



ACCS 2024 ANNUAL CONFERENCE

REPAIRING *the* RUINS



A CELEBRATION *of* ANSELM

JUNE 19-22, 2024

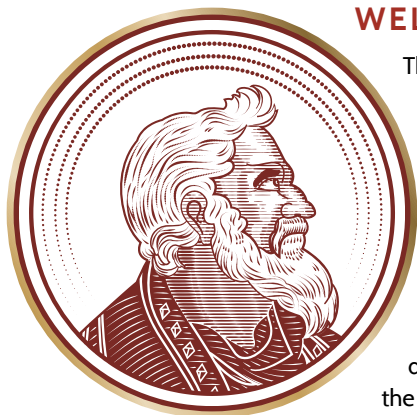
RENAISSANCE
ATLANTA WAVERLY

ATLANTA, GA

FOR CHRIST AND HIS KINGDOM



GENERAL ANNOUNCEMENTS



WELCOME!

This year's theme, "**A Celebration of Anselm**," reminds us that theology is not a dry exercise of abstract propositions about God but rather a process of faith seeking understanding in a relationship with the Creator. In his most famous discourse, the *Proslogion*, Anselm says, "I do not seek to understand in order that I may believe, but rather, I believe in order that I may understand." This became the motto of many Christian scholars: *Credo ut intelligam*—"I believe that I might understand." For Anselm, the basis of his own understanding began with God himself.

As society has lost its faith in God, it has lost its understanding of basic truths. So as we seek to teach within the classical Christian tradition, we must remember that we do have answers to the fundamental questions, and that passing this understanding on to the next generation must begin, as Saint Anselm demonstrated, with *belief*.

- 1 Beverages are located in the vendor area on the ballroom level (Garden Court). Other food offerings in this hotel are listed among the following pages.
- 2 The head of each ACCS-accredited and ACCS-candidate school is invited to join David Goodwin in Habersham. The meeting begins at 12:15 on Thursday. Lunch will be provided.
- 3 The head of school and one guest are invited to learn more about upcoming work for ACCS, Friday in Habersham. The meeting will begin at 12:15. Each head of school should have received two coupons for lunch.
- 4 Please make time to visit each of the vendors. Vendors are available from 9-5 on Thursday and Friday and 9 to noon on Saturday.
- 5 If you are a school looking for someone to fill a position at your school, please leave a 3x5 card with the job description and your contact information on the bulletin board near the registration booth. Likewise, if you are a "someone" looking for a position to fill, you may check the bulletin board or post a 3x5 card to let schools know of your area of expertise and contact information. Cards may be obtained at the registration booth.
- 6 The registration booth will also double as the conference "Lost and Found."



- 7 Plenary sessions and workshops are being recorded. Member schools will receive full access to all conference recordings in the Members Resource Center.
- 8 We thank our sponsors, advertisers, and speakers for their help bringing us the Repairing the Ruins conference. The ACCS welcomes our friends and reminds attendees that their views are their own and do not necessarily represent those of the ACCS or our members.
- 9 Please plan to join us again next year on June 18 to 21, 2025, at the Renaissance Dallas Addison Hotel in Addison, Texas.

CONTENTS

General Announcements 2
Wyndham Grand Site Map 4
Area Restaurants6-7
Renaissance Waverly Food Services 7

WEDNESDAY

Schedule8
Plenary and Workshop Synopses10-12
Leader’s Day Speaker Biographies 14-22

THURSDAY

Schedule 24
Plenary and Workshop Synopses 25-30

FRIDAY

Schedule 32
Plenary and Workshop Synopses 34-40

SATURDAY

Schedule 42
Plenary and Workshop Synopses 43-44

Main Conferences Speaker Biographies 46-66
Hymns, Psalms, Prayers 70-84
Vendor Contact Information 85-87

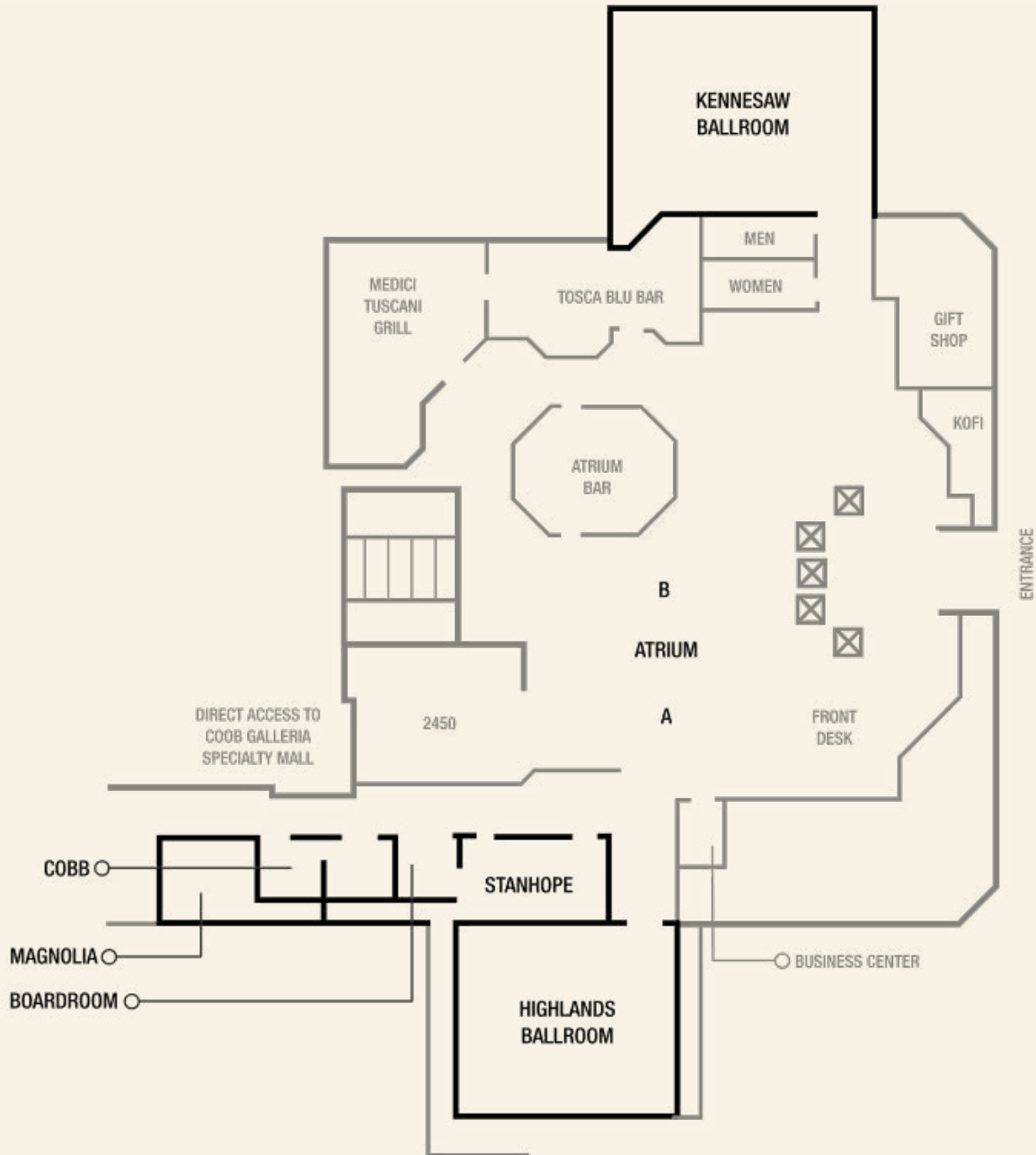




MEETING ROOMS

Renaissance Atlanta Waverly

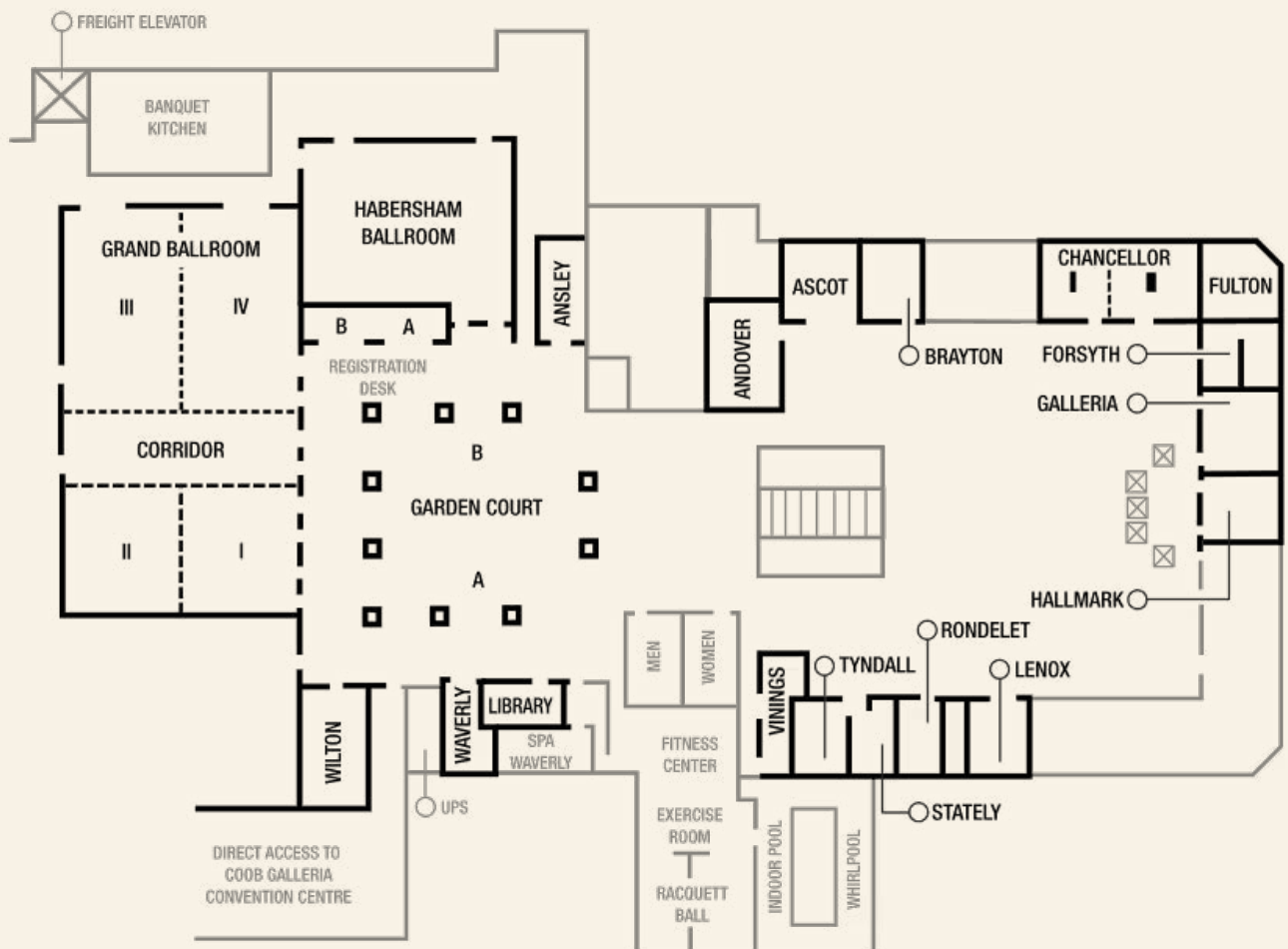
FIRST FLOOR



MEETING ROOMS

Renaissance Atlanta Waverly

SECOND FLOOR





NEARBY DINING OPTIONS

yummy.

DINING IN CUMBERLAND, THE BATTERY ATLANTA & VININGS



Walking paths to The Battery Atlanta
Approximately 10 minute walk.
■ Outside Sidewalk ■ Galleria Path
Galleria Path goes through hotel atrium & Cobb Galleria Centre.



