – 10:00 AM MES Central Office 	National School Lunch Week	
18	19	20	21	22	23	24
 National Chocolate Cupcake Day	Board of Finance Town Hall 6:30 PM RHAM Board of Education @ RHAM Middle 6:30 PM	National Youth Confidence Day Board of Selectmen Town Hall 7:00 PM		RHAM Invitational Concert Marlborough Board of Education MES Library 6:30 PM		

Notes



Our students are using AI to seek advice... This may be the worst feature of AI.

This week in the news, we read of calls to **pause AI development** due to concerns over its ability for potential harm. In a study last fall Brown University reported that **1 in 8 adolescents and young adults are turning to AI Chatbots for mental health advice**. This is a concerning use of AI and I would hope students have a trusted adult or mentor in their life who could offer the support or lead them to someone who can assist. AI sites that offer help are most often unverified as trusted sites.

Students' AI Chats Reveal Their Largest Stressors by Lauren Coffey in EdSurge

A new report found middle and high school students, regardless of age or location, are discussing the same challenges with AI bots.

While social media, bullying and loneliness have long been flagged as top concerns among educators for their students, a new report shows the biggest concern for kids is balancing it all.

The kicker: **Students didn't share these concerns with adults in their lives. Instead, they expressed these worries to an AI chat system,** which schools and health care institutions are increasingly turning to in an attempt to better support youth.

"What we're trying to do is deliver skill-building in an interactive way that helps them navigate daily challenges," says Elsa Friis, a licensed psychologist and head of product and clinical at Alongside, a company with a proprietary AI chatbot app. "I still think there's a lot of stigma, and with students, **we're hearing they want to reach out, but don't know how to put it into words.**"

Alongside recently published a report revealing what worries today's kids are willing to share with artificial intelligence systems. The top 10 chat topics were the same across all ages, grades and geographic locations, according to data from more than 250,000 messages exchanged with middle and high school students spanning 19 states.

Balancing extracurricular activities and school was the largest concern among students, followed by sleep struggles and finding a relationship or feelings of loneliness.

The remaining hot topics were interpersonal conflict; lack of motivation; test anxiety; focus and procrastination; how to reach out for support; having a bad day and poor grades. Less than 1 percent of students discussed social media, although Friis estimates many of the concerns students have regarding bullying or interpersonal relationship woes happen online.



GoodStudio/Shutterstock

While Friis was not particularly surprised at any of the top 10 topics — which have long been issues of concern — she did find school officials were surprised that the students themselves were aware of their own problems.

"I hope we move the conversation away from telling kids what they struggle with to being a partner," she says. "It's, 'I know you know you're struggling. How are you dealing with it?' and not just a top down, 'I know you're not sleeping.'"

What's the Right Role for Chatbots?

Friis sees chatbots as tools in a toolbox to help young people, not to replace any human practitioners. The report itself clarified that **its authors do not advocate for the replacement of school counselors**, and instead view this kind of tool as a possible supplement.

"We work in tandem with counseling teams; they're incredibly overwhelmed," Friis says, pointing to the large percentage of schools that do not have the ideal student-to-counselor ratio, leaving counselors to deal with more high-risk, pressing issues and leaving lower-risk concerns — like loneliness or sleep issues — on the table.

"They're having to handle the crises, putting out fires, and don't have the time and resources available," she says. "We're helping with the lower-level concerns and helping triage the kids that are hidden and making sure we're catching them."

But bots may have an advantage when it comes to prompting young people to talk about what's really on their minds. A peer-reviewed paper published in the medical journal JAMA Pediatrics found the anonymity of the AI machines can help students open up and feel less judged.

To that end, the Alongside report found that 2 percent of conversations were considered high risk, and roughly 38 percent of students involved in those chats admitted to having suicidal ideation. In many cases, school officials hadn't known those students were suffering.

Kids who are dealing with severe mental health concerns often worry about how the adults in their lives will react, Friis explains.

"There's concern of, 'Are they going to take me seriously? Will they listen to me?'" she says.

Yet experts are mixed on their opinions when it comes to chatbots stepping in for therapy. Andrew Clark, a psychiatrist and former medical director of the Children and the Law Program at Massachusetts General Hospital, found some AI bots pushed alarming actions, including "getting rid of" parents and joining the bot in the "afterlife."

Earlier this year, the American Psychological Association urged the Federal Trade Commission to put safeguards in place that would connect users in need with trained (human) specialists. The APA presented a list of recommendations for children and adolescents as they traverse AI, including encouraging appropriate uses of the technology like brainstorming; limiting access to violent and graphic content; and urging adults to remind the children any information found through AI may not be accurate.

