Family Conference

A quarterly sit-down to look back, talk it through and set the next goals together.

Schools stop every quarter to ask how each child is really doing. This packet helps you do the same at home. You lead this conference. Plan on about 30 minutes.

How to use this packet

1. **A day or two before:** your student fills in the My quarter review pages; you fill in the Parent Review and Course Progress, separately.
2. **At the conference:** follow the Conference Guide. Your student speaks first.
3. **Before you finish:** write one or two Goal Pairs and put the Quick Check-In on the calendar.
4. **Halfway through the next quarter:** use the Quick Check-In on the Goal Pairs page.
5. **If something worries you:** read When to Get Outside Help, on the last page.

When

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Check-in: week 4 or 5 Conference: week 9	Check-in: week 13 or 14 Conference: week 18	Check-in: week 22 or 23 Conference: week 27	Check-in: week 31 or 32 Conference: week 36

These are suggestions, not deadlines. If you miss one, pick up with the next.

Who it's for

Families who use School Launch as their main program. If you use only a course, a worksheet or a video here and there, you don't need this, and nothing on the site depends on it. A fillable version that saves only in your own browser is at schoollaunch.org/conference/ for families who choose to turn it on.

> *"And Jesus increased in wisdom and stature, and in favour with God and man."*
> Luke 2:52 (KJV)

School Launch is a free helpful tool, not an accredited school. This packet is a family tool for conversation and growth, not a grade of record. Free to copy for your family under CC BY-NC-SA 4.0.

My Quarter Review

Name _____ Date _____ Quarter 1 2 3 4 Week ____

Answer in a few words. Your mom or dad can read the questions with you. There are no wrong answers, and nobody grades this page.

1. Looking Back

My favorite thing I learned was…

Something I made or finished that I'm proud of:

Something I can do now that I couldn't do before:

2. My Subjects

SUBJECT	GOING GREAT	OKAY	TRICKY	WHAT WOULD HELP?
Reading	○	○	○	
Writing and grammar	○	○	○	
Math	○	○	○	
Latin	○	○	○	
Science	○	○	○	
History and geography	○	○	○	
	○	○	○	

The trickiest thing was…

When I'm stuck, I…

☐ ask for help ☐ try again ☐ look at the example ☐ give up

3. My Habits

HABIT	MOST DAYS	SOME DAYS	NOT YET
I do my best work, not just fast work.	○	○	○
I ask for help when I'm stuck.	○	○	○
I fix my mistakes.	○	○	○

I start without being reminded.	○	○	○

4. What I want

Next quarter I want to get better at…

I'd like to learn about…

Something fun to work toward:

A project, an outing, a new book, a small tool.

A question for my mom or dad:

> *"And whatsoever ye do, do it heartily, as to the Lord, and not unto men;"*
> Colossians 3:23 (KJV)

Parent Review

Name _____ Date _____ Quarter 1 2 3 4 Week ____

You lead the conference at this age, but your student's answers come first. Fill this in on your own, from what you have actually seen.

> *"And Jesus increased in wisdom and stature, and in favour with God and man."*
> Luke 2:52 (KJV)

Luke tells us Jesus grew in four ways. They make a simple frame for looking at the whole child, not just the gradebook.

Wisdom: the mind

Attention, careful work, reading on their own, math facts, finishing assignments.

This quarter: ○ Growing well ○ Steady ○ Needs attention

What I've seen:

One next step:

Stature: the body

Sleep, exercise, eating, health, chores done without reminders.

This quarter: ○ Growing well ○ Steady ○ Needs attention

What I've seen:

One next step:

Favour with God: faith

Prayer and Bible reading, memory verses, worship, how correction is received.

This quarter: ○ Growing well ○ Steady ○ Needs attention

What I've seen:

One next step:

Favour with man: people

Manners, siblings and friends, honesty, helping others.

This quarter: ○ Growing well ○ Steady ○ Needs attention

What I've seen:

One next step:

One thing I will praise out loud at the conference

Concerns I want to raise (one or two; a long list can sound like a verdict):

Anything here that has lasted more than a few weeks? (See When to Get Outside Help.)

☐ Steady teaching isn't working: reading or spelling stays well behind, letters or numbers are still reversed past about age 8, or math facts won't stick despite daily practice.

☐ Vision: squinting, headaches after reading, losing their place, or covering one eye.

☐ Hearing: often asks me to repeat, misses spoken directions, or speech is unclear for their age.

☐ Discouragement that lasts two weeks or more: sadness, pulling away, changes in sleep or appetite, or often calling themselves stupid.

☐ Falling behind: more than about four weeks off pace after the catch-up weeks, or the same unit test failed twice.