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THE BATTERY ATLANTA

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- Blue Moon Beer Garden
- C. Ellet's Steakhouse
- CRU Food & Wine Bar
- Eataliano
- El Super Pan
- Garden & Gun Club
- Goldbergs Fine Foods
- H&F Burger
- Mac McGee
- National Anthem
- PH'EAST (Far East Street Feast)
- Punch Bowl Social
- Sports & Social
- Supercia
- Terrapin Taproom & Fox Bros. B-B-Q
- Wahlburgers
- Yard House

CUMBERLAND

- Blaze Pizza
- Bonefish Grill
- Buffalo Wild Wings
- Carrabba's
- CAVA
- Chick-fil-A
- Chipotle Mexican Grill
- Cinco Mexican Cantina
- Copeland's of New Orleans
- Doc's Food & Spirits
- Häagen-Dazs
- Hooters
- Hopdoddy Burger Bar
- Kuroshio Sushi Bar & Grill
- Longhorn Steakhouse
- Maggiano's Little Italy

- Main Event
- Murph's
- Original ChopShop
- P.F. Chang's
- Philly Connection
- Pokeworks
- Saigon Cafe
- Starbucks
- Stoney River Steakhouse & Grill
- Swapna Indian Cuisine
- Taco Mac
- The Cheesecake Factory
- The Honey Baked Ham Company
- Tropical Smoothie Cafe
- Top Spice
- Tin Drum Asian Kitchen
- 101 Bagel Cafe

VININGS

- Another Broken Egg Cafe
- Bartaco
- C&S Seafood & Oyster Bar
- Canoe
- Chicken Salad Chick
- Crispina Ristorante & Pizzeria
- Hoki
- Mellow Mushroom
- Meehan's Public House
- Old Vinings Inn
- Olive Bistro
- Orient Express
- The Public House
- SOHO American Bistro
- Stockyard Burgers & Bones
- 101 Steak



NEARBY DINING OPTIONS

RENAISSANCE WAVERLY FOOD SERVICES

Facility (all on lobby level)	Hours
2450 BREAKFAST & LUNCH	Breakfast..... 6:30 am-11 am Lunch..... 11 am-2 pm Monday-Thursday..... 6:30 am-2:00 pm Friday 6:30 am-11:00 am Saturday-Sunday 7:00 am-12:00 pm
TOSCA BLU LOUNGE COCKTAILS, MEALS & BITES	Daily 3 pm-12:00 am Monday-Thursday..... 3 pm-12:00 am Friday-Saturday 12:00 pm-12:00 am Sunday 4 pm-11:00 pm
KOFI (STARBUCKS TYPE)	Monday to Friday 6:00 am-12:00 pm Saturday to Sunday 6:30 am-12:00 pm

OTHER NEARBY DINING

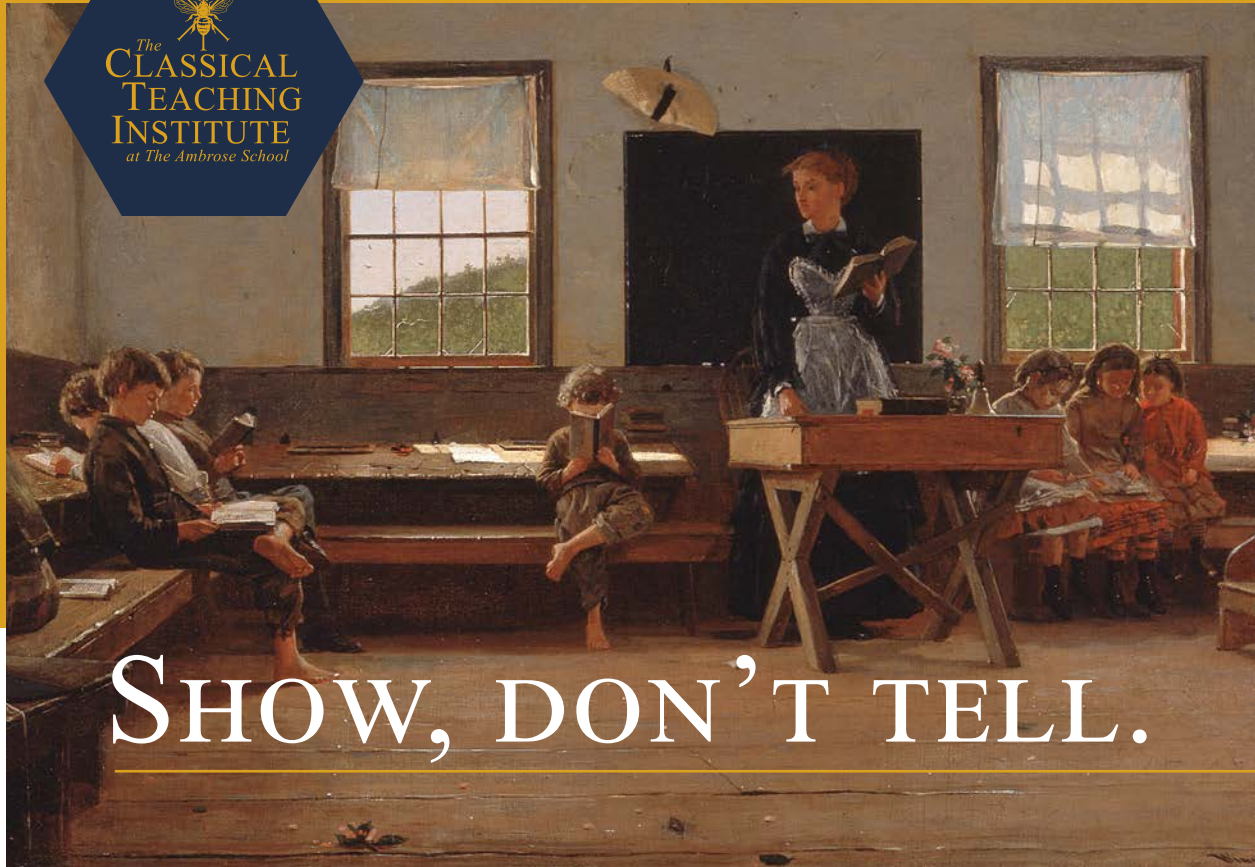
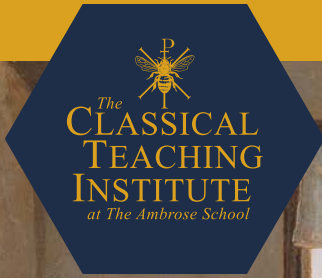
Restaurant	Distance
STONEY RIVER STEAKHOUSE AND GRILL	0.5 Miles
RAY'S ON THE RIVER	0.2 Miles
OLIVE GARDEN	1.0 Miles
PAPPADEAUX SEAFOOD KITCHEN	2.2 Miles
STOCKYARD BURGERS AND BONES	2.2 Miles
HOPDODDY BURGER BAR	0.7 Miles
SOUTH CITY KITCHEN VININGS	4.0 Miles



LEADER'S DAY PRE-CONFERENCE: SCHEDULE

WEDNESDAY, JUNE 19

TIME/ROOM	EVENT	SPEAKER
8:00-8:30 Grand Ballrm 3&4	COFFEE	
8:30-8:45 Grand Ballrm 3&4	WELCOME	David Goodwin
8:45-9:30 Grand Ballrm 3&4	PLENARY: Leading in Ambiguity and Conflict	Ben Merkle
9:45-10:30 Grand Ballrm 3&4 Grand Ballrm 1&2	WORKSHOPS: Board Members: Building Long-term Head of School Leadership The Conflict-Free School: Why You Cannot Have One and What to Do About It	Fischer, Phillips, Robinson & Shapleigh Dernlan & Seibel
10:45-11:30 Grand Ballrm 3&4 Grand Ballrm 1&2	WORKSHOPS: Creating an Agile, Relevant Strategic Plan for Your School How Aligned and Practiced Values Benefit School Culture	Brad Layland Danielle Dillenschneider
12:00-1:00	LUNCH (on your own)	
1:00-1:50 Grand Ballrm 3&4	PLENARY: The "Year" of School Choice Continues	Lindsey Burke
2:00-2:50 Grand Ballrm 3&4 Grand Ballrm 1&2	WORKSHOPS: School Choice Funding—Blessing or Curse? Identifying and Training New Board Members	Cowart & Maestri Tim Dernlan
3:00-3:50 Grand Ballrm 3&4 Grand Ballroom 4	WORKSHOPS: Heads of School: 'This Isn't Easy—Help Anyone? Ready, Aim, FIRE! Defining, Refining and Announcing Vision	Fischer, Phillips, Robinson & Shapleigh Mark Koscak
4:00-4:50 Grand Ballrm 3&4 Grand Ballrm 1&2	WORKSHOPS: We Started a School and Surprise—It Worked! Is There Really a Classical Difference?	Liz and Wally Caddow Brad Dolloff
4:50-5:30 Grand Ballrm 3&4 Grand Ballrm 3&4 Grand Ballrm 3&4 Grand Ballrm 1&2 Grand Ballrm 1&2 Grand Ballrm 3&4	REGIONAL GATHERINGS FOR PRAYER South: FL, GA, AL, KY, MS, and TN (Front of Room) East: DE, MD, NC, SC, VA, WA D.C., and WV. (Back of Room) West: AZ, CO, ID, MT, NV, NM, UT, and WY, AK, CA, HI, OR, and WA (Middle of Room) South Central: AR, LA, OK, and TX (Front of Room) Northeast: CT, ME, MA, NH, RI, VT, NJ, NY, and PA (Middle of Room) Midwest: IL, IN, IA, KS, MI, MN, MO, NB, ND, OH, SD, and WI. (Back of Room)	
9:00-4:00 Ascot Brayton (1:00-4:00) Waverly Wilton	PRACTICUMS: Teaching Classic Literature for Beginners A Fundraising Workshop for Classical Christian Schools Teaching Latin Teaching Lab	Josh Gibbs Brad Layland Tim Griffith Chris Schlect
6:30-8:30 Grand Ballrm 3&4	REHEARSAL: ACCS NATIONAL HONOR CHOIR	
7:30-9:00 Kennesaw	RECEPTION FOR HEADS OF SCHOOLS Sponsored by: QBIX ACCOUNTING SOLUTIONS and FIRST TRYON ADVISORS	



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If you've heard enough lectures about lecturing and discussions about discussing, join us for a **mid-year retreat** (beginning fall 2024) or a **week-long summer course** (beginning summer 2025) and see what an experienced teacher can *show* you.

Visit theclassicalteachinginstitute.org to learn more.





LEADERS DAY PRE-CONFERENCE

WEDNESDAY, JUNE 19

8:00-8:30COFFEE

8:30-8:45WELCOME

8:45-9:30PLENARY SESSION

Leading in Ambiguity and Conflict, *Ben Merkle*

As a leader, you are called on daily to make countless decisions, all of them seemingly freighted with ominous consequences, and none of them offering simple, obvious answers. In particular, the last several years have been a real meat-grinder for the leadership in Christian schools, as school leaders must make decisive choices in no win situations. This talk will consider some guiding principles for navigating these difficult moments with integrity and joy.

9:45-10:30WORKSHOPS

Board Members: Building Long-term Head of School Leadership, *Panel Discussion*

One of the keys to a successful school is the relationship between the Board and the Head of School. There are numerous ways to establish an effective relationship between the two, but there are some keys to it working well both day-to-day and year-to-year. Four panelists who have each served as administrators of their schools for over 20 years will share some of those key ideas and how they helped allow for a long tenure of service at their schools. Some practical ideas for board members to consider will be shared and will lead to a question and answer period for further discussion.

The Conflict-free School: Why You Cannot Have One and What to Do About It,

David Seibel & Tim Dernlan

Disagreements and disappointments are inevitable for all Trustees and Administrators but few are ready once conflict hits their school culture. After their work helping school leaders and boards through varying degrees of relational turbulence, Dr. Timothy Dernlan and Dr. David Seibel provide a biblical framework navigating challenging conflicts that can kill a school culture. Attendees will walk away with a simple framework for assessing the degree of conflict as well as a set of strategies for responding to the most common disagreements that occur in schools.

10:45-11:30WORKSHOPS

Creating an Agile, Relevant Strategic Plan for Your School, *Brad Layland*

Does your school's strategic plan drive daily decisions on how time and resources are spent? Does it equip you to face a rapidly changing world? Does your school have a strategic thinking culture?

