MES Weekly Update

from the Superintendent of Schools

Week of November 2, 2026

Tuesday, November 3



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

I'm a teacher. A teacher is someone who leads.
There is no magic here. I do not walk on water. I do not part the seas. But I just love children.
~ Marva Collins

This Week

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
November 1	2	3	4	5	6	7
 Daylight Saving Time ends	MES PTO MES Library 6:30 PM	**NO SCHOOL** Parent Conferences Coffee with the Superintendent 8:30 – 10:00 AM MES Central Office 			National Nachos Day 	

Join the Superintendent for Coffee on November 3







There are three important things to do on Tuesday, November 3:

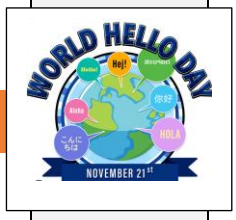
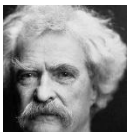
(1) Take the time to VOTE. (2) Enjoy some conversation with your child's teacher during Parent Conferences. (3) And, **stop in to the Superintendent's Office between 8:30-10:00 AM for coffee and conversation.**

Even if you're on the run, stop in and say "hi." Take a minute for a cup of coffee and bring your ideas about the 2027-28 budget. We're in the process of collecting ideas for next year's budget. Every idea is welcome and will be shared with the Board of Education at their meeting on Thursday, November 19.

During the Public Comment section at the start of that Board meeting, everyone is welcome to speak to the Board addressing an item that has been requested. You can speak in person or join online. All items that have been requested will be shared on Monday, November 16 with the entire community in advance of the November 19 meeting.

November/December 2026

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8	9	10	11	12	13	14
National Young Readers Week		Debut of Sesame Street in 1969 Veterans Day Salute at MES Veterans, please join us!	NO SCHOOL Veterans Day  *Thank you, Veterans!*	Picture Retake Dav	 Make Kindness the Norm	
15	16	17	18	19	20	21
	Board of FInance Town Hall 6:30 PM RHAM Board of Education @ RHAM Middle 6:30 PM	Board of Selectmen Town Hall 7:00 PM	Mickey Mouse Day 	In 1863, President Lincoln delivered the Gettysburg Address.  Marlborough Board of Education MES Library 6:30 PM	PTO Bingo NIght	World Hello Day Say "Hello" to 10 people! https://worldhelloday.org/ 
22	23	24	25	26	27	28
		MES Building Committee MES Library 6:30 PM	Early Dismissal Thanksgiving	Thanksgiving Holiday Weekend 		
29	30	December 1	2	3	4	5
	 Mark Twain's (Samuel Clemens) Birthday	GIVING TUESDAY Board of Selectmen Town Hall 7:00 PM		Make & Share a Handmade Gift Day 	 December 4-12	
6	7	8	9	10	11	12
Hartford Wolfpack PTO Event	MES PTO MES Library 6:30 PM	Superintendent's CoffeeChat 8:30-10:00 AM Music Department CONCERT 6:00 PM	 Music Department CONCERT 6:00 PM	Universal Declaration of Human Rights adopted in 1948 by the United Nations General Assembly	Friday, 12/11 is PJ Day! PJ Day for the kids Connecticut Children's Foundation Hyundai Hope on Wheels	

Notes

November arrives... and it's the perfect time to be Grateful!

During the month of November, with the approach of Thanksgiving, I try to take a few moments during the course of each day to remind myself of something for which I am grateful. Maybe I do it to chase away the early darkness each day, but I think it is more likely due to the building excitement of the holidays.

When you are grateful, the holiday season means a little bit more.

I am encouraging that we begin our season of gratitude by acknowledging ***our MES teachers.***

The faculty at MES is, quite simply, *remarkable.* Every day, they give their best to the children of Marlborough. If there is a place to start being grateful, it begins quite naturally with our educators.