"The effects of AI on adolescent development are nuanced and complex; AI is not all 'good' or 'bad,'" the recommendation says. "We urge all stakeholders to ensure youth safety is considered relatively early in the evolution of AI. It is critical that we do not repeat the same harmful mistakes that were made with social media."

Nicholas Jacobson, who leads Dartmouth College's AI and Mental Health: Innovation in Technology-Guided Healthcare Laboratory, says he is both "concerned and optimistic" about the use of chatbots for mental health discussions. Chatbots that are not designed for that purpose, such as ChatGPT, could be "risky at best and harmful at worst." But bots trained on scientifically built systems are "a very different and much safer tool."

Jacobson recommends parents and users review four key factors when using bots: the maker of the bot and if it used evidence-based approaches; what data the AI was trained on; the bot's protocols for a crisis; and "remembering AI is a tool, not a person," he says.

Jacobson believes the use of chatbots will only continue to grow as children — who are now all digital natives — may feel more comfortable confiding in an anonymous computer system.

"For many children, communicating via technology is more natural than face-to-face conversations, especially about sensitive topics," he says. "The perceived lack of judgment and the 24/7 availability of a chatbot can lower the barrier to seeking help. This accessibility is crucial, as it meets kids where they are, at the moment they are struggling, which is often not during a scheduled appointment with an adult."

And the Alongside report found an uptick in students who opened up to the chatbot had a bigger chance of eventually telling concerns to a trusted adult in their life. In the 2024–25 school year, 41 percent of students chose to share their chat summary and goals with a school counselor, up 4 percent from the previous year.

"Once students process what they are feeling, many choose to connect with a trusted adult for additional support," the report says. It also found that while roughly 30 percent of students had concerns about seeking adult support, a majority did have a singular trusted adult — be it an aunt, coach or therapist — who they did often confide in.

Those findings about children's states of mind — even if received through a chatbot versus in person — could give valuable data to schools to use to make improvements, Friis says: "Whether it's researchers or schools, our jobs want us to know what's happening with kids. With schools, a lot of time if they quantify it, it's huge for advocating for grant funding or programming."

If you are curious, I have included a short list of mental health chatbots below. Please note that I do not recommend or endorse using them.

- **Elomia**: A text-based virtual companion created to provide non-judgmental emotional support and self-reflection insights.
- **Ash**: A conversational wellness companion and coach that provides guided check-ins and weekly personal insights.
- **Wysa**: A dedicated mental wellbeing app featuring a cognitive behavioral therapy (CBT) chatbot designed for emotional check-ins and coping skills.

[Click here for information on a study a Stanford as to the privacy concerns when using Chatbots.](#)

[Click here for the research, Use of Generative AI for Mental Health Advice Among US Adolescents and Young Adults](#)

[Click here for the article on the research by Brown University](#)

Youth sports – we need good examples, and here’s one

A few weeks ago, a Wisconsin father was caught on video at a youth football running onto the field and tripping a member of the opposing team before the child could score a touchdown. The player on that opposing team was 9- years old. You can watch the video here.



Shortly after that incident, the Little League World Series offered a powerful counterexample. During the championship game, with his team trailing, the USA coach leading a team from Nevada gathered his players and delivered a message that captured what youth sports should be about.

What stood out was not that the 17-second speech was extraordinary on its own, but that it stood in such clear contrast to the earlier tripping incident. It reminded us that children need adults who model composure, encouragement, and character—especially when the stakes feel high.

A Little League coach’s advice to his team went viral. Anyone can appreciate the message

By Christopher Kamrani in *The Athletic* Sept. 2, 2026

Cory Edwards knew.

He saw the fighting off of tears. The sulking postures. The finger pointing. The coming to grips with the end of something special.

But he didn’t want his players to go out all sullen. So while his team from Paseo Verde (Henderson, Nev.) was a few more balls and strikes away from losing the 2026 Little League World Series final to the team from Curacao, Edwards gathered his group and delivered a message that there is only one way to finish it out.

“Hey, listen, no matter what happens, you have to hold your head up. You have to not get on each other. You have to have good body language,” he said. “Those things are important. You have to stay mentally tough. When it gets tough, you get tougher. You understand?”

That message — captured and posted during the LLWS final on ESPN — went viral. The advice from that 17-second clip wasn’t rehearsed. It just hit him in the moment when he saw his players’ reactions.



Cory Edwards talks with his players during the Little League World Series championship. Matthew O'Haren / Imagn Images

"If you don't lose the right way, if you don't hold your head up and go about it the right way, sometimes that sour taste in your mouth is going to wash away all the great things you did," Edwards said in an interview.

