

Subject Re: Conference Request - Urgent Change
From Collin Madison <cmadison@castlehills.school>
To: Rebecca Wilkinson <rebecca_g_wilkinson@yahoo.com>
Cc: Rusty Bentley <rbentley@castlehills.school>, Trudie Elmer <telmer@castlehills.school>, Michael Pinkston <mpinkston@castlehills.school>, Ryan Kerr <tufmarkerr@rocketmail.com>
Date Oct 20 at 2:34 PM

Good Afternoon, Mrs. Kerr,

I'll try to make sure to answer your follow-up questions as I can before students return at 3:15 PM, but let me share with you a little bit more concerning your inquiry about the syllabus and grading for the tests in this class.

"Also I noticed that the midterm was worth 150 points when scored on Parent Portal but on the syllabus it shows 5 tests worth 100pts each. There is no mention of a 150pt midterm. Is the CCU syllabus fluid? The syllabus also says tests are a combination of matching, multiple choice and short answer. However, a project can replace a test. So was the midterm a project? The syllabus brought of several other questions as well but probably best to address those in the meeting Friday."

When we first set up Dual Credit, I sat down with the dual credit teachers and shared with them the points-based system that I had used in order to mirror the school's requirements of a 20%-30%-50% division between the various categories. The key was to ensure that the resulting points over the course of the semester equated to that of the percentage division enforced by CHS. The overall goal is this so that students know what portion of their points will come from each type of assignment/assessment. If the midterm or final is outside of those points allotted for tests, then I am sure Mrs. Deering can clarify that on Friday.

As to what is written in italics next to "Test Grades", "Test, projects, presentations, research paper (5 assessments x 100)", I read that more as an example of what forms these assessments might take so as to explain the points system and remain flexible to student needs.

I hope this information is helpful. I appreciate you, ma'am.

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Further Up & Further In,



"Some trust in chariots and some in horses, but we trust in the name of the Lord our God." - Psalm 20:7

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On Wed, Oct 19, 2022 at 12:29 PM Rebecca Wilkinson <rebecca_g_wilkinson@yahoo.com> wrote:

Sorry I wasn't clear in my last email. No need to look for the student Learning Outcomes for the class. They were provided on the CCU syllabus.

Thanks for the information about the English Rubric. Could you please explain what rubric was used to grade the test? Also the syllabus states that tests will be a combo of matching, multiple choice and short answer or a project can replace a test. So was the essay a project? If so, why was it limited to only class time? Or like I ask previously is the CCU syllabus fluid and non-binding? Also is comparative grading being used since there is no rubric? Comparative grading being the teacher selects the best and worst and then rack and stack all the rest between and assign grades based on the ranking.

As for feedback, I would expect at least a few brief comments indicating the students deficiencies that resulted in the score or at least a marked rubric. It seems impractical that the only way a student can find out what they are doing wrong is to schedule a meeting. Even if only half the class sought feedback it would take almost 3 weeks to conduct all those meetings after school or at lunch. I understand she provided some feedback to the whole class this week but the general feedback is difficult to apply if the student isn't sure where they lost points. For example, Ryder said his essay covered the same points and used basically the same examples as the essay example shown in class. However, the other essay used more elevated language and didn't have any grammar/usage errors. This was confusing because he was told that spelling, grammar, elevated language was not going to be a deduction. The lack of written feedback causes an increase in the time it takes to figure out what is wrong. If he lost 27% due to spelling and grammar, then that is clear and no need for a meeting. It seems like the process is made intentionally more difficult than it needs to be. Plus if written feedback was provided it would allow instant ability for the student to improve vs. having to wait a week for an appointment for feedback.

Additionally, you point out that Mrs. Deering provided feedback during the writing process. Ryder took and applied that feedback as he understood it. He still scored a C-. Lower than essays in which he didn't seek feedback during the writing process. So again this is why he/we are confused. No rubric provided prior or after. No comments indicating areas of deficiency. Just a C- and a hostile, dismissive response when he ask for feedback in class and no response when he ask for feedback on google classroom.

The feedback process, just like this communication process, is way more difficult than needed. Instead of a face to face meeting so I could ask the questions to Mrs. Deering, you are acting as a middle man to deliver questions and answers via email. This makes the process less efficient and allows for a greater chance of miscommunication or misinterpretation. It also make it very long and drawn out especially due to the follow up questions that the responses will result in. In the amount of time it has taken us to address 3 questions in this format we could have addressed all of them. Also now you have probably spent time looking for the Learning Outcomes only to find out that I already had them but there was a miscommunication in the last email exchange so time was wasted.