Teaching isn't easy. It takes years to master a multitude of skills and there are new challenges and expectations every year for our teachers. So in their honor, I share the book mentioned below, reminding our community and our teachers to take care of themselves.

Mike Anderson is a frequent contributor on the topics of finding balance and sustaining motivation in educational spaces. "It's typical for teachers and students to hit a bit of a wall. . . . Reality starts to crash in: student challenges might present themselves more prominently [and] the curriculum can start to feel overwhelming."

This time of year is certainly a time to support educators' well-being.

Self-care is important. Teacher self-care is crucial.

In honor of our teachers and at the start of the "Be Grateful" season, I urge us all to remember that our educators are best at taking care of our children, when we help them take care of themselves



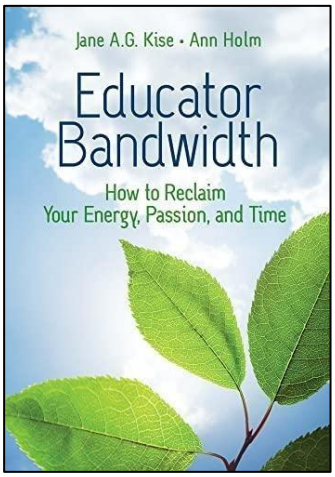
Excerpts from "Educator Self-Care Isn't Selfish" by Jessica Comola in *ASCD*

Taking good care of ourselves is one of the most important ways we take good care of our students.

"It's one of educators' primary responsibilities to be healthy and well-balanced so they have the energy needed to do this incredibly demanding job," says Mike Anderson. Not only can teachers model a sense of balance for students, but school leaders can set examples for staff…

Modeling what it means to prioritize well-being starts from the top and can be embedded in even the smallest of education leaders' day-to-day actions. Taking 15 minutes to step outside for a walk, setting aside consistent time for a midday meal, and connecting with positive colleagues are just a few of Anderson's suggestions for simple goals that can have a big payoff…

Competing priorities can create pressure to put personal well-being on the backburner and focus instead on what others need—especially when it comes to putting students' social-emotional, behavioral, and learning needs ahead of educators' own…
Modeling balanced well-being *is* taking action because doing so signals something much larger: self-care isn't selfish. Identifying feelings of selfishness and guilt, and putting in the work to disentangle them from self-care, can illustrate a significant shift. "Taking good care of ourselves is one of the most important ways we take good care of our students," says Anderson.



What does it mean to take good care of ourselves? Jane Kise and Ann Holm, authors of *Educator Bandwidth: How to Reclaim Your Energy, Passion, and Time*, explain that educators can start by checking in on their mental and emotional capacity—what the authors call "bandwidth." Self-reflection tools, like Kise and Holm's free "Brain Energy and Bandwidth Survey," can solidify nebulous concepts into concrete steps…

Our "bandwidth" is our brain energy—our mental and emotional capacity. "Think of it as the energy that powers the brain's pre-frontal cortex—the center of executive function," write Kise and Holm. "This small area of the brain uses a tremendous amount of energy as we work to make good decisions, focus on cognitively demanding tasks, be patient and empathetic, and engage in necessary self-care such as eating well. While these seem like completely separate activities, they all draw on the same limited pool of brain energy."

Amazon Link

From Amazon.com

It's time to make your mental bandwidth work for you. Being an educator is more stressful than ever, and teachers and administrators must constantly shift gears to stay on top of the newest initiatives and students' ever-changing needs. Educator Bandwidth: How to Reclaim Your Energy, Passion, and Time the tools and strategies to reduce stress, avoid burnout, and regain the time that gets lost to interruptions, temptations, competing demands, and task-switching.