> *"Fathers, provoke not your children to anger, lest they be discouraged."*
> Colossians 3:21 (KJV)

Course Progress

Name _____ Date _____ Quarter 1 2 3 4 Week ____

For each course, list the units its 36-week plan schedules this quarter (see the course's page in the scope and sequence). The fillable version on the website lists them for you.

COURSE	UNIT	COVERED	TEST %	REVIEW	NOTES
		☐		☐	
		☐		☐	
		☐		☐	
		☐		☐	
		☐		☐	
		☐		☐	
		☐		☐	
		☐		☐	
		☐		☐	
		☐		☐	
		☐		☐	
		☐		☐	
		☐		☐	
		☐		☐	
		☐		☐	
		☐		☐	

Overall, are we on pace? ○ On pace ○ A little behind ○ Well behind

GRADES 3–5

Conference Guide

About 30 minutes. You lead, but your student shares first.

Agenda

1. ☐ Open with prayer. (1 min)
2. ☐ Your student shares their review. Listen without correcting. (8 min)
3. ☐ You share yours, starting with praise. (8 min)
4. ☐ Agree on one or two things to work on. (5 min)
5. ☐ Set one or two goal pairs. (6 min)
6. ☐ Close with a blessing. (2 min)

Questions that open things up

- What was the best day of school this quarter?
- What was the hardest, and why?
- What would you like to make or build next?
- What do you wish we did more of? Less of?
- Who did you help this quarter?

How to disagree well

- **Say it back.** Repeat what the other person said before you answer.
- **Parents decide what; you can help decide how.** Lessons on the MUST COVER list happen, but you can help choose the order or the time of day.
- **Try it for two weeks.** If we can't agree on a change, we test it and check at the Quick Check-In.
- **Take a break if it gets loud.** We can come back to it after a snack or a walk.

> *"Wherefore, my beloved brethren, let every man be swift to hear, slow to speak, slow to wrath:"*
> James 1:19 (KJV)

> *"A soft answer turneth away wrath: but grievous words stir up anger."*
> Proverbs 15:1 (KJV)

Notes

Wins we agree on:

Problems we agree on (one or two):

Experiments we'll try:

GRADES 3–5

Goal Pairs

Pick one or two goals. The Now is something your student wants soon; the Why is your reason, read aloud.

Goal 1

The goal:

Now: what I'm working toward
Something near and fun.

Why: the long-term reason
Written by the parent and read aloud.

Bridge: one step to check at the Quick Check-In

Goal 2

The goal:

Now: what I'm working toward
Something near and fun.

Why: the long-term reason
Written by the parent and read aloud.

Bridge: one step to check at the Quick Check-In

Quick Check-In

About ten minutes, around the middle of the quarter.

Date _____ Week ____

1. Are we on pace? ○ On pace ○ A little behind ○ Well behind

2. What's been tricky for more than a week?

3. Are the goals working? ○ Working ○ Needs adjusting ○ Pick another

One change we'll make

> *"And let us not be weary in well doing: for in due season we shall reap, if we faint not."*
> Galatians 6:9 (KJV)

FOR PARENTS

When to Get Outside Help

Most hard quarters are just hard quarters. But some signs are worth a closer look, especially when they last more than a few weeks.

WHAT YOU MAY NOTICE	WHO CAN HELP
A possible learning difficulty. Steady teaching isn't working: reading or spelling stays well behind, letters or numbers are still reversed past about age 8, or math facts won't stick despite daily practice.	Your pediatrician. Your local school district's Child Find office can evaluate for free; federal law (IDEA) covers homeschooled children, though what follows varies by state. An educational psychologist can also test privately.
Vision. Vision: squinting, headaches after reading, losing their place, or covering one eye.	An optometrist or ophthalmologist, for a full eye exam, not just a screening.
Hearing. Hearing: often asks me to repeat, misses spoken directions, or speech is unclear for their age.	Your pediatrician or an audiologist.
Discouragement that lasts. Discouragement that lasts two weeks or more: sadness, pulling away, changes in sleep or appetite, or often calling themselves stupid.	Your pediatrician, and your pastor. If your child talks about hurting themselves, get help today. In the U.S., call or text 988.
Falling behind. Falling behind: more than about four weeks off pace after the catch-up weeks, or the same unit test failed twice.	Slow down and use the catch-up weeks. Take the course's skill check to find the gap. If the same wall keeps coming back, look again at the first row.

HSLDA members can also talk with HSLDA's special-needs consultants. Your state's rules and support groups are listed at schoollaunch.org/homeschool-help/.

> *"Without counsel purposes are disappointed: but in the multitude of counsellors they are established."*
> Proverbs 15:22 (KJV)

This page is general information to help you decide when to ask, not medical, psychological or legal advice.