

Robert L. Merritt Junior High School

THE MERRITT GAZETTE

Christopher Turner, Principal
Catasha Brown, Assistant Principal
Sherby Hale, Counselor
Mary Carter, Academic Coach

705 Kinlock Road
Indianola, MS 38751
662-884-1270 (phone)
662-887-5247 (fax)
cturner@sunflower.k12.ms.us

January 2018

“Equitable Education for Every Student”

Principal’s Message

Greetings parents!

We have successfully transitioned to the second half of this school year. We have also completed the second assessment for our students. On Tuesday, January 23, 2018, we are distributing report cards, and we will briefly discuss our school data. Many of our students showed growth on the second assessment, and I would love for you to come see what our school data says. We are aggressively moving forward with providing a quality education for our students. Remember, you are always welcome at Robert L. Merritt Jr. High School.

One School...One Team...One Goal! Student Achievement

Parent Center Corner, Geraldine Ray

WE ARE STILL WAITING!!.....Come on out and visit our Parent Center at RLMJH. By visiting the center, you will receive parenting literature and learning tools for you and your child. Our goals are to make a difference in the lives of children and provide support to parents. I am still looking forward to seeing you at workshops. We will have our How to Write a Resume Workshop on Tuesday, January 30, 2018 from 12:30-1:30 P.M. Remember, we have different ways you can be involved in your child education. Such as, Active Parents, Remind, PTO/PTA meetings, school events. In addition, you may volunteer. You may reach me through e-mail at gray@sunflower.k12.ms.us. My hours are: Tuesday, Thursday, and alternate Friday’s from 7:00 A.M. to 4:00 P.M. I will adjust my schedule as needed.

“With us plus you, there’s nothing our students can’t do”!

Upcoming Events at RLMJH

1/08-School Resumed
1/25 -Community Conversation Meeting 6 P.M.
1/23-Data Night and Report Card Pick-up 4:30-6 P.M.
1/26-Regional Reading Fair DSU
2/27/18-Softball Game JZ George (Away) 5 P.M.
1/30-How to Write a Resume Workshop 12:30-1:30 P.M.

Media Center

eBooks with codes are available in the library. Please visit the library to get the code. You can download eBooks to your cellphone, tablets, or any electronic device.



Sylvester Washington, 9th grade, won 1st place during the storyboard review. He also won 1st place at the district level. Sylvester’s board is now moving on to the Regional Level. The Regional Reading Fair will be held on Friday, January 26, 2018 at Delta State University. Way to go Sylvester!!!!

IF YOUR FAMILY LIVES IN ANY OF THE FOLLOWING SITUATIONS:

- ◆ In a motel, shelter or campground due to the lack of an alternative adequate accommodation
- ◆ In a car, park, abandoned building, or bus or train station
- ◆ Doubled up with other people due to loss of housing or economic hardship (Please Contact your Parent Liaison)

The McKinney-Vento Act provides certain rights for Homeless students. For more information please visit our MDE website at:

www.mde.k12.ms.us/OFP/titlex

Counselor Corner

Why Parents Should Teach Optimism – And How to Do It

by Anita Cleare *Posted by Karen - Hey Sigmund January, 2016*

When it comes to thought processes, one of the most important habits of mind that children can develop is optimism. Children who practice optimistic thinking are more resilient, they are less likely to give up in the face of challenge and they tend to interpret experiences in a way that gives them a sense of control and confidence.

Pessimism, on the other hand, leads to helplessness and withdrawal – *it doesn't matter what I do, it won't work, so there is no point in trying*. Optimism is not about temperament, it is a habit of thinking that relates to how we interpret events. And it can therefore be taught.

So what can parents do to encourage an optimistic outlook?

1. **Be a positive role model.**

Model being optimistic. Monitor the running commentary on life that you present to your children. If children hear lots of optimistic comments, they are more likely to develop this way of thinking themselves. Look for and point out the good side to events and experiences. Offer interpretations of events that are specific, that locate control and influence and that allow for a different outcome next time. Avoid personalizing (*I am to blame*), globalizing (*I always do everything wrong*) and catastrophizing (*I will always do it wrong*). If you find yourself falling into these habits, try and substitute explanations that are local and specific and which allow for a different outcome next time (*I did this thing wrong because I wasn't concentrating. I will remember to pay more attention next time so I can get it right*). Look on the bright side and find the positive even when things haven't gone well.

2. **Interpret failure as an opportunity.**

Whether things have gone well or badly, the most important question that parents can ask their children is “What will you do differently next time?” Present failure as a natural part of learning that helps us to recognize what we don't yet know or can't yet do. Always say what your child did well before you discuss what they could do better. Help them to self-evaluate: “What went well?” “What would you change if you could?” And encourage your child to identify how s/he can influence future events and to develop a plan of action to effect change.

3. **Encourage children to set their own goals.**

When children are anxious about failing, allow them to set their own goals and work out for themselves how to achieve them. Even if they set the bar really low for themselves, if it is an achievable goal that they accomplish by themselves then they will get a sense of competence that will lead to them setting a more challenging goal next time. Support them to participate in activities where they will experience success.

4. **Challenge negative explanations.**

There is seldom just one correct answer to the question “Why did that happen?” Encourage children to look all around an issue rather than settling on their first explanation. Pessimistic Patrick's explanation as to why they lost the match is that it was his fault. He is right: he made a mistake. But it is not an adequate explanation for the overall result.

If a child is interpreting events negatively, don't contradict them but encourage them to come up with **six reasons** as to why something happened. Why six? Well, it's quite hard to come up with six personalizing, globalizing and catastrophizing explanations and there is a good chance that somewhere in there will be one that allows for a locus of control and change. When pressed, for example, Patrick might admit that Olly was also to blame – follow this lead. *What did Olly do that contributed to the error? Is there something you and Olly could practice in training that would make that less likely to happen again? What skills does Olly have that might help strengthen your defense in the next game? When will you get a chance to talk to him about that?*

<http://www.heyigmund.com/why-parents-should-teach-optimism-and-how-to-do-it/>



Parent-Teacher Incentives for supporting ALL events at the school!

Parents + Teachers = *Successful Students*



Remember, you can earn RAM BUCKS when you attend PTO meetings, workshops, visit the Parent Center, visit your child classroom, attend events at the school etc.

HAPPY NEW YEAR!!!!!!!!!!!!!!!!!!!!!!