The first step is to understand how much stress is weighing on your own mental bandwidth. Professional development experts Jane A. G. Kise and Ann Holm have developed the Brain Energy and Bandwidth Survey to help you self-assess the six key factors that contribute to bandwidth:

** Balance between priorities*
** Filtering through possibilities*
** Mental habits that improve focus*
** Physical habits that fuel the brain*
** Connection with others*
** Workload and time management*

Kise and Holm combine the latest neuroscience research with their own extensive experience working with educators to bring the most effective strategies and habits that help you manage your mental bandwidth and prioritize drains on mental energy. When you can establish good habits, focus on what's possible within your locus of control, and balance priorities, you can improve your educator bandwidth and feel more engaged, centered, and effective in your work.

Gentle Parenting & Gentle Teaching (without a downside)



Given our concerns over children's well-being, mental health, social growth, and achievement growth, the key take away in the article below is that **in home and at school** our students need "**both connection (warmth, responsiveness, kindness, gentleness) and structure (routines, expectations, skill-building)."**

The article is worth a quick read either from the perspective of teacher or parent – *or both.*

How to practice 'gentle parenting' — without losing discipline By Mary Beth Gahan in *The Washington Post*

Every generation struggles with how to raise children who will grow up to be respectful, caring and capable members of society. What is continuously up for debate is what type of parenting is the best method for raising good kids.

The gentle parenting style has been around for a while, but in the age of social media and internet advice, the concept has become more trendy. Just last year, the American Academy of Pediatrics (AAP) updated a policy on preventing toxic childhood stress by focusing on stable and nurturing relationships around children.

So what exactly is gentle parenting? Does it mean that saying no is off-limits? That there are no boundaries, or that children can run wild as we calmly guide them through their days? We asked experts, including pediatricians and an author of books on the subject, to break it down for us.

What is gentle parenting?

The idea behind gentle parenting stems from ***authoritative parenting***, which rose to prominence around the 1960s and is defined by "having high standards for your children while also showing a high level of support for them," according to Sarah Ockwell-Smith, author of "The Gentle Parenting Book" and "The Gentle Discipline Book."

With ***gentle parenting***, caretakers use the concept of setting boundaries and tack on a nurturing aspect.

It refers to a "parenting style that acknowledges children need **both connection (warmth, responsiveness, kindness, gentleness) and structure (routines, expectations, skill-building)**," said Andrew Garner, a pediatrician who co-wrote the AAP's policy on preventing toxic childhood stress.

Those who practice gentle parenting also take into account a child's age when determining the type of discipline to use and how to approach behavioral issues, Ockwell-Smith said. "Too often, children are punished for simply being a child," she said. "I.e., not having the neurological maturity to behave any other way."

What are gentle parenting techniques?

When children get upset at siblings, a gentle parenting technique would be to help them identify their feelings ("You look angry, and I can understand why you might feel that way"), then find something they enjoy doing, so they can calm down. For adults, that could mean working out or talking with a friend; children may find solace in drawing or building something with blocks, Garner said. This helps them normalize emotions and identify passions that will help them with stressful times throughout life.

"Then, when they are a famous artist or architect or engineer someday, they can genuinely thank their siblings for helping them develop that skill," Garner said.

Garner said gentle parenting embodies the work of Bruce Perry, a psychiatrist who wrote a book with Oprah Winfrey titled, "What Happened to You?: Conversations on Trauma, Resilience, and Healing." Perry is known for his "regulate, relate, then reason" approach, meaning you calm and soothe children first (regulate), make them feel understood (relate), then have your teaching moment (reason).

Ockwell-Smith suggests parents use the "why, how, what" method, in which a parent asks: "Why is my child doing this?" "How are they feeling?" and "What do I hope to achieve from discipline?" This will help parents tackle whatever the issue is with their child at the time.

Does gentle parenting mean no discipline?

This is a common misconception. Discipline can have a negative connotation, but it stems from the word "**teach**," Ockwell-Smith said. Discipline is about teaching children how to behave, communicate and regulate their emotions, not, for example, losing your temper when a child misbehaves.

"If you want to raise kind, considerate, calm, emotionally secure children, you're not going to achieve that through yelling, shaming, coercing and punishing them," she said.