I am glad you are trying to address the issue, especially the time sensitive issues of Ryder feeling that Mrs. Deering was dismissive and hostile to him when he requested a meeting for feedback yesterday at the end of class. However, the process is both a drain on time and emotion for our family. Just praying that Ms. Deering doesn't experience any travel issues Friday morning forcing us to delay the meeting even more.

Thank you,
Rebecca Kerr

On Wednesday, October 19, 2022 at 11:42:05 AM CDT, Collin Madison <cmadison@castlehills.school> wrote:

Good Morning, Mrs. Kerr,

Thank you for helping me better understand your request. I will work on getting those learning outcomes to you as soon as possible.

I will add your questions about the scoring of the midterm relative to the syllabus in my next stand-up meeting with Mrs. Deering.

In my last stand-up meeting before classes with Mrs. Deering, she helped me address the questions you had about the rubric for the essay:

"Why is a English Essay Rubric being used to Evaluate a History Essay (rubric focuses on spelling/grammar but she says she won't count off - confusing)"
--The essay rubric that Mrs. Deering shared with them this week wasn't used to evaluate Ryder's or anyone's essay. It was something that Mrs. Deering thought would be good for the students to go over together, after she was able to look over their essays, as she saw some common mistakes that could be corrected as the class works on improving their writing skills this year. The nature of those mistakes were primarily geared toward grammar, sentence structure, and punctualization, and that is why an English essay rubric was reviewed in class because the common mistakes weren't dealing with historical content. Mrs. Deering clarified with me that she emphasized that she is more forgiving of spelling mistakes for essays that are totally written during class time and not drafted at home. Essays that are drafted at home are assignments that have been given more time and as such spelling mistakes are given less grace.

"Why is rubric provided after the assignment is submitted and not prior?"

--The rubric was a part of Mrs. Deering's on-going teaching and coaching as she adapted to what her students needed based on their classwork. The rubric was not

used on the assignment.

"Why is no feedback provided on essay so student can grow and improve"?

--Last week we discussed how Mrs. Deering was giving feedback during the writing of the essay to any student who requested it. Ryder did a great job taking my counsel and asking Mrs. Deering if there was another time to discuss the feedback on his essay with Mrs. Deering before or after this Friday. Is there another form of feedback or manner of feedback that you were hoping to see, ma'am?

To the goal of getting Ryder feedback on his essay, I shared with Mrs. Deering what Mr. Kerr said that Ryder perceived. Mrs. Deering expressed her sadness over this account and said that she would try to rectify the misunderstanding with Ryder today as they work to find a time to get him feedback on his essay.

I will report back to you after my next stand-up meeting with Mrs. Deering! Thank you, ma'am!

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Further Up & Further In,



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On Wed, Oct 19, 2022 at 8:48 AM Rebecca Wilkinson <rebecca_g_wilkinson@yahoo.com> wrote:

Thank you.

Those were not exactly what I was looking for. However, I got a copy of the course syllabus (hard copy since a digital version is not posted on Google Classroom). I was looking for what they call Learning Outcomes. CCU includes those A-F on the syllabus.

Also I noticed that the midterm was worth 150 points when scored on Parent Portal but on the syllabus it shows 5 tests worth 100pts each. There is no mention of a 150pt midterm. Is the CCU syllabus fluid? The syllabus also says tests are a combination of matching, multiple choice and short answer. However, a project can replace a test. So was the midterm a project? The syllabus brought of several other questions as well but probably best to address those in the meeting Friday.

Thanks again,
Rebecca Kerr

On Wednesday, October 19, 2022 at 07:57:10 AM CDT, Collin Madison <cmadison@castlehills.school> wrote:

Good Morning, Mrs. Kerr.

Thank you for taking the time to talk with me yesterday on the phone and for this email codifying some of the things we discussed. I will get you a more detailed response in just a bit, but I wanted to tackle that first item, the course objectives/competencies/goals that you requested. I am retyping this from the course syllabus that CCU approves.

Instructional Objectives:

The students will examine the nature of God as revealed through the study of social studies. Students will develop convictions about God's Word as it relates to world history and will define their responses to it. Students will learn to interpret different social ideas from a Biblical worldview and articulate their interpretations within that worldview.