In this session, we will define a way of strategic thinking that must shape our planning. You will learn the keys to creating an agile, relevant plan for your Classical school which supports a strategic thinking culture. Your strategic plan can then unify and guide your school through opportunities, challenges, and uncertainties.

How Aligned and Practiced Values Benefit School Culture, *Danielle Dillenschneider*

For my dissertation, I researched how six areas of worklife (workload, community, control, values, reward, fairness) predicted burnout in ACCS secondary teachers across the country, and I found that a teacher's sense of value alignment within the organization most significantly predicted a lower presence of burnout in teachers. I will unpack this finding by discussing what value alignment looks like for teachers practically and the various ways administrators can support their teachers in this process.

I will present the findings from my dissertation research along with case study sketches to illustrate these ideas. I will also discuss how various mission statements and core values of classical Christian schools can be evidenced in schools. Additionally, I will show ways in which certain practices seem to contradict the core values of a classical Christian school, which would contribute to teacher burnout.

11:30-1:00LUNCH (ON YOUR OWN)

1:00-1:50PLENARY SESSION

The "Year" of School Choice Continues, *Lindsey Burke*

This presentation on Educational Savings Accounts (ESA) provides a broad overview of initiatives from several states.



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CLASSICAL CHRISTIAN STUDIES

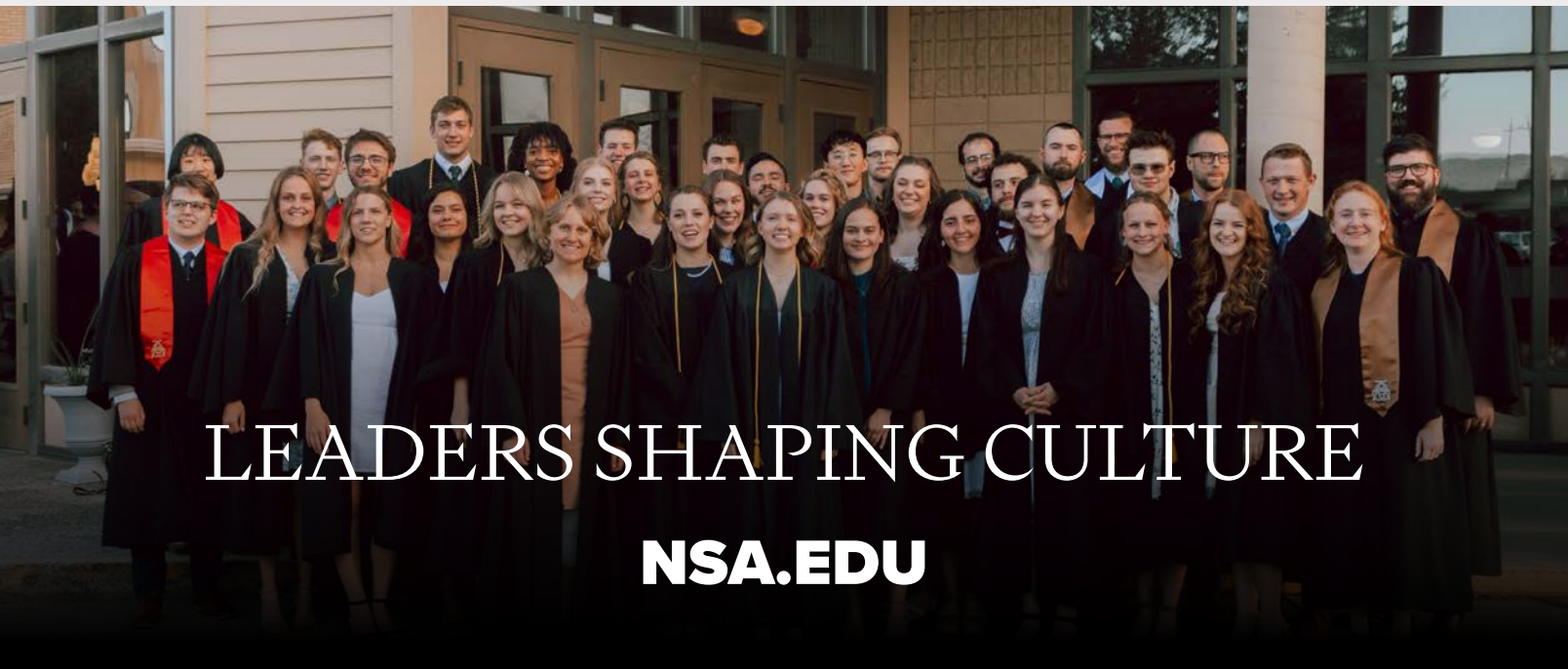
Our low-residency classical Christian studies degree immerses you in liberal arts and humanities, preparing you to enrich culture. Explore Western texts and their impact. Designed for busy professionals, educators, and parents, our live online classes fit your schedule. Join live classrooms, fellowship with peers, and network with scholars.

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LEADERS SHAPING CULTURE

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PLENARY & WORKSHOP SYNOPSES

2:00-2:50 WORKSHOPS

School Choice Funding—Blessing or Curse?,

James Cowart & Kyle Maestri

Changes in school choice funding in many states present ACCS schools with the reality of either compromising their standards or closing their doors. Could there be a third option? This workshop will share what two schools, one in Arizona and one in Florida, are doing to adapt to the changing school choice landscape.

Identifying and Training New Board

Members, Tim Dernlan

What qualifications, skills, and personality traits should we look for in classical Christian school board members? What is the process for finding board members? How long does it take to find board members? How do we onboard new members and ensure proper training in board governance so that we remain committed to our mission, vision, and strategic plan? If you have asked any of these questions, you are not alone. These are all common questions of classical Christian school boards that will be addressed during this workshop.

3:00-3:50 PM WORKSHOPS

Heads of School: “This Isn’t Easy—Help Anyone?”,

Panel Discussion

The position of school administrator requires many skill sets. One must be an organizer, an inspirer, a visionary, a planner, and a prayerful servant-leader. There are many unique situations to navigate along the way. Four panelists who have each served as administrators of their schools for over 20 years will share some of the lessons learned throughout their tenures. Mistakes made along the way and ‘best pieces of advice’ will be among the topics shared. Question and answer time will be provided to pursue the ideas in more detail.

Ready, Aim, FIRE! Defining, Refining and

Announcing Vision, Mark Koscak

Colossians 2:4-5 speaks of Paul rejoicing in the faith of the Colossians and their good order. Implementing a vision can be challenging. Good order creates the pathway for

defining, refining, and presenting your vision. I hope that my experience developing, counseling, and consulting, nationally and internationally, will help School Administrators, Board Members, and Development Directors to implement vision in an orderly way.

This presentation will help School Administrators, Board Members and Directors of Development, to understand the cost of disorder, and the homework to be completed that will set the table for an ordered implementation of vision.

4:00-4:50 WORKSHOPS

We Started a School and Surprise—It Worked!,

Liz and Wally Caddow

Twenty-five years ago, we were a young couple wondering what kind of schooling we wanted for our little son. Liz was working as a teacher in public education and it convinced us that we wanted something more for our children’s schooling. After much prayer and research, we decided to start a school—and it worked.

This session will illuminate what it takes to start a school and shepherd it to maturation and success and doing it all as husband and wife raising three kids in the process. We hope our story will inspire others to continue the journey.

Is There Really a Classical Difference?, Brad Dolloff

Barna research from 2018 found only 10% of young adults raised Christian still followed Christ faithfully. 22% no longer identified as Christian! The Good Soil Report showed better results for older ACCS graduates, but what about recent ACCS graduates influenced by smart phones and a pandemic? Brad will share his doctoral research from 2022 examining if ACCS graduates still in college demonstrated a higher level of faith commitment than those in the Barna study. The presentation will include anecdotal input from his son, Coby, an ACCS graduate now teaching at an ACCS school.

4:50-5:30 REGIONAL GATHERINGS FOR PRAYER

Attendees will gather for prayer. This will allow you to meet some of your colleagues working near you.

See location on schedule.

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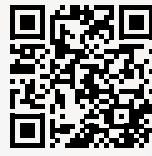
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Training Demo



Speaker Biographies



LINDSEY BURKE (lindsey.burke@heritage.org)
“The ‘Year’ of School Choice Continues”

As Director of the Center for Education Policy at The Heritage Foundation, **Lindsey Burke** oversees Heritage’s research and policy on issues pertaining to preschool, K-12, and higher education reform. Burke’s research has been presented at academic conferences and published in peer-reviewed journals including *Social Science Quarterly*, *Educational Research and Evaluation*, and the *Journal of School Choice*, and her commentary and op-eds have appeared in numerous magazines and newspapers. She is a frequent guest on radio and television shows and speaks on education reform issues across the country and internationally. She has published evaluations of education choice options for public policy foundations across the country and has done extensive work shaping and evaluating education savings accounts (ESAs).

In 2021, Burke was tapped to join Governor-elect Glenn Youngkin’s Transition Steering Committee and was also appointed to serve on the Youngkin Landing Team for Education. Burke was also appointed by Governor Youngkin to serve on the Board of Visitors for George Mason University. Her term runs from July 1, 2022, to June 30, 2026.

Burke also serves as a fellow at EdChoice, the namesake foundation of Milton and Rose Friedman, on the national advisory board of Learn4Life, a network of public charter schools serving “opportunity youth,” on the board of the Educational Freedom Institute, on the advisory board of the Independent Women’s Forum’s Education Freedom Center, and as a Trustee of Choice Media.

In 2022, Burke was honored to receive The Heritage Foundation’s President’s Award for striving to build an enduring organization. In 2015, Burke won Heritage’s prestigious W. Glenn and Rita Ricardo Campbell Award in recognition of her work fighting for expanded education choice options. The award is given annually to a policy expert who has made “an outstanding contribution to the analysis and promotion of a free society.”

Burke holds a bachelor’s degree in Politics from Hollins University in Roanoke, Virginia, and a master of teaching degree in Foreign Language Education from the University of Virginia. She earned her PhD in Education Policy from George Mason University, where she examined the intersection of education choice and institutional theory.



LIZ AND WALLY CADDOW (wcaddow@trinityclassicalacademy.com)
“We Started a School and Surprise—It Worked!”

Liz Caddow founded Trinity Classical Academy in 2001 in Santa Clarita, California with her husband, Wally Caddow. Today Trinity is in its 23rd year with 560 students in grades K-12th and has graduated 13 classes totaling over 400 students who have attended some of the finest universities and colleges in the United States.

Liz went on to teach public junior high for 8 years. Her experiences there began to strengthen a resolve that starting a new school was what God had planned for her. But what kind of school was worthwhile to start? Hearing the founder of the Logos School, Douglas Wilson, on James Dobson’s “Focus on the Family” radio program one morning gave her the answer. After months of research, reading, and consideration, Liz and Wally presented a survey to their local church congregation to gauge interest in beginning a classical, Christian school. A dozen families expressed interest and the dream of Trinity Classical Academy began a journey to reality.





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LEADER'S DAY PRE-CONFERENCE: SPEAKERS

Trinity has also pioneered the inclusion of special education into the classical school setting by opening the Imago Dei School (Latin for the Image of God) to serve students with developmental disabilities. The only classical school in the country to do so, and one of the few Christian schools to address this underserved population. Trinity now also serves 160 plus students in the independent learning community through Trinity's Libertas Preparatory School.

Liz and Wally make their home in Santa Clarita, California. Their son, Ian, attended the United States Naval Academy and now serves as a 1st Lieutenant Logistics officer in the United States Marine Corps, married a Trinity alumna, and the Caddows were excited to celebrate their first grandchild this past fall. Their daughter, Hannah, graduated from Life-Pacific University this past spring with a masters in Leadership Development. Their youngest daughter, Lily, just completed her freshman year at Wheaton College, where she also plays on the Wheaton Thunder women's basketball team.



JAMES COWART (james.cowart@trinitaschristian.org)
"School Choice Funding—Blessing or Curse?"

James Cowart serves as headmaster at Trinitas Christian School in Pensacola, Florida. He previously served as headmaster at an ACCS school in Tennessee before moving to Pensacola almost ten years ago. James and his wife Joy have five children, all of whom attend Trinitas.