When a child needs to be taught a lesson, Ockwell-Smith suggests calming them down first, because no one can learn when emotions are high. Once parent and child are in a better head space, then they can calmly discuss (at the child's developmental level) what happened and what might have triggered that behavior, so the child can know how to avoid the situation in the future.

As for the "no" debate, she said that she told her children that word "hundreds of times a day" when they were younger. "The discipline [of gentle parenting] is collaborative and focuses on teaching. That doesn't mean that children are left to run riot and out of control," she said. "We still have boundaries and limits. We still say no. We will stop unsafe and hurtful behavior."

What are the benefits of gentle parenting?

For parents, it's a breath of fresh air to not be shouting all the time. And when the adults around children regulate their own emotions, that capability can get passed on.

Too much stress on children can adversely affect neurological growth, too. When parents are creating a stressful environment in the house by getting angry, they're not able to help children control their emotions, Garner said.

"If the caregivers are in survival mode, then the children will be in survival mode," he said. "And the parts of the brain that deal with complex functions like abstract thought, working memory, creativity and socializing will be inhibited."

Pediatrician Syeda Amna Husain says that, no matter the parenting style, the people who surround the child should all follow the same rules, otherwise the method won't have the intended effect. Like anything with a child's development, it might take years before you know whether you were successful in your parenting venture.

"If you are trying to raise children who are emotionally intelligent, empathetic, social, self-motivated, self-regulated and curious, then a parenting style that begins with regulation, capitalizes on connection and culminates with the building of new skills is just what this doctor orders," Garner said.

What are the long-term effects of gentle parenting?

Children who are exposed to gentle parenting are less likely to have anxiety or low confidence and are less likely suffer from substance abuse, Ockwell-Smith said. She has also found that it's easier to parent teens with this method, because they have learned over the years to respect and regulate their emotions. Her children regularly share their problems with her, because that was part of her parenting style from the beginning. When they were younger, instead of solitary time apart, they discussed their behavior and how to avoid triggers in the future.

Physiologically, toxic stress from things such as abuse and household dysfunction can cause increased levels of inflammation in a child's body, according to Garner. Gentle parenting can build "distress tolerance," which can help children learn to adapt and cope with strong emotions, Garner said. So when children who have been parented in this style experience extreme stress in the future, they will know how to deal with it in a healthy way.

"Gentle parenting provides those social-emotional buffers that turn toxic stress into tolerable, or even positive, stress," Garner said.

How do I practice gentle parenting?

Ockwell-Smith wrote books on gentle parenting, but she will be the first to admit that the parenting style doesn't come with a manual or "tool kit of discipline tips."

"It is an ethos, or a belief system," she said, "because it simply means approaching parenting while caring about the child's experience at all times. It looks different for everybody."

The main path to practicing gentle parenting, she said, is treating your child with respect while making sure your expectations are age-appropriate and realistic.

If you like the article on Gentle Parenting…

…Teachers, you may enjoy this website - https://gentleteaching.com/about/.

GENTLE TEACHING INTERNATIONAL

From the Website: *Gentle Teaching incorporates compassion as an alternative to the reactive and restrictive practices that are commonplace in working with those who present with complex needs. Our central purpose is to nurture, teach and sustain the experience of connectedness, companionship and community for those who have repeatedly experienced an existence of disconnectedness, isolation and loneliness.*

Gentle Teaching is based on the premise that all individuals have a right to feel safe and valued in their homes; with their families and caregivers; and at their job, school, or other forms of meaningful day activities. Those who are most vulnerable require predictability and structure in their day. They also need to experience interactions from others that are overwhelmingly positive and uplifting (vs. critical and demanding). This is truly a cultural shift to, or in some cases a deepening of, those principles that provide a solid base for helping individuals experience companionship and connectedness. It serves as a foundation for other models of treatment or teaching specific to the needs of the individual.

Thoughts from the Superintendent



Helping our students find their purpose.

