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. Your student leads this conference; you advise. Plan on 45–60 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 runs the meeting.
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 ____

You lead this conference. Fill this in a day or two ahead, bring your grades and your portfolio, and come ready to run the meeting. Your parent is there as an advisor who still has the final say.

1. Looking back

What went best this quarter, and why

Work I'm proudest of (what goes in my portfolio)

Something I followed through on without being asked

2. My courses

SUBJECT	ON TRACK	BEHIND	STRUGGLING	GRADE NOW	WHAT WOULD HELP?
	○	○	○		
	○	○	○		
	○	○	○		
	○	○	○		
	○	○	○		
	○	○	○		
	○	○	○		

The hardest thing this quarter, and what I did about it

When I'm stuck, I usually…

☐ ask for help early ☐ find another explanation ☐ push through alone too long ☐ put it off ☐ something else

3. Habits

HABIT	OFTEN	SOMETIMES	RARELY
I plan my own week.	○	○	○
I keep my own deadlines.	○	○	○
I test myself instead of just rereading.	○	○	○
I correct my mistakes until I understand them.	○	○	○

I ask for help before I fall behind.	○	○	○
I get enough sleep to do my best work.	○	○	○

4. Transcript and credits

School Launch doesn't issue credits or transcripts. Your parents do, as the school, so keep the records that back them up.

Courses this year that belong on my transcript, and how much credit each

Decide this together. A full-year course is usually 1 credit; a semester is ½.

Records I've kept up this quarter

☐ graded tests and best papers ☐ reading list ☐ hours for labs, PE or electives ☐ portfolio ☐ service hours

Tests coming up, and dates

PSAT, SAT, ACT, CLEP, AP, a trade certification, a driver's test.

5. After high school

Doors I'm thinking about

☐ college ☐ trade school or apprenticeship ☐ military ☐ start working ☐ start a business ☐ ministry or missions ☐ not sure yet

What draws me to it

What I need to do this year to keep that door open

Courses, tests, applications, a visit, hours toward a license, fitness standards.

Someone who does this work I could talk to

> *"A man's heart deviseth his way: but the LORD directeth his steps."*
> Proverbs 16:9 (KJV)

6. Work and responsibility

Work I do for pay, and about how many hours a week

How I'm handling my money: giving, saving, spending

My responsibilities at home, and how I'm doing at them

How I'm serving at church or in our community

7. Owning my goals

A goal that's mine, in my own words

Why it matters to me

What I'll do without being reminded

How I want my parents to help, and how I don't

8. Running the conference

What I want to cover, in order

A change I'll propose about how or when I do school

Bring a plan: what, how long to try it, and how we'll judge it.

> *"Let no man despise thy youth; but be thou an example of the believers, in word, in conversation, in charity, in spirit, in faith, in purity."*
> 1 Timothy 4:12 (KJV)

Parent Review

Name _____ Date _____ Quarter 1 2 3 4 Week ____

Your student leads this conference; you act as an advisor who still has the final say. Fill this in on your own, and be ready to listen before you respond.

> *"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

Independent study, reasoning and writing, managing deadlines, readiness for what comes after high school.

This quarter: ○ Growing well ○ Steady ○ Needs attention

What I've seen:

One next step:

Stature: the body

Sleep, exercise, eating, health, driving, physical work.

This quarter: ○ Growing well ○ Steady ○ Needs attention

What I've seen:

One next step:

Favour with God: faith

Personal devotion, church involvement, convictions of their own, receiving counsel.

This quarter: ○ Growing well ○ Steady ○ Needs attention

What I've seen:

One next step:

Favour with man: people

Friendships, honesty, respect for authority, work for others, how they treat the family.

This quarter: ○ Growing well ○ Steady ○ Needs attention

What I've seen:

One next step:

My view on credits and transcript entries this quarter

Where I'm ready to hand over more responsibility, and what would show it's time

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 from family, friends or church, changes in sleep or appetite, or talk of being worthless.

☐ 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 9–12

Conference Guide

About 45–60 minutes. Your student runs the meeting and keeps time. The parent listens first, then advises.

Agenda

1. ☐ Student opens with prayer or a short reading. (2 min)
2. ☐ Student presents the self-review, grades and portfolio. (15 min)
3. ☐ Parent responds, starting with praise. (10 min)
4. ☐ Look ahead together: credits, tests and plans after high school. (10 min)
5. ☐ Student proposes goal pairs; parent advises. (10 min)
6. ☐ Student puts the Quick Check-In on the calendar. (1 min)
7. ☐ Parent closes with a blessing. (2 min)

Questions that open things up

- What are you proudest of that nobody asked you to do?
- Where do you want more freedom, and what would show you're ready for it?
- Which door after high school do you most want to keep open?
- What should we stop doing?
- What do you need from me that you're not getting?

How to disagree well

- **Say it back first.** Each of you restates the other's point until the other agrees it's fair.
- **Name the concern under the position.** "I want to drop Latin" may really mean "I need time for my job." Solve the real problem.
- **Freedom follows faithfulness.** More say over the how comes with a record of keeping commitments.
- **Run it as a trial.** Try a change for a month and judge it by results you agreed on ahead of time.
- **Pause, don't win.** If it gets heated, set a time to finish the conversation.
- **Know who decides.** While you live at home, parents decide the what. You lead more and more of the how.

> *"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 9–12

Goal Pairs

You write these; your parent responds. The Now keeps you going this quarter. The Why is yours, in your own words.

Goal 1

The goal:

Now: what keeps me going this quarter

Why: the long-term reason, in my words

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

Parent's note

Goal 2

The goal:

Now: what keeps me going this quarter

Why: the long-term reason, in my words

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

Parent's note

Quick Check-In

About ten minutes, around the middle of the quarter. You run this one.

Date _____ Week ____

1. Am I on pace? ○ On pace ○ A little behind ○ Well behind

2. What's stuck, and what's my plan?

Deadlines coming up (tests, applications, registrations)

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

One change I'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 from family, friends or church, changes in sleep or appetite, or talk of being worthless.	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.