Course Philosophy:

US History, as a part of Social Studies, is not geared to simple memorization of facts, but an analysis and interpretation of the influence of ideas over time. Superior ideas, aligned with the truth of Scripture, should be studied, and contrasted with inferior ideas. Students will engage in this endeavor through articulating their critical thinking in both written and verbal form. The teacher will attempt to align the methodologies of the course to resemble that of a college course through rigor and means. Above all else, students are expected to exhibit and continue to develop the work ethic that will make them a lifelong learner.

Topics/Units Covered:

- Unit 1: Foundation of America
- Unit 2: Westward Expansion, Civil War, and Reconstruction
- Unit 3: The Gilded Age and Progressive Era
- Unit 4: Becoming a World Power
- Unit 5: Prosperity and Depression
- Unit 6: World War II
- Unit 7: The Cold War
- Unit 8: The Civil Rights Movement
- Unit 9: Changing Times (end of 20th - beginning of 21st Centuries)

Thank you, ma'am! You can expect to hear more from me in just a little bit!

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Further Up & Further In,



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On Tue, Oct 18, 2022 at 12:43 PM Rebecca Wilkinson <rebecca_g_wilkinson@yahoo.com> wrote:
Hello Mr. Madison,

I just wanted to follow up on the phone call we had in response to your email. Thank you for working to find the Course Objectives/Core Competencies/ Course Goals for the CCU course. I do understand that the Eagle Banquet is more important than a single student's issues with a

course and therefore it takes priority. However, like I mentioned on the phone Ryder is very frustrated with the DC History Course for a number of issues, and I felt resolving those would allow him to describe CHS in the best possible light to guests at the banquet. Unfortunately, won't happen even though Ryan and I both offered to help make up for the lost time. However, you did say you would see if you would be able to shed light on to any of these issues by speaking with Mrs. Deering a minute here and there. Just a recap of a few of Ryder's frustrations we discussed on the phone:

- Why are Ryder's understanding of what Mrs. Deering wants so different from what she actually wants
- Why is an English Essay Rubric being used to Evaluate a History Essay (rubric focuses on spelling/grammar but she says she won't count off - confusing)
- Why is rubric provided after the assignment is submitted and not prior?
- Why is the fact the essay should be persuasive not mentioned until after the assignment is submitted?
- Why is no feedback provided on essay so student can grow and improve?
- Why are no specifics provided on the length, purpose, etc of the essay?
- Why are the assignment instructions only provided in oral format?
- Why did Ryder do better on the previous essay in which he didn't get help on? While the midterm essay Mrs. Deering throw out his points and thesis and totally reworked his and he used the input she provided? We could probably answer this our selves if we knew what he got deductions for but since no feedback is provided without setting up a meeting we can't.

Additionally, Ryder did request feedback and Mrs. Deering has not responded as of 12:20pm today. Ryder plans to ask in person. However, I assume she will be too busy to meet and provide him with feedback today or tomorrow. Thank you for helping solve this. It is important for us to know if the poor performance is due to an inability for Ryder to follow instructions, poor listening skills, difficulty writing, etc as it will be helpful for the physiologist to know as Ryder is tested for learning disabilities.

We are praying for a quick and clear resolution, a wonderful Eagle Banquet, and smooth travels for Mrs. Deering. Like I said I have been worried that all the flight problems would force use to reschedule Friday's meeting to even farther out in the future.

Thank you,
Rebecca Kerr

On Tuesday, October 18, 2022 at 09:27:19 AM CDT, Collin Madison <cmadison@castlehills.school> wrote:

Good Morning, Mrs. Kerr,

Thank you for reaching out with your concerns regarding Ryder's most recent grade. I have spoken with Mrs. Deering this morning about the grade. Despite this low score, I remain confident in the knowledge that we are all working to see Ryder well-prepared to succeed academically and in life.

Unfortunately, I cannot excuse Mrs. Deering from her other duties this week in order to meet before this Friday. As with all of us from the Superintendent's office down to our teacher aides, our schedules are full in the light of the Eagle Banquet and in preparation for Parent-Teacher Conferences on Friday. As such, I plan for us to address your concerns with you on Friday, but Mrs. Deering will not be available to meet before then.

Thank you for your understanding and advocacy for your son.

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Further Up & Further In,



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On Mon, Oct 17, 2022 at 10:44 PM Rebecca Wilkinson <rebecca_g_wilkinson@yahoo.com> wrote:

Hello,

After seeing Ryder's C on his midterm and that you are using an English Essay rubric (provided after the fact) to grade a history essay, I feel we need to meet face to face tomorrow after school or anytime on Wednesday. I understand you all are busy with the Eagle Banquet but Ryder is extremely confused not by the content but confused as to what you want.

