



August Family Conference
Student's Preparation Form

Student's Name: _____

Date: _____

1. What are the two most important goals that you would like to work on this upcoming academic year?
2. In your opinion, what are your strengths?
3. What is important to you as an individual? (Think beyond school and academics.)
4. What questions do you have about the upcoming year? What are you looking forward to?



August Family Conference Form Parents' Preparation

Student's Name: _____
Date: _____

Since the developmental needs of the adolescent are changing, the middle school program is designed differently from Primary and Lower School and has new levels of expectations. In order for the staff to serve your family better, please complete the attached survey and indicate your son's level in each of the academic and self-management areas. When you have completed the survey, then proceed with the following questions:

1. What are the two most important goals that you would like your son to work on this year?

2. What do you think are your child's strengths?

3. What questions do you have about the upcoming year?

4. Are there any areas that you have interest in helping in the classroom? (*i.e., Teaching an elective, volunteering to help with projects, hosting an Grade 8 intern, etc.*)



Survey of Academic and Self-Management Skills

This form is for the purpose of setting goals and opening discussion. It is to be completed by *both students and parents together*. Please bring this completed form to your August conference.

Key:

- 1 – Very confident, strong
- 2 – Confident, competent
- 3 – Less confident, weak
- 4 – Unknown

Academic Areas:

- | | | | |
|--------------------|--------------------------|----------------|---------------|
| ___ Vocabulary | ___ Math Basic Concepts | ___ History | ___ Music |
| ___ Writing | ___ Math Problem Solving | ___ Geography | ___ Art |
| ___ Grammar | ___ Math Computation | ___ Science | ___ Phys. Ed. |
| ___ Literature | ___ Geometry | ___ Technology | |
| ___ World Language | | | |

Work Ethic:

Organizational Planning, Managing Activities, and Time Management

- ___ Remembers to take home and bring back materials daily
- ___ Completes daily homework
- ___ Records and plans work
- ___ Paces work to catch up when absent
- ___ Honors due dates of long term projects
- ___ Arrives in class on time in the morning and at scheduled lessons during the day
- ___ Organizes personal materials and returns community materials to appropriate place
- ___ Is aware of personal boundaries and uses appropriate amount of classroom space

Independence, Motivation, and Responsibility

- ___ Predicts consequences of activity and behavior and takes responsibility for actions
- ___ Initiates work and follows instructions during group and individual work time
- ___ Finds and uses available resources
- ___ Seeks help and/or clarification when necessary
- ___ Is honest in reporting work
- ___ Checks work accurately
- ___ Honors commitments and agreements
- ___ Chooses appropriate place to work based on task, learning styles, and individual needs
- ___ Chooses challenging work

- _____ Prepares for written and performance assessments
- _____ Reviews tests and seeks help if 90% mastery is not achieved
- _____ Shares information with parents, including specific assignments
- _____ Communicates upcoming school events and activities with parents

Self-Regulation:

Managing Impulses

- _____ Acts appropriately during transition times
- _____ Behaves appropriately at off-campus school functions
- _____ Responds to adult requests
- _____ Uses appropriate language and responds to adults and peers
- _____ Manages frustration without verbal and/or physical abuse to self or others
- _____ Respects property of self and others when disappointed
- _____ Handles feedback without excessive anger
- _____ Waits until called upon to speak in group discussions
- _____ Allows others in group to share without interrupting

Attention Regulation:

Focus

- _____ Stays on task with self-chosen and required work assignments
- _____ Concentrates on tasks without distracting self or others
- _____ Chooses areas to work with a minimum of distractions (TV, phone, social media)
- _____ Participates in teacher-directed lesson with note taking

Social Skills:

Behavior

- _____ Is inclusive in classroom activities
- _____ Is aware of other people's needs and responses
- _____ Is an active listener
- _____ Actively participates in group work and discussions
- _____ Takes on leadership responsibilities when appropriate
- _____ Follows when appropriate
- _____ Practices kindness and generosity
- _____ Shows grace and courtesy toward others
- _____ Understands social boundaries
- _____ Dresses appropriately for school activities