TIM DERNLAN (tdernlan@accsedu.org)
"The Conflict-Free School: Why You Cannot Have One and What to Do About It"
"Identifying and Training New Board Members"

Dr. Timothy Dernlan earned an Ed.D. in Organizational Leadership from Ashland University and was named the Outstanding Graduate in 2013. He also holds an M.Ed. in Educational Leadership from Lehigh and a B.A. in Communication and Education from Purdue. He currently serves as Vice President for the Association of Classical Christian Schools. He has served as Head of School at institutions ranging from 200 to 1300 students and has served on a variety of non-profit boards and committees. He consults with schools and specializes in board governance, strategic planning, organizational structure, and financial stability. He has authored several books including *A Guide to Understanding Classical Christian Education* and *Classical Christian Virtues*. Dr. Dernlan and his wife, Kara, were married in 2000 and they have two sons and two daughters (Boaz, Ezekiel, Rebecca, and Anna). They enjoy hiking, reading, camping, exercising, theology, and playing board games together as a family.



DANIELLE DILLENCHNEIDER (ddillenschneider@bayshorechristian.org)
"How Aligned and Practiced Values Benefit School Culture"

Danielle Dillenschneider has taught at Bayshore Christian School for nine years. In her time at Bayshore, she has taught literature, rhetoric, debate, writing, and art history, to seventh through twelfth-grade students. She has earned a Master's in Classical Education from Eastern University and a Doctorate of Education from Southeastern University.

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LEADER'S DAY PRE-CONFERENCE: SPEAKERS



BRAD DOLLOFF (bdolloff@cofo.edu)

“Is There Really a Classical Difference?”

Dr. **Brad Dolloff** has been the dean of the Lab School at School of the Ozarks, a classical Christian K-12 laboratory school of College of the Ozarks since its opening in 2012. Before accepting the position as the headmaster here, Dr. Dolloff served as a mathematics teacher, coach, and school administrator in public education. His experience in education spans more than three decades. Additionally, he serves on the teaching team at First Baptist Branson and as a member of the South Central Missouri Fellowship of Christian Athletes (FCA) board of directors. Dr. Dolloff's educational background includes an Ed.D. in Education from Southwest Baptist University in 2022, a Specialist in Education (Educational Administration) degree from Missouri State University in 2011, an Administrative Certification (M.A. in school leadership program) from Baker University in 2002, Master of Science in Education from Southwest Missouri State University in 1993, and a Bachelor of Arts in mathematics teaching from Bethany College in 1986. He has been married to his wife, Dee, for over thirty years, and they have two children. Their oldest Coby completed a Masters in Theology and the Arts from the University of St. Andrews in Scotland and is teaching at Classical School of Wichita. Their daughter, Leah, graduated with an English major and art illustration minor from John Brown University. Leah is now attending The Kanakuk Institute in Branson, Missouri. In addition to spending time with family, Brad enjoys coffee with friends and loved ones, the outdoors, hiking, and exploring God's creation or any destination that requires a Jeep to reach it!



TY FISCHER (tyfischer@veritasacademy.com)

“Advice for Heads of Schools”

“Advice for School Boards”

Ty Fischer has been the Head of School at Veritas Academy in Leola since 1997. He received a BA in history from Grove City College and a Master of Divinity from Reformed Theological Seminary in Jackson, Mississippi. He has also studied at Cambridge University at the Faraday Institute for Science and Religion. He is a permanent member of the Association of Classical and Christian Schools Board. He has been involved in numerous curricular projects. He was the Managing Editor of the Veritas Press Omnibus Project. Ty and his wife, Emily, are the parents of four daughters: Maddy, Laynie, Karis, and Elyse, and the proud owners of one “periodically obedient” Puggle, Roxy.



DAVID GOODWIN (david.goodwin@accsedu.org)

“Opening Welcome”

David Goodwin has served as the full-time president of the Association of Classical Christian Schools (ACCS) since 2015. Formerly, he was the head of the Ambrose School, a classical Christian school in Boise, Idaho from 2003 through 2014. He served on the ACCS Board as an elected member from 2010 to 2014 and helped develop the strategic plan for the ACCS. Prior to his work in classical Christian education, Mr. Goodwin spent 13 years in marketing and new business development for a large computer products manufacturer. He holds an MBA and BIS from Boise State University. He and his wife, Stormy, work as a team on many ACCS projects and attend The King's Congregation in Boise, Idaho.



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LEADER'S DAY PRE-CONFERENCE: SPEAKERS



MARK KOSCAK (MKoscak@providenceacademy.com)

“Ready, Fire! Aim? Defining, Refining, and Announcing Vision”

Mark Koscak has served as the Director of Development at Providence Academy in Johnson City, Tennessee, for 21 years. He also consults domestically and Internationally for Holland Educational Consulting. Mark and his bride, Beth, have been married for 30 years. They have two adult children, TJ and Caroline. Both children attended Providence Academy, K-12. The most underrated aspect of Mark's time at Providence has been the vicarious education he received as his children received their classical Christian education.



BRAD LAYLAND (blayland@thefocusgroup.com)

“Creating an Agile, Relevant Strategic Plan for Your School”

Brad Layland, CEO, first learned how to raise money as a college student in 1993, while seeking to raise personal support as a part-time staff member for Young Life. Over the course of 20 years at Young Life, he developed his passion for and expertise in relational fundraising, to the point where he was asked to train other area directors around the country, and eventually became the Chief Development Officer for the entire organization. Brad joined The FOCUS Group in 2012 as a Senior Consultant and became the owner and CEO in 2015. In 2013, he launched the Taking Donors Seriously® e-learning and coaching program to make the firm's expertise accessible to individuals and smaller nonprofits. Brad's expertise providing high level fundraising counsel to nonprofit organizations incorporates major donor strategies, training workshops, planned gift marketing, and capital campaign counsel. In recent years he has led capital campaigns for Dallas Theological Seminary (\$160M), Intervarsity Christian Fellowship (\$89 million), Union Rescue Mission (\$83 million), The Bowery Mission (\$27 million) and Veritas School (\$5.3 million). Brad received his B.A. in Communications from the University of Florida and his M.A. in Theology from Fuller Theological Seminary. He and his wife, Wendy reside in St. Augustine, Florida and have four children. Brad enjoys running marathons, skiing, investing in real estate, entrepreneurship, and traveling with his family. Over the past 20 years, he has completed 50 marathons and recently completed two Ironman Triathlons. Brad is the founder of Endless Summer Realty, the largest residential real estate brokerage in St. Augustine, closing over \$240 million in transactions in 2021. He is a founder and board member of Veritas Classical School and launched an annual “Giving Day” in St. Augustine, which has become a platform for local nonprofits to raise hundreds of thousands of dollars and establish relationships with new donors. His entrepreneurial success has allowed Brad to experience the joy of generosity and gain a special understanding of the mindset of a major donor.



KYLE MAESTRI (kyle.maestri@trinitychristianaz.com)

“School Choice Funding—Blessing or Curse?”

Mr. Kyle Maestri is a passionate follower of Jesus Christ. He grew up in a Christian home where he was taught to ask hard questions which deepened his faith at a young age. He attended Biola University and was part of their first graduating class of the Torrey Honors Institute, a Christ-centered classical education Great Books program. While at Biola, he studied Philosophy and Theology and gained a passion for K-12 classical education. In 2003, he was approached to help start a classical Christian school for the Prescott area. He was daunted by the task but trusted that God was leading and did not want to miss out. He completed his Master's degree in Educational Leadership at Northern Arizona University in 2009. He loves teaching, spending time with students, being

LEADER'S DAY PRE-CONFERENCE: SPEAKERS



at home with his family, reading, and playing basketball. Along the way, during the beginning of the school, he married his true love, Anni. They now have four beautiful daughters that they are working hard to raise in the truth of God's Word. Please pray for him and his family as he leads this ministry with the guidance of the School Board, the Word, and the Spirit of God.

BEN MERKLE (bmerkle@nsa.edu)
"Leading in Ambiguity and Conflict"

Dr. **Ben Merkle** is the president of New Saint Andrews College, as well as a Senior Fellow of Theology. He holds a DPhil in Oriental Studies and an MSt in Jewish Studies from Oxford University, England; an MA degree in English Literature, a Greyfriars Letter, and a BS in Education (Secondary Education Chemistry, with a minor in History) both from the University of Idaho. He is a teaching elder at Christ Church, Moscow, Idaho, regularly preaching at their downtown service. Dr. Merkle is the author of *The White Horse King* (Thomas Nelson Publishers, 2009) and *Defending the Trinity in the Reformed Palatinate* (Oxford University Press 2015). He and his wife Rebekah have five children.



KEITH PHILLIPS (phillips.keith@schaefferacademy.org)
"Advice for Heads of Schools"
"Advice for School Boards"

Keith Phillips is Head of School at Schaeffer Academy in Rochester, Minnesota, where he has served for the past 26 years. Prior to Schaeffer Academy, Keith served as an administrator at Kauai Christian Academy on the beautiful north shore of Kauai and received an M. A. in Educational Policy and Leadership from The Ohio State University. Keith is a member of Trinity Presbyterian Church and a permanent member, and current chair, of the ACCS Board of Directors.



TRACY ROBINSON (TRobinson@hickorychristian.com)
"Advice for Heads of Schools"
"Advice for School Boards"

Tracy Robinson lives in Hickory, North Carolina with his wife, Gayle. The Robinsons have six children, five of whom graduated from Hickory Christian Academy, with the youngest recently completing his senior year at HCA in 2024. Tracy grew up in a Christian home, became a believer in Christ at a young age, and graduated with a degree in math and physics from Appalachian State University in 1992. He taught for five years in the public schools before his oldest daughter became school age. At that time, the Robinsons discovered Classical Christian education at Hickory Christian Academy, became parents, and eventually gained employment there, believing there was much more to education than the government had to offer. He has been the Head of School at Hickory Christian Academy for the past 24 years. During that time, HCA has grown from 175 students to 515, in addition to employing more than 70 faculty and staff and has acquired over \$14 million in buildings and land. HCA has been a member of the Association of Classical and Christian Schools since 1997 and has been fully accredited since 2015.



LEADER'S DAY PRE-CONFERENCE: SPEAKERS



DAVID SEIBEL (dseibel@accsedu.org)

“Using a Strategic Vision to Grow Fundraising and Fill Classrooms”

As the head of school, **David Seibel** aims to cultivate a generation of scholar-disciples who are passionate about learning. Husband to Brooke and father of two current and an additional two future Coram Deo Academy students, David holds a Doctorate of Education from Southern Theological Seminary, an M. Div. from Southern Theological Seminary, an M. Ed. from Marian University, and B. A. in Economics and Spanish from Wabash College. His family attends Cornerstone Bible Church in Carmel, Indiana.



ANDY SHAPLEIGH (ashapleigh@rpsok.org)

“Advice for Heads of Schools”

“Advice for School Boards”

Andy Shapleigh grew up in St. Louis, Missouri and attended the University of Kansas, earning a liberal arts degree before moving to Tulsa, initially in sales and later in a marketing and fund-raising position for a non-profit organization. After nine years in a corporate environment, he accepted the invitation to be the first headmaster for Regent Preparatory School of Oklahoma, which opened in August 2000. The school grew from 61 students in year one to just over 600 students today. Andy and his wife Lori have four children, all of whom are Regent graduates.