He said that today you told them you wanted the essay to be persuasive but the prompt/question you provided is informative. Also when you checked his thesis and helped him rewrite his it was not a persuasive thesis. It was informative. He was told to examine the causes of the American Revolution. Examine is an informative prompt word. Then after the test is done, you say it should have been persuasive. That doesn't seem fair at all.

Plus, it is also very confusing that you are using an English Essay Rubric but told them that you will not take off points for spelling, grammar, and lack of elevated language. However, those are exactly what is listed on the rubric. Also you provided no feedback just a score on his essay so he has no idea what he did wrong which provides no ability for improvement.

The assignment was a 7 word prompt with no guidance on the detail, length, or purpose (persuade). So either Ryder is not catching everything that you are saying you want and he can't go back and read an assignment sheet since one is not provided or you are expecting the class to read your mind.

Also do know that the excuse that he was not in DC classes last year just isn't flying because I have talked to several parents of students in this class who were in DC classes last year and they voiced similar issues about their child being confused on what is expected on your essays.

Again, I am sorry but I really feel like this needs to be addressed right away. I should have pushed for a conference last week but was hoping that maybe Ryder was exaggerating his confusion. Clearly he is not. Since meeting with you will put you behind on your Eagle Banquet tasks, maybe we can help you or outsource those for you some how so you can make time to meet with us.

Thank you,
Rebecca Kerr

On Monday, October 17, 2022 at 06:45:34 PM CDT, Rebecca Wilkinson <rebecca_g_wilkinson@yahoo.com> wrote:

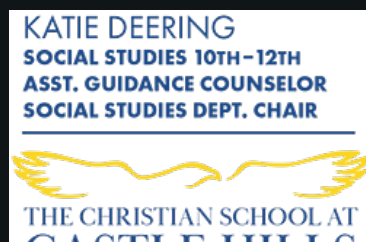
Excellent, just checking since you will be traveling. We look forward to meeting with you.

Rebecca Kerr

On Monday, October 17, 2022 at 05:58:42 PM CDT, Katie Deering <kdeering@castlehills.school> wrote:

Mrs. Kerr,

As I do with every conference, confidentiality is my priority. Additionally, as I stated in my previous email, now that we have settled on a specific date and time I will reach out to Mr. Madison and Mr. Bentley for their availability.



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On Mon, Oct 17, 2022 at 5:02 PM Rebecca Wilkinson <rebecca_g_wilkinson@yahoo.com> wrote:
Great!

I will watch for you to send the link for the Friday 2pm CT virtual meeting. Let me know which admins. will be on the meeting with us, if they still plan to attend. Also, like I ask this weekend, you will be in a private area for the virtual meeting since we are discussing private educational information?

Rebecca Kerr

On Monday, October 17, 2022 at 03:44:13 PM CDT, Katie Deering <kdeering@castlehills.school> wrote:

Yes! That will work.

Thanks,

Katie Deering

On Mon, Oct 17, 2022 at 10:36 AM Rebecca Wilkinson <rebecca_g_wilkinson@yahoo.com> wrote:
Hi,

How about 2pm CT this Friday - virtual?

Rebecca Kerr

On Monday, October 17, 2022 at 10:24:32 AM CDT, Katie Deering <kdeering@castlehills.school> wrote:

Good morning,

On Friday, October 21 I can be available anytime before 5:00 CT for a virtual conference. If that does not work with your schedule I can meet after school on either Monday, October 24 or Tuesday, October 25. Or I can meet before school on Wednesday, October 26 or Thursday, October 27.

I have students every period except first period when Ryder has Speech class, so meeting during the school day doesn't appear to work . Unless you would like to meet during lunch one day. I am willing to miss my lunch break but completely understand if that isn't a good choice for Ryder.

Once we establish the day and time for the week of October 24 I will reach out so that either Mr. Madison or Mr. Bentley can join us.

Thanks,

KATIE DEERING
SOCIAL STUDIES 10TH-12TH
ASST. GUIDANCE COUNSELOR
SOCIAL STUDIES DEPT. CHAIR



THE CHRISTIAN SCHOOL AT
CASTLE HILLS

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On Fri, Oct 14, 2022 at 5:26 PM Rebecca Kerr <rebecca_g_wilkinson@yahoo.com> wrote:
Oh I love DC! Hope you are doing something fun.