If a school district can boast that as result of their educational programs, students can identify their purpose in life, then any school will have achieved the ultimate success for which a community can hope.

However, studies indicate that **only 1 in 5 young people have "a clear idea of their purpose**."

As members of a school district and community, those in the know must make sure that our students have a wide variety of courses, clubs, exposure to career opportunities, and community support – even in elementary school. Without a wide variety of experiences, we limit our students. There is nothing better than hearing that as a result of courses, clubs, or activities in the community students begin to discover where their passions lie. With our elementary students, starting early has its benefits.

Keep this in mind when you hear people say that school budgets have too many "wants" versus "needs." Making sure that students are exposed to rich academic opportunities, a variety of athletics, arts experiences, and numerous activities are essential in order for students to find their purpose in life. A rich program for students of all ages is crucial. **It's most important at the younger grades when students should have the chance to try everything.**

Our students' futures are literally at stake

HARVARD BUSINESS REVIEW

How to Find Your Purpose by Ayse Yemiscigil, Melis Sena Yılmaz and Matthew T. Lee

in *The Harvard Business Review*



HBR Staff; mikkelwilliam/dimapf/Getty Images

Do you feel like you have a strong sense of purpose guiding your career aspirations?

Purpose can be defined as an overarching intention that is personally meaningful to you and of consequence to the world beyond yourself. Your purpose can help you organize your life, give you a clear direction, and motivate you — especially when you encounter life's inevitable setbacks and disappointments.

For example, maybe you've always had a strong desire to contribute to the greater good, leading you to pursue a career in medicine or nonprofit work. Or maybe you're most energized when lifting up others and want to entertain them through a creative career. Or maybe, you're still figuring out your purpose — that's okay too. In fact, one estimate suggests that only a fifth of young people have a clear idea of their purpose.

Finding your purpose early in life can benefit you in many ways. Those who report a strong sense of purpose at younger ages tend to have better mental health and are more resilient against setbacks. Finding your purpose is also a precursor to being an effective leader, and working in a meaningful career that can make a positive impact.

So, what does it take to find your purpose?

How to Find Your Purpose

To learn more about the role purpose plays in our lives, we conducted an in-depth, mixed-methods study with about 400 students graduating from high school. We first identified "purposeful students" by measuring their sense of purpose quantitatively through questions such as "To what extent do you feel a sense of purpose and direction in life," and "How much of your daily activities are guided towards a meaningful long-term goal?"

Then, we focused in on the participants who reported feeling the most confident in their purpose — around 20% of respondents. We analyzed these students' responses to open-ended questions about how they think about purpose, and how their parents, friends, and families support their exploration of it.

If you're eager to identify your own purpose, our research revealed three critical actions you can take right now to help you find it.

1) Seek out new experiences and reach beyond yourself.

Our data revealed that the first step to finding your purpose is to engage in diverse life and career experiences. Those who reported a strong sense of purpose in our research spent a significant amount of time cultivating their passions — in everything from biology to art. Further, they did not wait for their passions to simply appear one day. Just as research shows, their passions grew out of skillful engagement with an active pursuit of their interests.

But personal interest and passion is only one piece of the puzzle. One's purpose begins to emerge more fully when we find ways to connect our interests to the world beyond ourselves. For young people in our data, this meant engaging in experiences that showed them how their interests can help them contribute to others' lives in ways that are personally meaningful.

For example, many of our participants shared the impact of engaging in "socially useful" opportunities, such as volunteer or nonprofit work, shadowing teachers or medical professionals, or engaging with for-profit jobs and entrepreneurship that contribute to the greater good. To explore socially useful opportunities, purposeful students in our research reached out to their social networks to find internships or meet with professionals to learn from their experiences in these types of roles.