"When something hits you in the face, you've got to respond with some strength," he added. "Whether it's emotionally or spiritually, whatever you need to do, that's not a moment to lay down and crumble. That's a moment to be your absolute best."

Edwards has been a Little League coach in the Henderson area for the last eight years. (During the day he's a district manager at Starbucks.) Not long after his talk on the mound, he said his players were shouting in support of teammates in the batter's box and even saw some smiles return to the dugout.

That was his point all along.

"Baseball, in and of itself, is a game you should find joy in," he said.



Watch the VIDEO of the coach
as his team is down 11-2.

It was a coaching moment Edwards did not anticipate would garner millions of views online, but it's one he hopes inspires other coaches to relay confidence to their players regardless of the circumstances of a game.

"Self-confidence is an interesting term, because it's all about self and how you feel about yourself, but I think a lot of confidence comes from other people acknowledging the good things or the good work or the good person you are," Edwards said. "If you can just get a little bit of light in there from somebody else, sometimes it uplifts you. I think in that moment, where it felt all negative, here are some positives."

The tears that returned after players embraced family members at the conclusion of the game eventually dried up. After the game, Edwards met up with his team at the Little League World Series Complex, where they celebrated by eating pizza and playing pickup basketball.

They took their coach's advice: When things got tough, they got tougher. And there was pizza.

"It wasn't supposed to be a comeback speech. It was more a moment of a life lesson of: You can still be proud of the work you've done, and also you have to go about this the right way. Not just for the people around, not just for me, but for yourself," Edwards said. "Because I wanted them to understand how you respond to challenges shows a lot about your character. I know this is probably the hardest moment in their 12-year-old lives, but they're going to face something a lot more difficult down the road."



*Cory Edwards and his Little League team from Nevada
Photo courtesy of Cory Edwards*

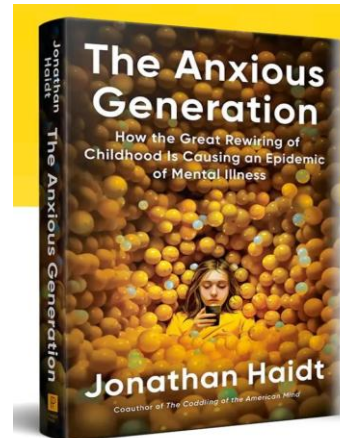
Thoughts from the Superintendent

The Anxious Generation has been around for a while now, but every parent of a young child should spend time reading it as their children approach the “cell phone” age.

Where does stress and anxiety come from?

According to Jonathan Haidt, stress and anxiety are the result of our own invention - - the cell phone. The greatest computer ever made, one that fits in our own hands and connects us to the world and information in seconds, is, in his words “**causing and epidemic of mental illness.**”

If Pandora’s Box has been opened and cell phones and social media will be ever-present, how can we support our children in avoiding the anxiety caused by these tools?



[Available at Amazon.com](https://www.amazon.com/dp/B09M313131)

We don’t have to give in to smartphones by Haidt, Johnson, & Raush in *The New York Times*

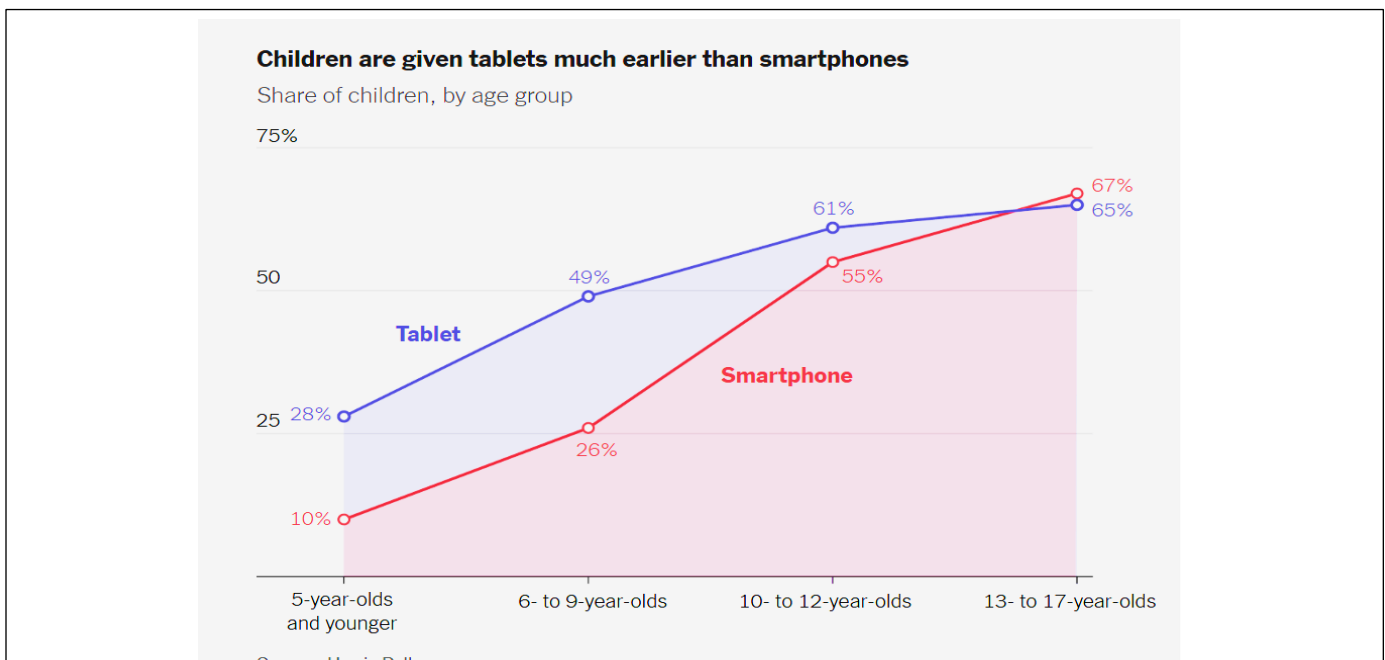
Since the dawn of the television age, parents have struggled to limit or guide their children’s screen time.