Ryder has cross country practice before school. So I guess we will do virtual on Friday. Will all the admin be on it virtually too? So I would not be able to get home and logged on until at least 4:30 Central/5:30 Eastern. Hopefully our internet won't cut out! It would be 7:30 central before Ryan finished teaching his class and I could guarantee you wouldn't get dropped.

Also, I was asking what period your conference was bc Ryder has 2 independent study courses so technically we could meet during those if your conference lined up with one of them.

Have a nice weekend. Look forward to getting this finalized.

Thanks,
Rebecca Kerr

Sent from my iPhone

On Oct 14, 2022, at 4:51 PM, Katie Deering <kdeering@castlehills.school> wrote:

Mrs. Kerr,

I am more than willing to meet virtually next Friday from Washington D.C. via my phone or we can meet before school on Monday, October 24th if Ryder is unavailable after school. Unfortunately, my schedule next week is greatly impacted by the Eagle Banquet preparations. Let's touch base early next week.

Have a great weekend.



On Fri, Oct 14, 2022 at 4:04 PM Rebecca Kerr <rebecca_g_wilkinson@yahoo.com> wrote:

Ryder would not be able to meet after school except next week. What period is your conference? I guess it depends if he can miss that class. Virtual is just difficult next Friday bc my husband is teaching in west coast time virtually so the home internet isn't a fan of 2 video conferences and his vpn all going at once.

Sent from my iPhone

On Oct 14, 2022, at 3:59 PM, Katie Deering <kdeering@castlehills.school> wrote:

Next week is very busy preparing for the Eagle Banquet, so we can look at the week after if you prefer to wait and meet in person.

Katie Deering

On Fri, Oct 14, 2022 at 3:42 PM Rebecca Wilkinson <rebecca_g_wilkinson@yahoo.com> wrote:

Oh well that won't work because I am at the school for another meeting and won't have time to drive home and log on. When are you available to meet in person?

Rebecca Kerr

On Friday, October 14, 2022 at 03:38:24 PM CDT, Katie Deering <kdeering@castlehills.school> wrote:

The meeting will need to be virtual because I am out of town that day. I will send you a virtual link for the meeting.

Thanks,

Katie Deering

On Fri, Oct 14, 2022 at 3:28 PM Rebecca Wilkinson <rebecca_g_wilkinson@yahoo.com> wrote:

That works. As soon as I finish the 3:30 meeting, Ryder and I will head over to your room. Have a good weekend.

Rebecca Kerr

On Friday, October 14, 2022 at 01:11:11 PM CDT, Katie Deering <kdeering@castlehills.school> wrote:

Mrs. Kerr,

After 4:00 p.m. would be best if that works with your schedule.

Thanks,



On Fri, Oct 14, 2022 at 12:09 PM Rebecca Wilkinson <rebecca_g_wilkinson@yahoo.com> wrote:

Hello,

Thanks for getting back to me on the meeting. We already have a conference with my other's son's teacher scheduled for 3:30 on Friday, Oct. 21. I can't move that one because she has not other availability. I am not sure if you are looking at other times on Friday, Oct. 21 but Ryder and I are available during the following times that day:

- 9:30 - 10:30am
- 2:00-3:30pm
- After 4pm

If those times won't work, let me know what other days you are looking at and I can tell you our availability.

Thanks,

Rebecca Kerr

On Friday, October 14, 2022 at 10:49:03 AM CDT, Katie Deering <kdeering@castlehills.school> wrote:

Good morning, Mrs. Kerr,

I have not been available to answer your email sent late Tuesday evening because I was not at work yesterday. I did share your email with my administration, however, because I wanted them to be aware of your frustrations in case you had any questions yesterday.

Because the essay the students are currently writing is a midterm exam, I check in with them throughout the class period to see how they are progressing. I do this because a midterm exam is an independent exercise, not to be discussed with others, so the feedback is appreciated by the students.

This feedback, however, is optional. I check their progress if they ask me to do so. Many students did just that on Wednesday, to include Ryder, so I worked with each of them. Those conversations don't last long so that I can work with all the students that request my feedback.

Therefore, my conversation with Ryder did not last very long and he, like the other students, are not required to follow my suggestions. There are of course many ways to write a thesis statement on the causes of the American Revolution.

Like I have shared with you before, Ryder is doing well in this class. I appreciate his focus and his desire to excel. When I meet with 6th period today, as I do every class period, I will check with the students to see how they are progressing, especially since I wasn't at school yesterday. All students will be offered additional time in class to work on the essay if needed.