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MAIN CONFERENCE: DAY 1

Ad: Administrators | F: Foundations | P: Practicum
G: Grammar | LR: Logic/Rhetoric | TP: Track Plenary

THURSDAY, JUNE 20

TIME/ROOM	EVENT	SPEAKER
8:00-8:30 Grand Ballroom	DEVOTIONS	Douglas Wilson
9:00-9:30 Grand Ballroom	WELCOME & OPENING	David Goodwin
9:30-10:30 Grand Ballrm 3&4	PLENARY: Rene Girard, St. Anselm, and the Crackle of Envy	Douglas Wilson
10:50-11:50	WORKSHOPS:	
Grand Ballrm 3&4	All Modern Apologetics for Scientific Skeptics: The Astronomical Discourses	George Grant
Grand Ballrm 1&2	F (A) The Paideia of God	Joe Rigney
Kennesaw	G Build Engaging Literature Lessons	Sarah Crowe
Chancellor	Ad ACCS Accreditation From the School's Perspective	Hefner & Walker
Highlands	SN Kingdom Service: Answering the Call to Serve Students with Learning Needs	Liz Cadow
Wilton	All (Collaborative) Collaboration Without Consternation	Mandi Gerth
Galleria	All Art Education: Challenges and Delightful Possibilities in the Classical ...	Kandra Bellanca
Ascot	L/R How to Find and Train Latin (or Greek) Teachers for Your School	Tim Griffith
Habersham	TP TRACK PLENARY: Engaging our Students and Encouraging Our Parents	Keith McCurdy
12:00-1:15	LUNCH & VENDOR TIME	
12:15-1:00 Habersham	LUNCH MEETING for Heads of ACCS Accredited Schools	David Goodwin
1:15-1:30 Grand Ballroom	SINGING AND ANNOUNCEMENTS	
1:30-2:30 Grand Ballroom	PLENARY: The Children of Hope: Augustine and Anselm	Kevin Roberts
2:30-4:00 TBD	HEAD OF SCHOOL WIVES' TEA	
2:50-3:50	WORKSHOPS:	
Habersham	F (A) The Experience of the Sublime	Grant Horner
Wilton	All Theological Thinking and Other Unnatural Acts	Kyle Rapinchuk
Kennesaw	G Against Pragmatism: Mathematics in the Grammar School	Patricia Smith
Highlands	L/R Opening Doorways to Classroom Attentiveness	Phil Arant
Chancellor	Ad Blending Faith and Preparedness in Safety Training	Jason Perry
Grand Ballrm 1&2	SN From Empathy to Action: Creating a Comprehensive Student Support ...	Megan Howell
Galleria	L/R Designing an Effective Senior Thesis Program	Patrick Halbrook
Ascot	L/R A More Melodious Sound: Fighting the Attraction and Distraction of ...	Matt Beatty
Grand Ballrm 3&4	TP TRACK PLENARY: Anselm the Teacher: The Pursuit of Joy in Education	Joe Rigney
4:10-5:10	WORKSHOPS:	
Habersham	L/R Temple-Centered Teaching	Andrew Kern
Grand Ballrm 1&2	G Rhyme, Rhythm, & Repetition	Mindy Stanley
Kennesaw	F (A) The Seven Laws of Teaching	Christie Wright
Galleria	L/R What 400 Hours of Discussion over 50 Texts in 16 Months as a Student . .	Mark Wheeler
Chancellor	Ad Counting the Cost ... The Head of School Role	M. Wade Ortego
Wilton	All A Good Man is Hard to Find: Modern Education and the Crisis of Men ...	Franklin Norton
Highlands	SN A Day in the Life: Teaching Students with Learning Needs in the ...	Collver, Robertson, & Weichbrodt
Ascot	All (Collaborative) Twenty Years in a Collaborative School: Lessons ...	Jean Auxier
Grand Ballrm 3&4	TP TRACK PLENARY: Part I: Homer on Courage and Justice	Louis Markos
7:30-8:30 Grand Ballrm 3&4	TP ACCS NATIONAL HONOR CHOIR PRESENTED BY NSA	

PLENARY & WORKSHOP SYNOPSES: DAY 1

THURSDAY, JUNE 20

8:00–8:30 AM..... DEVOTIONS

9:00–9:30 AM..... WELCOME AND OPENING

9:30–10:30 AM PLENARY SESSION

Rene Girard, St. Anselm, and the Crackle of Envy, *Douglas Wilson*

Our work in ACCS is a crucial front in our modern culture wars. As you cannot fight a naval war without ships, or conduct tank warfare without tanks, so it is impossible to have a culture war if we are missing a culture. The ACCS is in the front lines of a most necessary rearmament. The situation is dire—it is like Britain trying to rearm in the thirties. But it is not enough to have old books, Latin courses, and classical music. Cultures need an immune system against the deadliest culture disease, which is envy. And to understand that properly, we need to look at Girard and Anselm.

10:50–11:50 AM..... WORKSHOPS

Modern Apologetics for Scientific Skeptics: The Astronomical Discourses of Thomas Chalmers, *George Grant*

In 1815, shortly after he first arrived as the pastor of Glasgow's prominent Tron Church, Thomas Chalmers began a series of lunchtime lectures on astronomy. His aim was to meet objections against the truth of the Gospel "in the treatises of infidelity" and "in the conversations of the worldly." Every other month for the next two years, Chalmers employed every apologetic method in the ample arsenal of Christian truth to developing a vibrant "Natural Theology." In this workshop we will explore the remarkable impact from his lectures and draw from that legacy lessons for our own day of infidelity.

The Paideia of God, *Joe Rigney*

In this Foundation of Classical Christian Excellence workshop, we will explore the richness of the biblical vision of paideia. As classical Christian educators, we want our students to be thoroughly converted, that is, real Christians, all the way down. The paideia of God refers to the immersive process by which children are enculturated into the Christian faith. It covers everything from the habits of heart and mind that we seek to impart to our

students, as well as to the air that they breathe in our classrooms and in our homes as we seek to help them grow up into maturity in Christ.

Build Engaging Literature Lessons, *Sarah Crowe*

This workshop focuses on how to engage students in literature class with subtopics such as, "Engage them in the Truth," "Engage them with drama," "Engage them in oral narration," "Engage them in preparing arguments," "Engage them in comparing and contrasting," and more. The purpose is to encourage literature teachers with ideas for practical activities while focusing on the goals of instilling an enjoyment/wonder for literature, developing reasoning skills, exploring stories in light of the truth in God's word, and participating in active ways.

ACCS Accreditation From the School's Perspective, *Craig Hefner & Amy Walker*

The ACCS accreditation program is "A School-Improvement Program for Schools Serving Christ through a Classical Christian Education." These panelists are school administrators who have recently worked through the accreditation process.

Kingdom Service: Answering the Call to Serve Students with Learning Needs, *Liz Caddow*

What is God's charge to us as leaders of the classical, Christian education movement regarding serving students with learning needs? With the myriad of challenges facing independent, Christian schools, why is it important to consider and answer this question? Follow along with the Head of School at Trinity Classical Academy as she inspires you through her journey to serve the entire body of Christ while remaining true to Trinity's mission to provide a challenging education, grounded in the Christian faith and the classical tradition, to produce young men and women of virtue, wisdom, purpose, and courage.

Collaboration Without Consternation, *Mandi Gerth*

The collaborative model teacher is doing the work of two. She is teaching a classroom of students and she is managing relationships with parents—often times teaching them as well. This workload can be overwhelming and



PLENARY & WORKSHOP SYNOPSIS: DAY 1

discouraging. While teaching is a calling and we labor because we love, the collaborative model teacher must set boundaries around her time and her mental exertion. She cannot give to students and parents what she does not have. In this workshop, we will look at ways collaborative model teachers can manage time, expectations, and communication so that they can continue to grow and serve.

Art Education: Challenges and Delightful Possibilities in the Classical School, *Kandra Bellanca*

Classical visual arts teachers face a unique challenge. The academic art tradition of the past was unable to contend with modernism, and contemporary, postmodern art devalues skill and truth. Classical K-12 art educators must form a new vision of art education. We should draw from the Western tradition, account for the realities of our industrial age, and find the commonalities of great art across time. Our students should be comfortable making art, and talking about art in an informed and meaningful way that will enable them to interact with art even as adults.

How to Find and Train Latin (or Greek) Teachers for your School, *Tim Griffith*

Every classical Christian school needs teachers qualified in a classical language to make its curriculum successful. However, teachers who know Latin or Greek are hard to find and often turn over too quickly. In this workshop, Tim Griffith (from New Saint Andrews College) and Jonathan Roberts (from the Ancient Language Institute) provide models for supplying long-term language faculty, covering 1) how to find people who both know the language and can teach it, 2) how to make your own language teachers from scratch, and 3) how to train and maintain current teachers.

Engaging our Students and Encouraging our Parents, *Keith McCurdy*

The workshop will focus on how we can better engage our students without trying to be their best friend, therapist, or the detached expert. Instead, what can we do to take one step into their lives to provide the best context for teaching and mentoring. Further, how can we encourage our parents in their role with their children. Parenting has suffered significantly from the effects of the Therapeutic Mindset, and most struggle with feelings of hopelessness and being overwhelmed in their role as parents today. Parents are often searching for a community that supports healthy parenting and this provides a significant opportunity for us to speak into that process as well as providing resources to help at this time of crisis.

12:00-1:15 PM LUNCH AND VENDOR TIME

12:15-1:00 PM LUNCH MEETING FOR HEADS OF ACCS ACCREDITED SCHOOLS, *David Goodwin*

1:15-1:30 PM SINGING & ANNOUNCEMENTS

1:30 PM PLENARY SESSION

The Children of Hope: Augustine and Anselm, *Kevin Roberts*

Saint Augustine is supposed to have said: "Hope has two beautiful daughters; their names are Anger and Courage. Anger at the way things are, and Courage to see that they do not remain as they are." Today, in an increasingly secular world, Christians need to recover this virtue of hope and teach it to our children. To do so, we should look to Saint Anselm, who—nearly half a millennium after



PLENARY & WORKSHOP SYNOPSES: DAY 1

Augustine's death—picked up his work and articulated a faith-first approach to education that puts hope at the center of Christian learning.

2:50 PM WORKSHOPS

The Experience of the Sublime, *Grant Horner*

Building on Longinus's classical theory of the sublime in nature and art as "that which transports us out of ourselves," I will make a case that this kind of exceptional and disorienting experience of beauty, awe, terror, and the infinite is actually a quintessentially theological experience—one that, when handled properly, will set the classroom (and the students' souls) on fire for truth, goodness, and beauty.

Theological Thinking and Other Unnatural Acts, *Kyle Rapinchuk*

At classical Christian schools, we all teach theology and center our curriculum on Christ. But what are we doing to help our students think theologically? This workshop will explore what it means to think theologically and how to instill this in our students of all ages.

Against Pragmatism: Mathematics in the Grammar School, *Patricia Smith*

Arithmetic is often seen by parents, educators, and students alike as a very utilitarian and pragmatic subject. In the classical school, however, mathematics should not be seen as a pragmatic exercise, even in the grammar school. According to David Hicks in *Norms and Nobility*, "The study of mathematics, the ancients believed, reinforces the mind's power of concentration, memory, and logical process." What habits of diligence, attention, and delight are we establishing early that will shape students for the study of higher mathematics?

Opening Doorways to Classroom Attentiveness, *Phil Arant*

The workshop will investigate the issue of student attentiveness within the context of the *Seven Laws of Learning*. The second law states that the learner must attend with interest to the lesson. Lessons should never begin, or should quickly readjust, without student interest. During the workshop we will investigate various methodologies

Blending Faith and Preparedness in Safety Training, *Jason Perry*

This presentation delves into integrating biblically-based security principles to enhance the safety and security of educational institutions. It emphasizes the development of robust policies and procedures, fortified infrastructure, and comprehensive training programs. These elements are essential in nurturing a learning environment that aligns with biblical teachings and fostering a sense of community, discipline, and discipleship, all aimed at protecting students and staff while maintaining a welcoming and empowering campus.

From Empathy to Action: Creating a Comprehensive Student Support Program, *Megan Howell*

Recognizing that the Lord creates each student uniquely with his own special gifts and talents, Trinity believes that a rigorous classical, Christian education should be available to students with learning needs. Learn about the comprehensive program of academic and therapeutic support Trinity has designed to assist each learner in reaching his potential for Christ.

Designing an Effective Senior Thesis Program, *Patrick Halbrook*

Most classical Christian schools love the idea of the senior thesis. In reality, senior thesis programs often fall short of their potential, becoming a source of frustration for both teachers and students. A thriving senior thesis program is certainly possible for most schools, but designing one requires clarifying and communicating its purpose, understanding students' abilities and needs, and crafting a plan conducive to student success. This workshop will share practical strategies to help teachers create or improve senior thesis programs.