But with the arrival of smartphones that can — and do — go everywhere and with social media apps that teenagers now use for an **average of five hours every day**, many parents feel a sense of resignation. The struggle has been lost. Parents who try to delay giving a smartphone until high school or social media until 16 know that they’ll face the plaintive cry from their children: “But I’m the only one!”

To better understand the tensions over technology playing out in American families, we worked with the Harris Poll to conduct two surveys. As **we reported last year**, our survey of 1,006 members of Gen Z found that many young people feel trapped — tethered to digital products like TikTok and Snapchat. Nearly half of all participants expressed regret about having access to many of the most popular social media platforms.

Here we present the second part of our investigation: a nationally representative survey of 1,013 parents who have children under 18. The overall picture isn’t any better. We find widespread feelings of entrapment and regret. **Many parents gave their children smartphones and social media access early in their lives — yet many wish that social media had never been invented, and overwhelmingly they support new social norms and policies that would protect kids from online harms.**

In our survey, 55 percent report that their children began to use a smartphone as a primary user by the age of 12, and 61 percent say the same for a tablet.



Over the last 15 years, as children began to receive these devices at ever younger ages, social media access followed inexorably — despite the legal minimum age of 13 for companies to collect data from children without parental consent. Among children who currently use Instagram, half were doing so by the age of 13, and the same figure holds for Snapchat. For TikTok, it was slightly higher at 57 percent. (Those numbers come from the parents. Of course, many children created accounts earlier without their parents' knowledge.)

Almost a third of parents whose children have social media believe they gave their child access to social media too young, and 22 percent feel similarly for smartphones. Notably, for both technologies, only 1 percent of parents thought they had waited too long to introduce them. In other words, parents regret the technologies they gave, not the technologies they withheld.

Why did so many parents make decisions that they regret? One major reason is that in the brief period when flip phones and other basic phones were replaced by smartphones, roughly from 2010 to 2015, there was a pervasive sense of techno-optimism. Most people were amazed by the new technology and its beneficial applications — from the mundane like hailing a car service to the profound like bringing down a dictatorship.