They also specifically highlighted the benefits of being in environments where they could meet people from diverse socioeconomic backgrounds. For some, these environments were accessible at school, while others discussed pursuing these environments through internships, extracurricular activities, or other programs outside of school. Seeking out diverse experiences can provide you with perspective about social issues and help you further clarify your values and beliefs. One high-purpose student stated, "This multicultural environment led me to have a better vision of life."

But it's not just about collecting experiences. Purposeful students also expressed a commitment to applying what they learned through their experiences to take moral action every day. They expressed considerations about what creates good or bad outcomes for others and mentioned wanting to "do the right thing" and help others in their lives whenever they could.

These types of experiences, however, won't just fall into your lap. As we learned from these purposeful young people, finding one's purpose requires active participation in life. If you're eager to gather more life experiences to help you define your purpose, but you don't know where to start, ask yourself these questions:

- Who or what inspires me to get out of my comfort zone and connect with the world beyond me?
- How can I connect meaningfully with individuals and communities with different backgrounds, beliefs, and values than mine?
- What is a simple first step I can take right now to start exploring socially useful career opportunities?

2) Reflect on your experiences.

Experience, however, is not enough. Our research also found that purposeful people tended to combine their varied life experiences with self-reflection. Our data showed that these individuals not only recollected their activities — they also remembered the impressions that those experiences left on them. As one student said:

My parents are doctors themselves, so even when I was little, when I got to see them in action in the hospital, it was very interesting for me to see them work. I also got to see the impact their work had on people from ways in which people

thanked them, from kind words and phone calls to small presents. I fell in love with the concept of doing what you love and being helpful to humankind at the same time. As I grew up, not only did this feeling stay in me, I wanted to become a doctor too. So, my parents just being themselves, getting me into their classes or operating rooms, and telling me what they do in detail helped me during my process of purpose discovery.

Not all reflection, however, will bring you insight into your purpose. Your reflection must be directed at finding positive meaning — psychologists call this adaptive reflection. As you reflect on your experiences, ask yourself the following questions to help you gather insights about your purpose:

- How did this experience shape who I am? How did it impact my values and worldviews?
- What was most challenging for me in this experience? What strengths showed up as I overcame these challenges? How can I make sure that others do not suffer from the same challenges?
- What were some of the gifts of this experience? Who am I grateful for and how do I want to give back?

It is also important that your reflections stretch beyond yourself and help you connect to your greater place in the world. Therefore, you may want to critically think about what is going on around you and how you can contribute. This type of "moral discernment" is important for determining your purpose. The following questions can help kickstart these reflections:

- What is an issue that affects others that keeps me up at night?
- Which local or global problem am I most capable of addressing given my strengths and skills?
- In what ways might my emerging goals and aspirations harm or benefit others?

Your answers will help you gain insight into the aspects of the experiences you've most enjoyed, derived meaning from, and want to continue pursuing.

3) Discuss your life goals and gather feedback.

In our research, those with a strong sense of purpose also reported frequently talking about their life goals and interests with their friends. They felt these conversations gave them diverse perspectives and helped them see their goals in a new light. As one student said: "When we share our goals with each other, I think it really helps us see why we want what we want in life." Students also experienced emotional benefits such as feeling energized: "When my friends are passionate and excited about their own career goals, it motivates me to get excited about mine." Or less anxious: "We discuss our future plans together, which makes me feel a little bit calmer about my future."

Here are some relational (rather than transactional) prompts you can use to kickstart these types of conversations:

- I have been thinking about what I want from life lately and would love to share some of my ideas with someone. Do you have time to talk? I would enjoy learning about your life goals as well.
- I would appreciate a sounding board as I think about my future. Would you play this role for me? I would be happy to do the same for you.
- I am curious, what are your plans for the future? What kind of life do you want live? What energizes you the most as you look into the future?

In addition to discussing your goals, it's important to seek feedback during these conversations. Our research found that purposeful students often relied on the positive feedback they received from their counsellors, parents, teachers and friends to help solidify their purpose.