A More Melodious Sound: Fighting the Attraction and Distraction of the Modern World with Encounters with Truth, Goodness, and Beauty, *Matt Beatty*

A discussion of how to assist students (classroom) and parents (book clubs) into rejecting worldliness and distraction and grabbing hard onto heartfelt love of the true, good and beautiful by tying together Thomas Chalmers



PLENARY & WORKSHOP SYNOPSES: DAY 1

The Expulsive Power of a New Affection with CS Lewis, St. Paul, and Homer's *Odyssey*.

Anselm the Teacher: The Pursuit of Joy in Education, Joe Rigney

In this workshop, we will explore Anselm's theological and pedagogical method. Anselm famously commended "faith seeking understanding" as a motto for Christian theology. In his own teaching and writing, Anselm saw education as a joint venture between teacher and student in which they sought joy in God through dialogue and disputation. By examining Anselm's approach to education, we will sharpen our own vision of teaching in hopes of creating "Aha!" moments for our own students.

4:10-5:10 PMWORKSHOPS

Temple-Centered Teaching, Andrew Kern

The Biblical Temple is the key to interpreting the whole Bible. It's also the key to knowing the world, ourselves, and our place in the world. It shows how we—made according to the Image of God—learn. Since, as Dorothy Sayers said, we should teach with the grain of the child, this presentation searches for insights into that grain, insights hidden on the very surface of the temple, so we can bring them into our classrooms. What is it about the temple that enables us to teach our students in a Christ-centered way, guide them to the treasures of wisdom and knowledge that are found in Christ, and heal the breach between education and the spiritual life? Come and hear!

Rhyme, Rhythm, & Repetition, Mindy Stanley

Using the elements of rhyme, rhythm and repetition effectively throughout the day is invaluable to learning in the lower school.

The Seven Laws of Teaching, Christie Wright

As the foundational pedagogical guide in our association, Gregory's Seven Laws provide wisdom and practical ideas for teachers with great or little experience across all subjects and all grades. Additionally, administrators responsible for teacher training and evaluation will receive suggestions for how to best train, implement, and evaluate their faculty according to the laws.

What 400 Hours of Discussion over 50 Texts in 16 Months as a Student Taught Me about Graded Discussions, Mark Wheeler

While in school as a student, I never experienced academic discussions that were designed to foster learning. As a teacher, I wondered for many years what I might have learned about structuring discussions if I had participated in that kind of academic exercise. Over the last 16 months, while doing an MA at St. John's College, I have been able to answer that question to some extent. Based on my experience at St. John's, this practicum will offer ten elements that have improved academic discussions in the classes I teach.

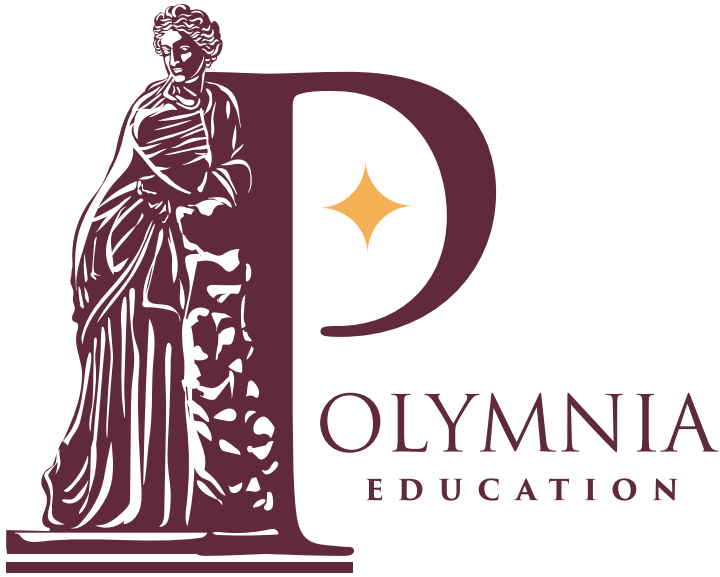
Counting the Cost ... The Head of School Role, M. Wade Ortega

As classical Christian education continues to grow throughout the country, more and more schools are starting up—and with that comes the need for leadership, often in the form of a Headmaster or a Head of School. Prior to this boom, the Christian education movement was already short on leadership. So, if communities fail for lack of vision, are we recruiting and preparing the leaders needed to provide that vision? Throughout the conversation, we will discuss the responsibilities of a Head of School, the pathway to the position, the prerequisite skills, and behaviors necessary to survive and succeed in the role. The CCE movement needs faithful leaders, and we should make sure we are equipping and resourcing those leaders for the realities ahead of them. Resource and stories will be shared so prospective Heads can realistically evaluate their capabilities as they consider the call to serve as Head of School.

A Good Man is Hard to Find: Modern Education and the Crisis of Men without Chests, Franklin Norton

The present study demonstrates how Covenant School, in its transition into a truly classical and Christian school, better engages, retains, and educates boys than the modern methods of education previously applied, particularly in terms of curriculum and pedagogy. This transition, over five years, ultimately led to higher male retention rates and better male student performance and satisfaction, especially in the upper school (grades 7-12), where the greatest retention disparities were historically present.

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PLENARY & WORKSHOP SYNOPSES: DAY 1

A Day in the Life: Teaching Students with Learning Needs in the General Education Classroom:

A Teacher's Experience,

Kaeli Collver, Sarah Robertson, & Zach Weichbrodt

Hear from grammar, logic and rhetoric school teachers who have experience implementing student success plans and creatively addressing student learning needs. Find out how these teachers help students with learning needs thrive in a rich, rigorous, classical education classroom.

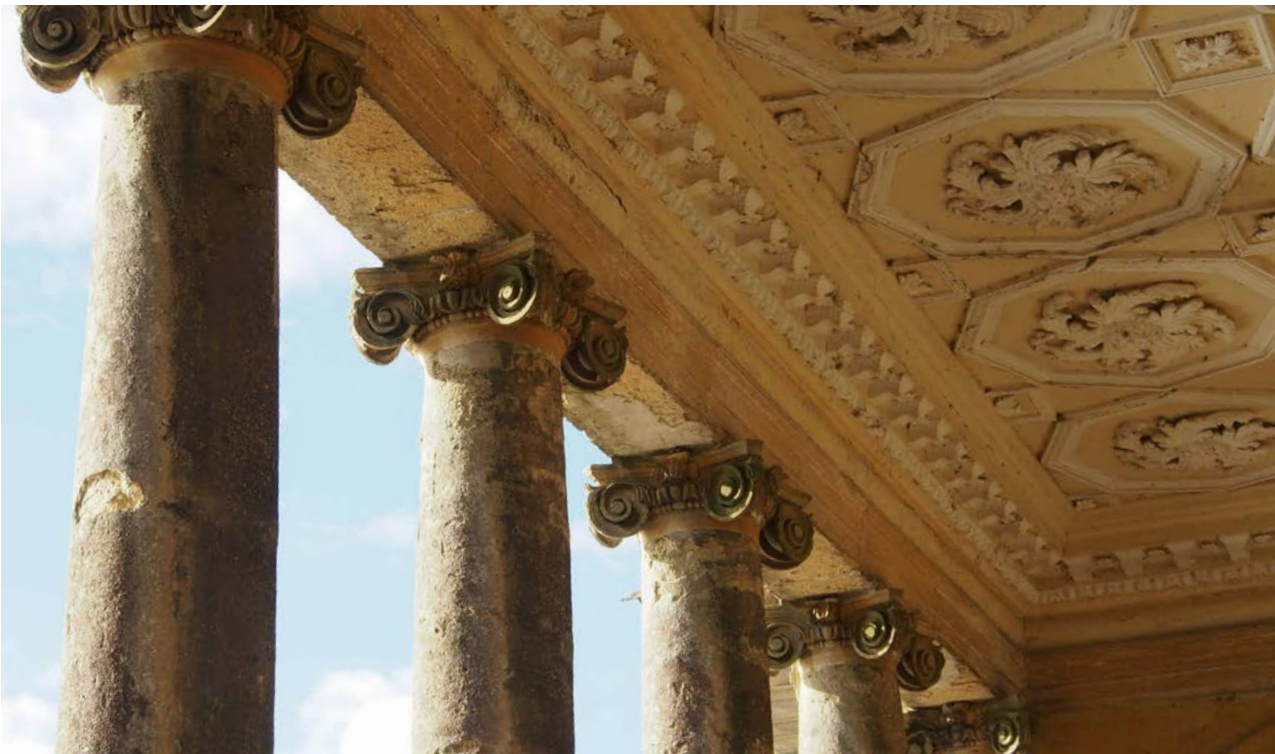
Twenty Years in a Collaborative School: Lessons Along the Way, *Jean Auxier*

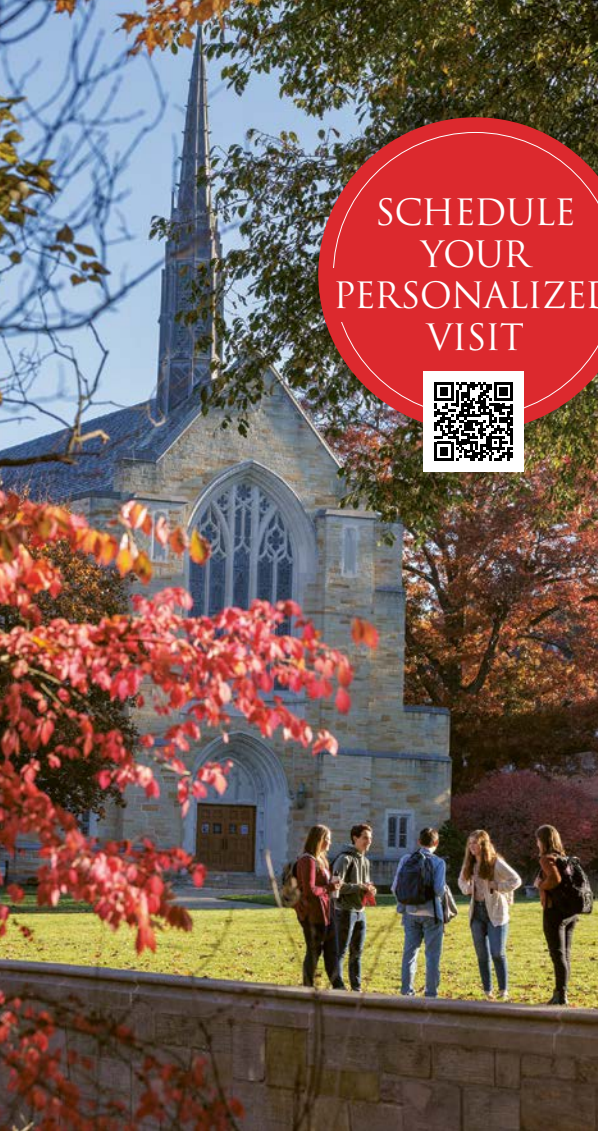
From day one to day 3200, twenty years in a classical, collaborative school have made for an incredible journey! Join me as I trace the most pressing matters of those early and middle years, which included our need to define classical, parent burn-out and homework loads, clarifying curriculum, building community, and training teachers. Then, we'll reflect on the challenges of the most recent years: the GroupMe culture, facing facts, and cultivating student loves. Join me for a practical, honest account of mountains and valleys traversed in this unique model.

Track Plenary: Part I: Homer on Courage and Justice, *Louis Markos*

The Christians of the early and medieval church recognized that, although the higher pagan writers of Greece and Rome lacked a full understanding of the three theological virtues of faith, hope, and love, they did understand and achieve significant insight into the four classical virtues of courage, temperance, wisdom, and justice. Chief among these higher pagan writers was Homer, who, in his *Iliad* and *Odyssey*, explored the nature and limits of courage and justice.

In my first lecture, "Homer on Courage," I shall focus on two different types of courage that Hector and Achilles embody in the *Iliad*, with Hector showing forth his courage by staying true to what society expects of him and Achilles showing forth his courage by breaking those expectations. In the second, "Homer on Justice," I shall contrast justice in the *Iliad*—which is maintained by instilling the key Greek concepts of *aidos*, *nemesis*, *themis*, and *xenia* in the heroes—and in the *Odyssey*—where a person's heroic or villainous status is made clear by whether he honors or violates the sacred relationship between guest and host. Though these two talks are best heard in sequence, they can each stand alone.