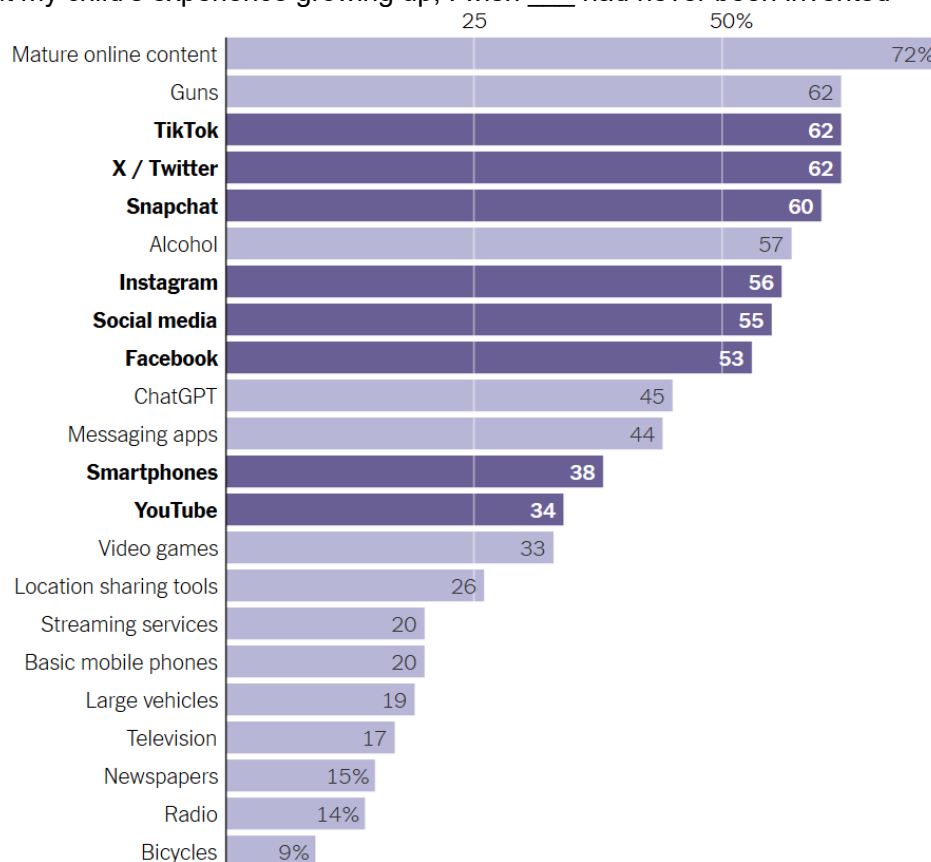
A common belief at the time was that being a so-called digital native would give children an advantage in the new world taking shape around us. It was only in the late 2010s that a deep unease began to arise as it became increasingly clear that children who grew up with smartphones and social media were not better adapted. In fact, they were becoming more anxious, depressed, isolated, sedentary and unable to focus.

There was an additional reason for those regretted decisions: social pressure. More than one third of parents (39 percent) who had given their child a smartphone said that they would have preferred to wait but they felt they had to give in because so many of their children's friends already had one. For social media, the social pressure was even stronger: 54 percent of those who let their child have access to social media said they felt they had to because so many other families had already done so.

The digital regret shows up most clearly in a set of questions we asked about a variety of consumer products. The exact question was “When I think about my child’s experience growing up, I wish ____ had never been invented.” As the accompanying chart shows, parents have very little regret about giving bicycles to their children, even though many of their children presumably got hurt while biking at some point. In contrast, most parents perceive alcohol, guns and pornography as bad things, at least in the context of their children’s development. So what about the technologies that dominate children’s lives today? Are they closer to bicycles or to alcohol?

A majority of parents wish social media apps didn't exist

“When I think about my child’s experience growing up, I wish ____ had never been invented”



For smartphones and for YouTube, they are midway between. Around a third of parents regret their existence, but most don't. In contrast, a majority of parents wish that social media in general, and Facebook and Instagram in particular, had never been invented. For X and TikTok, the percentage was 62 percent, which was higher than for alcohol and equal to guns.

It turns out that Gen Z has at least as much regret about the role that technology played in their childhoods. In [our previous survey](#) we found that 30 percent of adult Gen Z-ers agreed with the statement "I had access to smartphones too early in my life" and 34 percent said the same for social media. Forty-five percent also agreed that if or when they have children, they will not allow them to have smartphones before high school.

Most parents support these types of limits on smartphone use

Parents restricting their child's access to smartphones until they are around 14 years old



Parents restricting their child's access to social media until at least age 16



A law raising the minimum age for social media use to 16 from 13



Schools enforcing a bell-to-bell "phone-free" policy



Source: Harris Poll

We have proposed four norms intended to help free families from the collective action trap — the feeling that they have to give in because everyone else has done so. It's hard for any one parent or school to act alone. But when families and schools act together, change becomes possible. These norms are meant to reinforce one another, and when combined, they offer a road map for reclaiming a healthier and more joyful childhood.

The first norm is to delay smartphones until high school. Our survey found that two-thirds of parents said they would prefer to wait until at least age 14. **The second is to delay social media until age 16** — a goal supported by 73 percent of parents, with 70 percent backing a legal age minimum of 16.

The third norm is phone-free schools, where students are separated from devices from the first bell to the last, including lunch and recess; 63 percent of parents support this policy. Finally, **the fourth norm is about giving kids something better to do: more independence, free play and responsibility in the real world.** Forty percent of parents with children aged 6 to 12 years said they want to give their kids more freedom to be out with peers unsupervised. Among parents of teenagers, that number rises to 47 percent.