Having taken my history class last year, Ryder will remember that I encourage students to email me with any questions they have about history class. Fostering independence and the ability to advocate for oneself is such an important life skill.

As for your requested conference, I could meet virtually next Friday, October 21 in the afternoon around 3:30 p.m. if you are available at that time.

Praying that Ryder finds joy in the learning process. He really is doing a great job.

Sincerely,



On Thu, Oct 13, 2022 at 8:32 PM Rebecca Wilkinson <rebecca_g_wilkinson@yahoo.com> wrote:

Hello,

I addressed that in the original email I sent last night. I forwarded it to you and the rest of the admin. earlier tonight. The subject line is "Midterm". Did you not get it? Or you got it and still don't understand?

Rebecca Kerr

On Thursday, October 13, 2022 at 08:17:56 PM CDT, Collin Madison <cmadison@castlehills.school> wrote:

Good Evening, Mrs. Kerr,

Since Mrs. Deering is with family today, I cannot give you an answer about the 30 minutes of time, but she and I will talk in the morning and one of us will get you an answer on that. Just to help my understanding of the situation, how were 30 minutes lost making necessary the additional time?

As to finishing up the essays, yes, students will be working on that in class tomorrow.

Thank you, ma'am.

On Thu, Oct 13, 2022, 7:18 PM Rebecca Kerr <rebecca_g_wilkinson@yahoo.com> wrote:

Hi,

So I will address the majority of this response when I have time later tonight. But to clarify, can someone tell me if the exam continues tomorrow? Also the writing time that he lost on Wednesday will he be granted that time. That was the pressing question that I ask last night but did not get a response on. I did not include all the admins. on that question so I will resend it for your reading pleasure. I will give you a call/text if I don't get an answer on this soon because if the exam is over then Ryder should alter his work plan for tonight and we will need to discuss dropping the course since he would get a 50 at best for his half done essay.

Thank you,
Rebecca Kerr

Sent from my iPhone

On Oct 13, 2022, at 5:20 PM, Collin Madison <cmadison@castlehills.school> wrote:

Good Afternoon, Mrs. Kerr,

Since Ms. Deering is out of the office today, I thought I would jump in to help answer your question. In making sure that we are providing Ryder with the best experience in this Dual Credit class, Ms. Deering wanted to be sure that whatever we need to do for your son falls within the requirements that CCU has for things like the midterms. To that end, we agreed it would be helpful to have either Mr. Bentley or myself there in the meeting to ensure accountability and support from an administrator if we need to explain changes to CCU.

I hope this helps explain what Ms. Deering meant by "administrative team". Thank you!

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Further Up & Further In,



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On Thu, Oct 13, 2022 at 2:12 PM Rebecca Wilkinson <rebecca_g_wilkinson@yahoo.com> wrote:
Ms. Deering,

Hope all is well. Glad to hear you will be back tomorrow. I look forward to hearing when you are available to meet.

I do have a question. Do you normally include all of the administrators in parent teacher conferences? I just want to address Ryder's history performance and what he can do to improve. I assume it will take much longer to coordinate 5 or 6 schedules compared to 2 or 3. Plus, I know that they encourage the Matthew 18 idea of going to the first level when you have a question or issue. It is a bit overwhelming if you pull in a 4 person panel to discuss how best to help Ryder be successful in the class. Especially, since they are not actually in the class. Just wondering if this is standard or there is some reason they all need to attend.

Rebecca Kerr

On Thursday, October 13, 2022 at 01:51:51 PM CDT, Katie Deering <kdeering@castlehills.school> wrote:

Mrs. Kerr,

I am not at school today but will return tomorrow. Let me look at my calendar and circle back with you to set-up a time to meet next week with you and our administrative team.

Thanks,

Katie Deering

On Thu, Oct 13, 2022 at 12:16 PM Rebecca Wilkinson <rebecca_g_wilkinson@yahoo.com> wrote:
Hello,

In my previous email, I mentioned discussing topics in the parent teacher conference. However, I forgot that I couldn't sign up for yours on the sign up genius. Please let me know when we can schedule a parent teacher conference with you. Mondays, Wednesdays and Fridays work best for me.

Thank you,
Rebecca Kerr

KATIE DEERING
SOCIAL STUDIES 10TH-12TH
ASST. GUIDANCE COUNSELOR
SOCIAL STUDIES DEPT. CHAIR



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