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MAIN CONFERENCE: DAY 2

Ad: Administrators | F: Foundations | P: Practicum
G: Grammar | LR: Logic/Rhetoric | TP: Track Plenary

FRIDAY, JUNE 21

TIME/ROOM	EVENT	SPEAKER
9:00-9:10 Grand Ballroom	ANNOUNCEMENTS & INTRODUCTION	
9:10-9:30 Grand Ballroom	PRESENTATION: First Prize, 2024 Chrysostom Oratory Contest	
9:30-10:30 Grand Ballroom	PLENARY: Anselm and the Discipleship of the Mind	George Grant
10:50-11:50	WORKSHOPS:	
Grand Ballrm 3&4	Ad Governance in the Garden of Good & Evil	Douglas Wilson
Grand Ballrm 1&24	F (G) Discipline and Discipleship	Kelly Gardner
Kennesaw	F (S) Hands on Formative Assessment	Bryan Lynch
Wilton	Ad Smoothing Your Path Through the ACCS Accreditation Process	Carmen Watson
Chancellor	Ad Facing Legal Threats and Protecting Your School's Religious Liberty	Harrison Smith
Highlands	SN Hope and A Future is Here: The Imago Dei School for Students with Developmental and Learning Disabilities	Clark & Howell
Galleria	All Ascending Shadows: Shedding Light on Our Curricular Choices	Jean Auxier
Ascot	All Merging Linguistic Worlds: Mastering English Grammar through Latin	Kellie Herrera
Habersham	TP TRACK PLENARY: (Repeat of Thursday's workshop) Engaging our Students and Encouraging Our Parents	Keith McCurdy
12:00-1:00	LUNCH & VENDOR TIME	
12:15-1:00 Habersham	ACCS Membership Meeting	David Goodwin
1:15-1:30 Grand Ballroom	PRESENTATION: The Boniface Award	
1:30-2:30 Grand Ballroom	PLENARY: Infiltration and Astro turf: How the Left is Attempting to Transform the Church	Megan Basham
2:50-3:50	WORKSHOPS:	
Habersham	All Poetry as Pedagogy	Kyle Rapinchuk
Grand Ballrm 1&2	All Part I: The Canon of Great Books	Diener, Horner, & Schlect
Kennesaw	All The Training and Teaching Dichotomy	Christie Wright
Galleria	L/R Reinvigorating the Contemporary Quadrivium	Slater & Slater
Chancellor	Ad How to put Down the ring: The Gollum in Headmaster's Clothes	Ben Holland
Wilton	G Filling an Unforgiving Class Period with 50 Minutes Worth of Distance	James Waldy
Highlands	SN Early Intervention and Educational Therapy	Bond and Robertson
Ascot	All Singing School: A Two-Tiered Music Vision for Classical Christian ...	Jarrod Richey
Grand Ballrm 3&4	TP TRACK PLENARY: Logos-Centered Teaching	Andrew Kern
4:10-5:10	WORKSHOPS:	
Habersham	F (G) Not a Minute Wasted	Donna Taylor
Grand Ballrm 1&2	All Part II: The Canon of Great Books	Diener, Horner, & Schlect
Kennesaw	L/R Assessing Through Oral Dialogue: Seeing What the Students ...	Earl Claypool
Highlands	Ad Stories for Mentoring and Support for Novice Teachers in Classical ...	Katherine Schultz
Ascot	G (Collaborative) Understanding the Home Day: Help for the ...	Mandi Gerth
Chancellor	All Set the Table and Enjoy the Feast: Creating Culture with Intentional ...	Hinton & Tackett
Galleria	All A Sober Look at the Perspective of a First-Year teacher, for ...	Davis Greenwood
Wilton	All Teaching for Spiritual Formation: Liturgies of Time and Space-	Kyle Hughes
Grand Ballrm 3&4	TP TRACK PLENARY: Part II: Homer on Courage and Justice	Louis Markos

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PLENARY & WORKSHOP SYNOPSES: DAY 2

FRIDAY, JUNE 21

9:30-10:30 AM PLENARY SESSION

Plenary: Anselm and the Discipleship of the Mind, *George Grant*

Known as the “Father of Scholasticism” and of “Presuppositional Apologetics” Anselm of Canterbury was perhaps the most luminous and penetrating intellect in the years between Augustine and Aquinas. His vision for education laid the foundations for the Western university tradition and the Christian stewardship of the mind. This plenary talk will explore his life, his legacy, and his lessons for our own time.

10:50-11:50 AM WORKSHOPS

Governance in the Garden of Good and Evil, *Douglas Wilson*

Keeping in mind that you get more of what you subsidize, and less of what you penalize, the question should naturally arise—what kind of decisions are you getting more of? And what are you getting less of?

Discipline and Discipleship, *Kelly Gardner*

The Latin word for student is ‘discipulus,’ giving us the derivatives ‘discipleship’ and ‘discipline.’ This talk will provide training in the basics of classroom management, focusing on the blessings of discipleship and discipline in our students. We will discuss the Teacher-Student relationship, setting and training expectations, consequences, specific situations, and parent communication.

Hands on Formative Assessment, *Bryan Lynch*

Ongoing checking for student understanding—formative assessment—is an essential foundation of great teaching. This workshop will give teachers an opportunity to try out several methods of checking for understanding, providing them practical tools they can use in their classrooms in September.

Smoothing Your Path Through the ACCS Accreditation Process, *Carmen Watson*

This session walks school administrators through the steps of the ACCS accreditation process. Attendees will receive a suggested timeline and other helpful organizing documents, with clear steps to take to gather needed

materials. This session will also provide counsel about evaluating the school’s curriculum and teaching practice in-house to assess areas for improvement before the visit and will address how to communicate with teachers as the school walks through this process. Workshop attendees will have the opportunity to ask questions and share experience and wisdom with each other as well. This session and its resources can be helpful for schools seeking both initial and reaccreditation.

Facing Legal Threats and Protecting Your School’s Religious Liberty, *Harrison Smith*

We are in a cultural moment unlike any other. In this moment, there is a contest for truth. Alliance Defending Freedom exists to advance our God-given rights to live and speak the truth. Harrison Smith, Regional Alliance Director of Alliance Defending Freedom’s Ministry Alliance, will address legal challenges to the religious liberty of faith-based educational institutions. He will identify practical steps for minimizing risks and proactively protecting your school.

Hope and A Future is Here: The Imago Dei School for Students with Developmental and Learning Disabilities, *Ester Clark & Megan Howell*

This exciting model makes a vibrant, classical, Christian education available to students with developmental disabilities. Learn how Imago Dei students are woven, with the utmost care, into the fabric of Trinity Classical Academy, creating an environment of beauty and opportunity for all learners.

Ascending Shadows: Shedding Light on Our Curricular Choices, *Jean Auxier*

Using Plato’s allegory of the cave as a beautiful metaphor for classical education, we will be challenged as educators to “ascend the shadows” of curricular and pedagogical choices. Are we simply “naming shadows” by focusing on memorization and rapid recall? Are we leading students upward and past the shadows in pursuit of knowledge, virtue, and wisdom? This workshop is intended for all grade levels and may be particularly helpful for collaborative schools who share instructional responsibilities.

PLENARY & WORKSHOP SYNOPSES: DAY 2

Merging Linguistic Worlds: Mastering English Grammar through Latin, *Kellie Herrera*

A successful Latin program places emphasis on mastering Latin grammar, recognizing its pivotal role in the language's intricate structure. At Trinity Classical Academy, we center our teaching methodology on the use of a question-and-answer technique, which is mirrored in the instruction of both English and Latin grammar, fostering connections between the two languages. Within an interactive and collaborative environment, students demonstrate their comprehension of the subject matter through both verbal expression and written communication, cultivating enhanced retention and critical thinking skills.

12:00-1:00 PM LUNCH

12:15-1:00 PM ACCS MEMBERSHIP MEETING

1:15-2:30 PM PLENARY SESSION

Plenary: Infiltration and Astroturf: How the Left is Attempting to Transform the Church, *Megan Basham*

In this presentation, Megan will offer some hard examples of how secular-left organizations have funneled money to evangelical front groups headed by marquee ministry names, who in turn use their positions to lobby evangelicals to back things like open borders policies, fossil fuel regulations, and LGBTQ compromise. We have seen this kind of infiltration before into mainline churches in the 1940s, not unlike activities that Francis Schaeffer

warned of in the 1980s. Megan will conclude with a call to follow in the footsteps of Machen and other reformers and oppose the liberalization project.

2:50-3:50 PM WORKSHOPS

Poetry as Pedagogy, *Kyle Rapinchuk*

Poetry is not just about content. Poetry is also an effective, but rarely used, pedagogical tool to help students improve writing, thinking, and imagination. This workshop will explore how teachers can utilize poetry in each of the three columns of teaching (facts, skills, ideas) proposed by Mortimer Adler.

Part I: The Canon of Great Books,

David Diener, Grant Horner, & Chris Schlect

"Of making many books there is no end," Solomon warns in Ecc. 12:12. As educators we interact with books all the time, and much of our interaction with students centers around leading them through various books. Several questions immediately arise: Which books? To what end? Is there a "canon" of "great books"? What makes a book "great"? What criteria should we use to select the books we assign? What measure of respect is properly due to these books? To address these important questions, ACCS has invited three scholars to offer a panel discussion on the "canon of great books." Each panelist will present a paper followed by responses (and perhaps challenges) from the other two panelists. Following their papers and responses, there will be time for audience questions and conversation.





PLENARY & WORKSHOP SYNOPSSES: DAY 2

The Training and Teaching

Dichotomy, *Christie Wright*

Building on the foundation of Gregory's *Seven Laws of Teaching*, this talk explores the idea Gregory presents in his book's introduction: the teaching and training dichotomy. Great teachers understand this distinction and strive as much to train their students as they do to teach them. This talk aims to explore this important distinction and then discuss the practical ramifications for this training: the what and the how of proper training for the classical Upper School classroom.

Reinvigorating the Contemporary

Quadrivium, *Timothy & Stephanie Slater*

In pursuit of teaching what is true, good, and beautiful, classical Christian educators are challenged to honor the quadrivium portion of the seven liberal arts. Today, as in days gone by, the enactment of the quadrivium is largely inconsistent and remains a tenacious and unsolved problem among curriculum designers. A commitment to teaching these comprehensive mathematical arts with fidelity can be reinvigorated by matching the philosophical underpinnings of the quadrivium to modern scientific inquiry when one keeps their eyes on pursuit of the transcendent.

How to Put Down the Ring: The Gollum in Headmaster's clothes, *Ben Holland*

Deep down, as a Head of School, you may struggle with the same problem that I do. I have found in most of my conversations with school heads that after the "everything

is going great!" and "Enrollment is booming!" conversations, deep down we can all share a common bond with a literary character that is less than desirable. You see, I have this compulsive urge to treat the school like "My Precious." The school is like the ring in the idea that it has some kind of power over me. In this talk we will explore how we can put down the ring and help our schools flourish.

Filling an Unforgiving Class Period with 50 Minutes Worth of Distance Run, *James Waldy*

Focusing upon the grammar school classroom, the workshop will offer strategies for fostering attentiveness and involvement, tips for driving the pace while allowing for thought and reflection, a plan for developing a systematic review of material taught, and a call for each minute to include sixty seconds worth of distance run. We'll also address transitions, assignments, rules for visual enrichments, and the various types of learning styles. Finally, we will attempt to offer some wit and wisdom gleaned from observing, evaluating, and mentoring teachers for over twenty five years.

Early Intervention and Educational Therapy, *Kelly Bond & Sarah Robertson*

Learn how to identify the needs of your youngest students before they experience academic failure and build a program to address these needs. Discover the difference between educational therapy and tutoring, and how to help your students understand their own learning challenges, advocate for themselves, and close their performance gaps.