These strong levels of support cross racial, economic and political lines. And the good news is that many parents are legislators, teachers and school superintendents, and they are actively promoting these ideas. Ten states have [already enacted](#) laws making their schools phone-free. Less strict laws on phone use in schools have been enacted in 21 states, and phone-restriction laws are under consideration in 14 more states and the District of Columbia.

This is happening outside the United States, too. [Every school](#) in Brazil has gone phone-free bell-to-bell. Australia has [raised the age](#) for opening social media accounts to 16; other [countries are quite likely](#) to follow suit. The president of France, Emmanuel Macron, [recently announced](#) his intention to enact a minimum age of 15 for social media use in France if the European Union does not enact a similar restriction first.

With tech companies eagerly filling our children's lives — and their classrooms — with more new and untested technologies (A.I. "friends," tutors and other forms of virtual reality), it is becoming that much more urgent for parents to speak up and for legislators to act.

The goal of these reforms isn't just to limit screens. It's much bigger than that.

The goal is to restore childhood.

Jonathan Haidt's Four "foundational reforms:"

1. No smartphones before high school
2. No social media before 16
3. Phone-free schools
4. Far more unsupervised play and childhood independence'

"These reforms are foundational because they solve multiple collective action problems. Each parent who takes action makes it easier for other parents in the community to do the same. Each school that goes truly phone-free liberates all of its students to be more present with each other. If a community enacts all four, they are likely to see substantial improvements in child and adolescent mental health within two years (page 290 of *The Anxious Generation*)."

About *The Anxious Generation*

From *New York Times* bestselling coauthor of *The Coddling of the American Mind*, an essential investigation into the collapse of youth mental health-and a plan for a healthier, freer childhood.

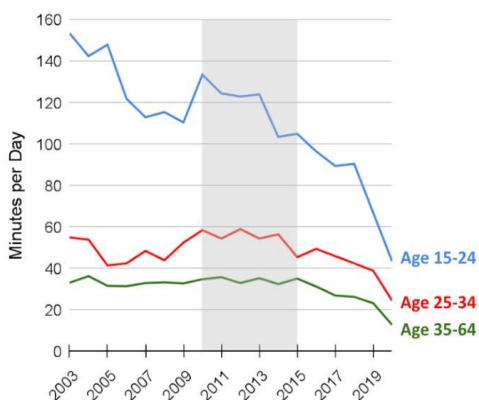
After more than a decade of stability or improvement, the mental health of adolescents plunged in the early 2010s. Rates of depression, anxiety, self-harm, and suicide rose sharply, more than doubling on most measures. Why?

In *The Anxious Generation*, social psychologist Jonathan Haidt lays out the facts about the epidemic of teen mental illness that hit many countries at the same time. He then investigates the nature of childhood, including why children need play and independent exploration to mature into competent, thriving adults. Haidt shows how the "play-based childhood" began to decline in the 1980s, and how it was finally wiped out by the arrival of the "phone-based childhood" in the early 2010s. He presents more than a dozen mechanisms by which this "great rewiring of childhood" has interfered with children's social and neurological development, covering everything from sleep deprivation to attention fragmentation, addiction, loneliness, social contagion, social comparison, and perfectionism. He explains why social media damages girls more than boys and why boys have been withdrawing from the real world into the virtual world, with disastrous consequences for themselves, their families, and their societies.

Most important, Haidt issues a clear call to action. He diagnoses the "collective action problems" that trap us, and then proposes four simple rules that might set us free. He describes steps that parents, teachers, schools, tech companies, and governments can take to end the epidemic of mental illness and restore a more humane childhood.

Haidt has spent his career speaking truth backed by data in the most difficult landscapes-communities polarized by politics and religion, campuses battling culture wars, and now the public health emergency faced by Gen Z. We cannot afford to ignore his findings about protecting our children-and ourselves from the psychological damage of a phone-based life.

Daily Avg Time with Friends (minutes)



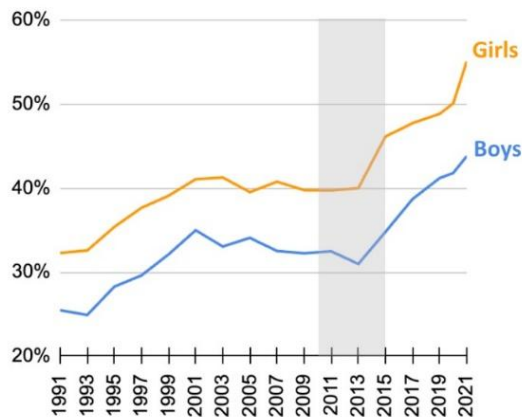
SOURCE: Kannan & Veazie (2023) analyzing the American Time Use Study.

