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 and your student lead this conference together. Plan on about 45 minutes.

How to use this packet

1. **A day or two before:** your student fills in the Student self-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 to three 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.

Student self-review

Name _____ Date _____ Quarter 1 2 3 4 Week ____

This is your side of the story. Your parent fills in their own review, and then you sit down together. Be honest. Nobody grades this page, and "I don't know yet" is a real answer.

1. Looking back

The subject that went best this quarter, and why

Something I can do now that I couldn't do at the start of the quarter

The piece of work I'm proudest of (the first thing I'd put in my portfolio)

A time I kept going when I wanted to quit

2. How each subject is going

SUBJECT	STRONG	OKAY	STUCK	WHAT WOULD HELP?
	○	○	○	
	○	○	○	
	○	○	○	
	○	○	○	
	○	○	○	
	○	○	○	
	○	○	○	

The hardest thing this quarter was…

When I get stuck, I usually…

☐ ask for help ☐ look back at the worked example ☐ skip it ☐ get frustrated and stop ☐ something else

Something I wish my parent knew about how school is going for me

3. My habits

HABIT	OFTEN	SOMETIMES	RARELY
I test myself instead of just rereading.	○	○	○
I go back and review old material.	○	○	○
I correct my mistakes until I understand them.	○	○	○
I ask for help within about 20 minutes of being stuck.	○	○	○
I finish what I start.	○	○	○
I start my work without being reminded.	○	○	○

The habit I most want to improve

4. What I want

Next quarter, I want to get better at…

Something I'd love to learn or make that isn't in my courses

Something to look forward to that would help me keep going

A project, an outing, a tool, a contest, a rank to earn.

Why do I think my parents want me to learn my hardest subject? My guess:

Ask them at the conference and see how close you were.

5. Bring to the conference

One question I want to ask

One thing I'd like to change about how or when we do school

If your parent agrees, try it as a two-week experiment.

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

Parent Review

Name _____ Date _____ Quarter 1 2 3 4 Week ____

Fill this in on your own, before the conference. Write what you have actually seen, not what you fear. Short notes are fine.

> *"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 thinking, reading, written work and finishing assignments. Progress in each course goes under Course progress.

This quarter: ○ Growing well ○ Steady ○ Needs attention

What I've seen:

One next step:

Stature: the body

Sleep, exercise, eating, health, and physical work and chores.

This quarter: ○ Growing well ○ Steady ○ Needs attention

What I've seen:

One next step:

Favour with God: faith

Prayer and Scripture, worship, a teachable spirit, and 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, and serving others. The Social Skills check-in can help you think this through.

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, spelling or math stays well behind despite real effort, or there is a big gap between what my student can say and what they can write.

☐ 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 6–8

Conference Guide

About 45 minutes. Sit somewhere comfortable, put phones away, and have both reviews in front of you.

Agenda

1. ☐ Open with prayer. (2 min)
2. ☐ Your student shares their self-review first. Listen without correcting. (10 min)
3. ☐ You share your review, starting with what you will praise. (10 min)
4. ☐ Agree on two or three wins. (5 min)
5. ☐ Agree on one or two problems. Only one or two. (5 min)
6. ☐ Set goal pairs for next quarter. (10 min)
7. ☐ Put the Quick Check-In on the calendar. (1 min)
8. ☐ Close with a blessing over your student. (2 min)

Questions that open things up

- What did you figure out on your own this quarter?
- When did school feel too easy? Too hard?
- Which part of the day do you dread, and why?
- What do you think I worry about? Were you right?
- If you were the teacher, what one thing would you change?
- What are you looking forward to?

How to disagree well

- **Say it back first.** Before you answer, put the other person's point in your own words until they say, "Yes, that's it."
- **What is the parent's call; how is shared.** MUST COVER topics are not up for a vote. When, in what order and in what way often can be, and your student should have a real say.
- **Try it for two weeks.** If you can't agree on a change, make it an experiment and judge it at the Quick Check-In.
- **Pause, don't win.** If voices rise, set the topic aside and come back to it. A won argument can cost more than it gains.
- **Remember you're on the same side.** The problem is the problem, not the person.

> *"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 6–8

Goal Pairs

Each goal has two halves. The Now is something your student actually wants, soon. The Why is the long-term reason, in one sentence, said out loud. The Bridge is one small step you can check in two weeks.

Goal 1

The goal:

Now: what the student is working toward
Something near and real to them.

Why: the long-term reason
Written by the parent, in one sentence.

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

Goal 2

The goal:

Now: what the student is working toward
Something near and real to them.

Why: the long-term reason
Written by the parent, in one sentence.

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

Quick Check-In

About ten minutes, around the middle of the quarter. Three questions, no forms to dread.

Date _____ Week ____

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

2. What's stuck? Anything that's been hard for more than a week

3. Are the goal pairs working? ○ Working ○ Needs adjusting ○ Drop it and pick another

One change we'll make

> *"And every man that striveth for the mastery is temperate in all things. Now they do it to obtain a corruptible crown; but we an incorruptible."*
> 1 Corinthians 9:25 (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, spelling or math stays well behind despite real effort, or there is a big gap between what my student can say and what they can write.	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.