



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