S5.4.1 Daily average time spent with friends, in minutes. From [Kannan & Veazie \(2023\)](#), re-graphed by Haidt, analyzing the [American Time Use Study](#).¹ Only the youngest age group showed a sharp drop before the 2020 data collection, which was performed after COVID restrictions had begun. That youngest group was all Gen Z in 2020, while the 2nd youngest group was millennials. [[Zach's spreadsheet](#)]

Jonathan Haidt refers to this chart as the "Harm of Social Deprivation."

In a time period of under 20 years, the time spent with friends has decreased dramatically in our youth.

Sleep Less Than 7 Hours a Day (USA 8th, 10th, and 12th Graders)



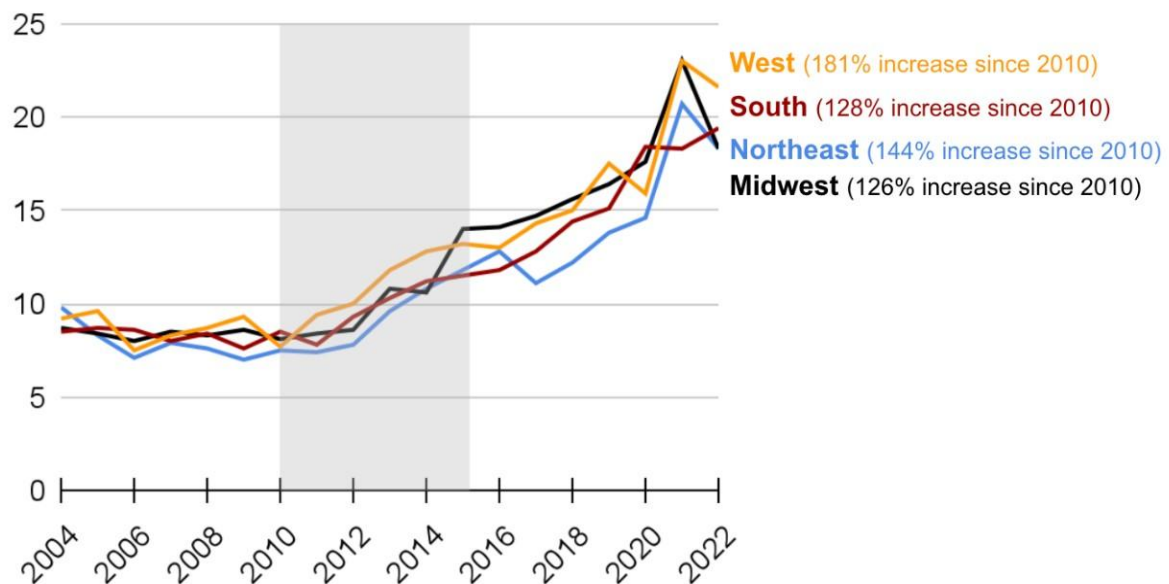
SOURCE: Monitoring the Future, Pooled Average, Weighted, 2020 and 2021 separate, 2-year-buckets

Figure S5.5.1 Percent of U.S. teens who get less than 7 hours of sleep on most nights. (Source: Monitoring the Future, Two-year buckets, weighted). [[Zach's spreadsheet](#)] [[MtF Github](#)]

Jonathan Haidt refers to this chart as the **"Harm of Sleep Deprivation."**

In a time period of under 10 years, the time spent sleeping has decreased for a large number of school-aged children.

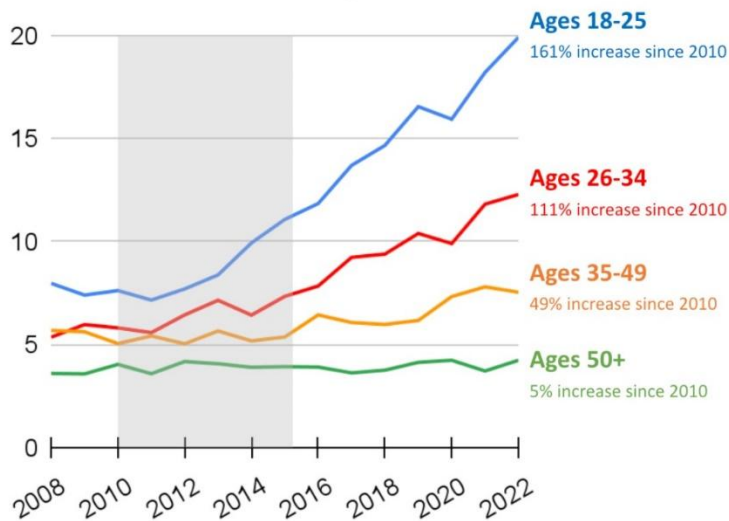
Major Depression Among Teens by Region



SOURCE: U.S. National Survey on Drug Use and Health

Figure S1.1.3 Percent of U.S. teens (ages 12-17) who had at least one major depressive episode in the past year (by self-report based on a symptom checklist), by region. Data from [U.S. National Survey on Drug Use and Health](#). [[Zach's spreadsheet](#)]

