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 20–30 minutes.

How to use this packet

1. **A day or two before:** sit with your child for the Talk and draw pages and write down their words. Then fill in the Parent Review and Course Progress on your own.
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.

Talk and draw

Name _____ Date _____ Quarter 1 2 3 4 Week ____

Read each question aloud and write down your child's words. On the printed page, they can circle a face or draw instead. Keep it light: a few minutes on the couch is enough.

How do you feel about...

SUBJECT	CIRCLE ONE
Reading	Happy So-so Hard
Math	Happy So-so Hard
Science	Happy So-so Hard
Geography	Happy So-so Hard
Bible stories	Happy So-so Hard
Art and music	Happy So-so Hard

Tell me about it

What was your favorite thing we learned?

Write their words, or let them draw it.

Draw it here, or write their words.

What was hard?

Show me something you made. Why do you like it?

What do you want to learn about next?

How am I doing?

CIRCLE A FACE	
I listen the first time.	Most days · Some days · Not yet
I try again when something is hard.	Most days · Some days · Not yet
I put my things away.	Most days · Some days · Not yet
I am kind to my brothers, sisters and friends.	Most days · Some days · Not yet

Something to look forward to

What would be fun to work toward?

A sticker chart, baking together, a trip to the library or the park.

> *"I can do all things through Christ which strengtheneth me."*
> Philippians 4:13 (KJV)

Parent Review

Name _____ Date _____ Quarter 1 2 3 4 Week ____

You lead the conference at this age, so this review carries most of the weight. Fill it in first, from what you have seen day to day.

> *"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 for short lessons, listening, early reading and numbers, curiosity and questions.

This quarter: ○ Growing well ○ Steady ○ Needs attention

What I've seen:

One next step:

Stature: the body

Sleep, active play, eating, fine-motor skills like holding a pencil, small chores.

This quarter: ○ Growing well ○ Steady ○ Needs attention

What I've seen:

One next step:

Favour with God: faith

Short prayers, Bible stories, singing, obeying cheerfully.

This quarter: ○ Growing well ○ Steady ○ Needs attention

What I've seen:

One next step:

Favour with man: people

Sharing, taking turns, please and thank you, gentleness with siblings.

This quarter: ○ Growing well ○ Steady ○ Needs attention

What I've seen:

One next step:

One thing I will praise out loud (be specific: "You kept trying on that page")

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.)

☐ Letters, sounds or numbers aren't sticking after months of short, steady practice, or speech is much harder to understand than other children their age.

☐ 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.

☐ Unhappiness that lasts two weeks or more: many tears over lessons, pulling away, changes in sleep or appetite.

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

> *"Even a child is known by his doings, whether his work be pure, and whether it be right."*
> Proverbs 20:11 (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
		☐		☐	
		☐		☐	
		☐		☐	
		☐		☐	
		☐		☐	
		☐		☐	
		☐		☐	
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		☐		☐	
		☐		☐	
		☐		☐	
		☐		☐	
		☐		☐	
		☐		☐	

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

KINDERGARTEN–GRADE 2

Conference Guide

About 20–30 minutes, with a snack and something your child made. You lead; your child gets to talk and show.

Agenda

1. ☐ Pray together. (1 min)
2. ☐ Look at a piece of their best work and let them tell you about it. (5 min)
3. ☐ Ask the Talk and Draw questions and write down their words. (10 min)
4. ☐ Tell them two things you're proud of. (3 min)
5. ☐ Pick one goal and one thing to look forward to. (5 min)
6. ☐ Pray a blessing over them. (1 min)

Questions that open things up

- What made you laugh this quarter?
- Which story did you like best?
- What do you want to learn about?
- Who did you help?
- What was hard, and what did you do?

When you and your child disagree

- **Listen first and name the feeling.** "You don't like copywork. I hear you."
- **Keep the what; offer a choice in the how.** "Pencil or crayon?" "Before snack or after?"
- **Short and calm beats long and loud.** One sentence of reason is plenty.
- **End with warmth.** Finish with a hug or a blessing, not with the correction.

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

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

Notes

Wins we agree on:

Problems we agree on (one or two):

Experiments we'll try:

KINDERGARTEN–GRADE 2

Goal Pairs

One goal is plenty at this age. Keep the Now very near: today or this week.

Goal 1

The goal (in their words if you can):

Now: something to look forward to soon
A sticker chart, baking together, a trip to the library.

Why: your reason, said simply
One sentence they can understand.

This week we will…

- Celebrate effort and finishing, not perfection.
- Make the reward small and soon.
- Say the Why each time: "We practice reading so you can read God's Word and your favorite books by yourself."

Quick Check-In

About five minutes, parent only, around the middle of the quarter.

Date _____ Week ____

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

2. How do lessons feel to my child?



Happy So-so Hard

Anything that has been hard for more than a week?

3. Is the goal 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. Letters, sounds or numbers aren't sticking after months of short, steady practice, or speech is much harder to understand than other children their age.	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. Unhappiness that lasts two weeks or more: many tears over lessons, pulling away, changes in sleep or appetite.	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.