Feedback from others can often carry significant information about ourselves, showing us where our strengths lie, and directing our energy into areas where we can have the largest impact.

Here are some questions you can ask to uncover this valuable feedback:

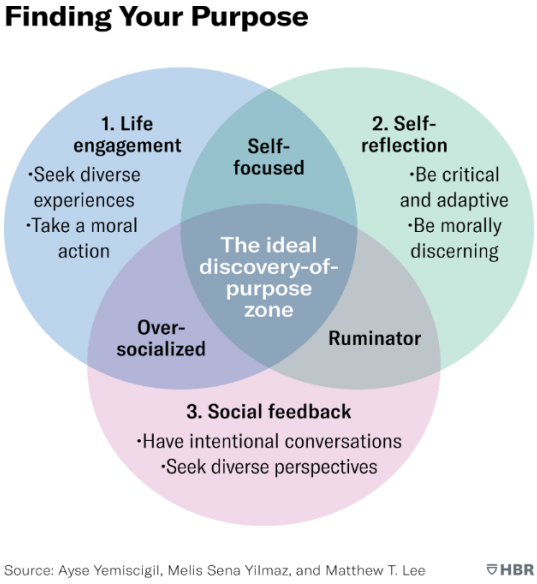
- You've known me for a long time. What do you think are some of my greatest strengths? What am I really good at?
- Thinking about our relationship, how do you think I contribute to your life? Are there some things that I do to improve your life that others don't?

- I wonder if you've noticed… what are the moments that I shine? When do I seem most energized and excited?

Balancing Your Approach

It's likely you already engage in some of the activities above in one way or another. For example, you might naturally find yourself seeking out new experiences. Or you may already enjoy journaling and find self-reflection an easy pursuit. Or maybe you're a social butterfly, always bringing honesty and insight to your conversations with friends.

The key to truly finding and living your purpose, however, is to continuously engage with and balance all three actions. If you're struggling to identify your purpose, consider where you may fall on this diagram:



You may be a highly reflective individual, always thinking about your goals and strengths. And you may be very social, always talking with and learning from others. However, you may be lacking in life engagement. If this sounds like your experience, you might be a "ruminator." Based on our research, you should focus your efforts on participating in diverse experiences and finding ways to take specific action on an issue of concern for you.

Or, you may be very actively engaged in your purpose exploration already — always jumping from one life experience to another, talking to others, and consistently receiving feedback. But you're not spending time on your own to reflect and synthesize these experiences. If this sounds like you, you may be "over-socialized." Keeping a contemplative journal can help you move forward.

Another possibility is that you may be very reflective and engaged with life but not connecting with others enough. When you are missing out on social feedback, you may be too self-focused. If this sounds familiar, it may be time to engage in some intentional conversations and explore diverse viewpoints.

By taking these actions, based on what you need most, you can fall into the "ideal discovery-of-purpose zone," which will help you clarify and move forward with your purpose.

. . .

As you take stock of what you've learned from this process and start to engage with the building blocks of purpose discovery, expect your purpose to slowly crystallize. Your purpose may become something you can articulate — a mission statement that you can put in your social media bios or on your resume. Or maybe, it's simply something you live by day-to-day — a lens through which you navigate the world.

Either way, discovering and living out one's purpose is a life-long pursuit. Taking these actions does not mean your purpose will automatically arise or that your journey will be free of struggle and confusion. But these proactive behaviors can help you form the building blocks of your emerging sense of purpose, and discover a deeper shared purpose with others.

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.

BEST YEAR EVER

Coffee & Chat

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

Tuesday, November 3
Tuesday, December 8
Reach out to set up your own time!



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	MES School Calendar 2026-27	Important Annual Notices from MES
		GET HELP 24/7 Call **2-1-1** in CT 988 Suicide & Crisis Lifeline: **988** Crisis Text Line: **741741**		

Reminder to families: Breakfast is available and FREE to all MES Students this year.

Attendance Matters
Every student. Every day.

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.