Percent U.S. Anxiety Prevalence



SOURCE: U.S. National Survey on Drug Use and Health

Figure S1.2.4 Percent of U.S. adults reporting high levels of anxiety.¹ Source: U.S. National Survey on Drug Use and Health, re-graphed from [Goodwin, Weinberger, Kim, Wu, & Galea \(2020\)](#) and updated with 2019-2022 data.² [\[Zach's Spreadsheet\]](#). See more on U.S. mental health trends in [Adolescent Mood Disorders Since 2010: A Collaborative Review](#).

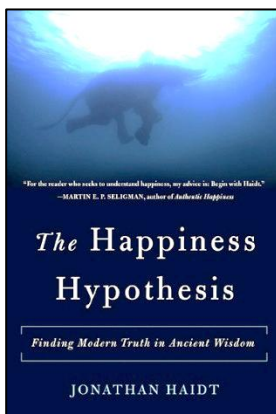
Is it likely that the social deprivation and sleep deprivation have resulted in a large increase in anxiety in our youth?

Take the time to read the book or at least peruse the resources below.

Great resources from the author:

- <https://www.anxiousgeneration.com/book> (information on how to purchase the book and free guides and research)
- <https://www.anxiousgeneration.com/research> (links to the research cited in the book)
- https://assets.ctfassets.net/o6e8cqq8kv0k/6L4QN8LaCTebT4VhzzVWvM/22dd378286e98a0a8bb9d9ff65c0eebf/Anxious_Generation_Figures.pdf (A PDF Supplement of 26 pages of charts that illustrate points made in the book)
- <https://www.youtube.com/watch?v=yVq4ARlINVg> YOU TUBE Video: Jonathan Haidt: Smartphones vs. Smart Kids

If you find topic this a little too depressing...



Jonathan Haidt is also the author of [The Happiness Hypothesis](#).

"Each chapter is an attempt to savor one idea that has been discovered by several of the world's civilizations - to question it in light of what we now know from scientific research, and to extract from it the lessons that still apply to our modern lives. It is a book about how to construct a life of virtue, happiness, fulfillment, and meaning."

[You can read portions of the book here.](#)



Marlborough Elementary School - Better Together For Children

Our mission is to educate, challenge and inspire each individual to excel and become a contributing member of society.



Join the Superintendent for a cup of coffee and conversation at the Central Office at MES from 8:30 – 10:00 AM.

Thursday, September 17
Thursday, October 15
Thursday, October 29



No taxpayer dollars used for coffee or supplies!

If you have questions, come in for coffee at your convenience with the Superintendent of Schools.

E-mail Paul Smith at psmith@marlborough.k12.ct.us or call (860)295-6236.

Family Resources State of Connecticut 	Mental Health Resources 	Emergencies GET HELP 24/7 Call 2-1-1 in CT 988 Suicide & Crisis Lifeline: 988 Crisis Text Line: 741741	MES School Calendar 2026-27 	Important Annual Notices from MES
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Total Number of Days Absent	Acceptable Reasons for a Student Absence to be Considered Excused	Documentation Required within 10 Days
1-9	Any reason that the student's parent or guardian approves.	Parent or guardian note or email to the appropriate school email address.
10 and above	- Student illness - Religious holiday - Funeral - Mandated court appearance - Extraordinary educational opportunity pre-approved by the Superintendent of Schools. Contact the school for further information.	Parent or guardian note or email to the appropriate school email address and additional documentation as required and outlined in the Board of Education's Attendance Policy #5113 .

Build the habit of good attendance.

[View Marlborough Board of Education Policy 5113 - Attendance](#)



Nondiscrimination Statement of the Marlborough Public Schools:

The Marlborough Public Schools does not discriminate on the basis of race, color, religion, national/ethnic origin, age, sex, sexual orientation, gender identity or expression, status as a victim of domestic violence, Veteran status, disability in its programs, activities, and employment practices, status as a victim of sexual assault, or status as a victim of trafficking in persons. Equal access is provided to Scouting America and other designated youth groups.