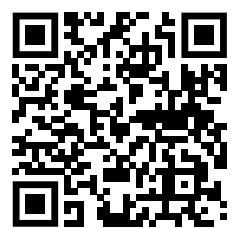
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Singing School: A Two-Tiered Music Vision for Classical Christian Schools, Jarrod Richey

What if your students could be fluent in the language of music by the time they graduated? What if that also brought with it a culture of singing and music in the life of your school? For music literacy to grow in the classical Christian school, students must be taught to read, write, and sing in the language of music. In this session, a seasoned music and choir teacher will case a practical vision for how both the music classroom and the “cracks” of the school day can be filled with joyful music. Administrators, Board Members, and teachers alike would benefit from this session.

Logos-Centered Learning, Andrew Kern

The disciple whom Jesus loved famously taught that Christ was the Logos of God and that, “In Him was life and the life was the light of men.” There is only one Logos of God—Christ, the Uncreated Logos. And yet in a sense, everything is a “logos” of God—a created logos. In yet another sense, everything we humans make is an imitation of the *logoi* (plural for logos) of God—mimetic logoi. Education is teaching and learning how to know the Uncreated Logos, the created logoi, and the mimetic logoi, each as it can be known. Drawing on T.S. Eliot’s poem, Chorus from “the Rock”, Kern shows why it helps to think of things as logoi, how doing so makes us better teachers, and how we can teach, learn, and lead better when we are Logos-centered.

4:10-5:10 PM WORKSHOPS

Not a Minute Wasted, Donna Taylor

This workshop will discuss efficient and effective use of class time in the grammar school. Many organizational ideas for creating an orderly classroom will be given. In a well-run classroom you will find that there is extra time in the day. A wide range of instructional and activity ideas will be given for maximizing those extra minutes so that none are wasted!

Part II: The Canon of Great Books, David Diener, Grant Horner, & Chris Schlect

“Of making many books there is no end,” Solomon warns in Ecc. 12:12. As educators we interact with books all the time, and much of our interaction with students centers around leading them through various books. Several

questions immediately arise: Which books? To what end? Is there a “canon” of “great books”? What makes a book “great”? What criteria should we use to select the books we assign? What measure of respect is properly due to these books? To address these important questions, ACCS has invited three scholars to offer a panel discussion on the “canon of great books.” Each panelist will present a paper followed by responses (and perhaps challenges) from the other two panelists. Following their papers and responses, there will be time for audience questions and conversation.

Assessing Through Oral Dialogue: Seeing What the Students Really Know, Earl Claypool

Students often do not perform as well on formal written assessments. While there are various reasons for this, their performance does not always reflect their knowledge and understanding of the subject. The Oral Dialogue provides a Socratic method, whereby the conversation between student and teacher can more accurately reflect a student’s ability to explain material and make the appropriate connections a teacher desires to see in students. This presentation will cover planning and implementation in a humanities settings, but could fit in other formats.

Stories for Mentoring and Support for Novice Teachers in Classical Christian Schools, Katherine Schultz

In the realm of the fictional St. Augustine’s Classical Christian School, a mentorship adventure unfolds. Join a new teacher, her mentor, and their supervisor on a mentorship journey, navigating challenges, nurturing a supportive culture, and sprouting a master teacher in the making. It’s a tale of mutual growth and profound impact, complete with a moral of the story (or a few) for you to implement. Mentorship is not just duty but a privilege that enriches our mission.

Understanding the Home Day: Help for the Collaborative Model Teacher, Mandi Gerth

In order for the collaborative teacher to succeed, she must be sensitive to the workload appropriate for the home day component. While many parents have chosen the collaborative model because they are intentional about classical education, many have not. The



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collaborative teacher labors to educate not just her students, but the parents of her students. In this seminar we will discuss how to approach your curriculum from a home day/class day perspective while looking carefully at ways to bring parents along in their knowledge of and love for classical education.

Set the Table and Enjoy the Feast: Creating Culture with Intentional Liturgy, *Patsy Hinton & Sally Tackett*

You become what you behold. Is the “paideia” of your school reflective of your mission? What does your school look and sound like? What are children learning through observation, imitation, recitation and conversation? Have you set the table for the feast? When you create an environment where students are prepared to be receptive, you can further stimulate appetite for the lovely and lasting. Classroom liturgy is a tool for communal practice and developing language for worthy conversation. What is practical intentionality in the cultivation of school culture?

A Sober Look at the Perspective of a First-Year Teacher, for Those with Greater Experience,

Davis Greenwood

4 Things that would be helpful for more experienced teachers and administrators to consider about first year teachers.

3 things I learned that surprised me.

2 things I thought I knew (one I was right, one I was wrong)
My number 1 take away from my first year of teaching.

Teaching for Spiritual Formation: Liturgies of Time and Space, *Kyle Hughes*

This workshop invites participants to consider how establishing “liturgies” that order time and space has the potential to cultivate faith and virtue in the lives of our students. Drawing on Scripture and the Rule of St. Benedict, participants will analyze the theological and pedagogical significance of teaching in a way that recognizes the importance of how we structure patterns of time and organize physical space in our classrooms, with special attention to practical applications in areas such as daily rhythms, the church year, hospitality, and technology.

Track Plenary: Part II: Homer on Courage and Justice, *Louis Markos*

The Christians of the early and medieval church recognized that, although the higher pagan writers of Greece and Rome lacked a full understanding of the three theological virtues of faith, hope, and love, they did understand and achieve significant insight into the four classical virtues of courage, temperance, wisdom, and justice. Chief among these higher pagan writers was Homer, who, in his *Iliad* and *Odyssey*, explored the nature and limits of courage and justice.

In my first lecture, “Homer on Courage,” I shall focus on two different types of courage that Hector and Achilles embody in the *Iliad*, with Hector showing forth *his* courage by staying true to what society expects of him and Achilles showing forth his courage by breaking those expectations. In the second, “Homer on Justice,” I shall contrast justice in the *Iliad*—which is maintained by instilling the key Greek concepts of *aidos*, *nemesis*, *themis*, and *xenia* in the heroes—and in the *Odyssey*—where a person’s heroic or villainous status is made clear by whether he honors or violates the sacred relationship between guest and host. Though these two talks are best heard in sequence, they can each stand alone.





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MAIN CONFERENCE: DAY 3

Ad: Administrators
G: Grammar

SU: Start-up Schools
L/R: Logic/Rhetoric

SATURDAY, JUNE 22

TIME/ROOM	EVENT	SPEAKER
9:00-10:00	WORKSHOPS:	
Grand Ballrm 1&2	G Tending the Growth of Oral Rhetoric and Communication in Younger ...	Darlene Gomes
Wilton	L/R The Incorrutable God's Biology	Diane Carter
Highlands	All Teaching with Eyes on the Sun: The Doxological Pedagogy of Dante's ...	Joe Carlson
Chancellor	L/R Anselm and Modern Science: Credo Ut Intelligam, or The Other Way ...	Chris Hall
Kennesaw	F (S) The Art of the Question	Mandi Gerth
Galleria	All For the Love of Shakespeare	Julie Letsche
Ascot	All Identity is Key: How Knowing Who You are Makes Everything Easier	Jon McCord
Hampersham	All TRACK PLENARY: Pagan Texts and Classical Christian Education	David Diener
10:00-10:15	ANNOUNCEMENTS AND SCHOOL ACCREDITATION PRESENTATIONS:	
Grand Ballroom	<p>The Classical Academy Indianapolis, Indiana Rachael Oren, Head of School</p> <p>Heritage Oak School Tehachapi, California Amy Walker, Head of School</p> <p>The Stonehaven School Marietta, Georgia Brett Edwards, Head of School</p> <p>Summit Classical Christian School Bellevue, Washington Greg Forrest, Head of School</p> <p>Covenant Classical Christian School Columbia, South Carolina Patsy Hinton, Headmaster</p> <p>Providence Classical Christian School Oxford, Georgia David Bryant, Headmaster</p> <p>Summit Christian Academy Yorktown, Virginia Justin Throupe, Head of School Tim Grimes, Executive Director</p>	
10:15-11:00	PLENARY: Full-Time: Work and Human Dignity in a World Gone Mad	David Bahnsen



PLENARY & WORKSHOP SYNOPSES: DAY 3

SATURDAY, JUNE 22

9:00-10:00 AM.....WORKSHOPS

Tending the Growth of Oral Rhetoric and Communication in Younger Scholars, *Darlene Gomes*

While it is understandable that our upper-level students should have a developing mastery of oral rhetoric and communication, what can be done on the grammar school level to tend to the growth of these crucial skills? In this workshop, we will look at what teachers can do to cultivate the soil of both oral rhetoric and communication, how they can tend to and evaluate these growing skills, and finally, how they can celebrate the harvest that the entire community will reap.

The Incorruptible God's Biology, *Diane Carter*

How do we guard our hearts from the temptation of 'becoming fools, exchanging the glory of the incorruptible God into an image made like corruptible man—and birds and four-footed animals and creeping things' (Rom. 1) given that we live in such a beautiful world? Discover unique ways to offer your high school students a rigorous biology curriculum while teaching their hearts to love wisdom and worship God.

Teaching with Eyes on the Sun: The Doxological Pedagogy of Dante's *Paradiso*, *Joe Carlson*

Man's chief end is to glorify God and enjoy Him forever; the chief end of education must be to equip students to do just that. The classroom's primary purpose therefore is to train students to worship God in all things and strengthen their allegiance to Christ through the subjects they learn and the lessons they receive. This workshop will focus on several key passages from Dante's *Paradiso* to unpack what I call a doxological pedagogy as well as to give educators a practical model to imitate.

Anselm and Modern Science: Credo Ut Intelligam, or The Other Way Around? What Anselm Knew, and How We Can Practically Apply That Understanding to Our Science Curricula, *Chris Hall*

"I believe that I may understand", said Anselm. In his time, the categories of science that we know today—physics, chemistry, biology, and the earth sciences—did not

exist. Their forebears did, however, and were collectively known as natural philosophy, the seeking of wisdom in the natural world.

Although the methodological approach of modern science has greatly advanced our factual knowledge of the cosmos, something very important has been lost in the process. Materialism, skepticism, and rationalism have become dominant paradigms, while final causes and the very Creator Himself have been sidelined. Even our grammar school science programs, while well-intended and well-designed, can cultivate some of these philosophical invasive species through implication or approach.

Come see how the modern methodological approach AND natural philosophy can work together in your classroom to the benefit of both and to the glory of God. The goal is to bring you practical applications, ways in which you can approach, explain, demonstrate, encounter, explore, and even adventure in the sciences WHILE ALSO fostering and cultivating the best of natural philosophy. One key rests in the way that we order credo and intelligam

The Art of the Question, *Mandi Gerth*

Contrary to what many of us were told growing up, there are bad questions. Questions that do not help move a classroom discussion forward. Questions that do not provide clarification for struggling students. Questions that give away the answer. In this workshop we will discuss how to formulate fruitful questions, how to ask good follow up questions, and how to mine your curriculum for the fundamental human questions that should be the focus of your class time.

Identity is Key: How Knowing Who you are Makes Everything Easier, *Jon McCord*

One of the constant challenges schools face is the pull to be all things to all parents. While this might seem to make sense as we often need more students and budget realities are reality, this workshop will argue and work through the reality that whether it is admissions or hiring, donor relationships or marketing, the most important thing is to know who you are and what God has called you to do. Time will be spent discussing and working together to use tools and questions that will help you tease out your school's DNA.



PLENARY & WORKSHOP SYNOPSIS: DAY 3

For the Love of Shakespeare, *Julie Letsche*

What is the optimal process for sparking enjoyment, understanding, and hunger for the human truths Shakespeare embeds in his plays? Methodology matters. You will gain a successful scaffolding to use at any academic level and across all age groups, making the process of teaching Shakespeare accessible and exciting rather than daunting and boring. This will ring true for your students especially.

Success hinges on a four-step process strategically combining the visual with the literary. This specific process has been tested and measured over several years in a classroom of students as well as a mixed group of adults wanting to “learn how to enjoy and understand Shakespeare.”

Pagan Texts and Classical Christian Education, *David Diener*

Over the centuries, a key question of classical Christian education is if/how Christians should learn from pagan texts. This issue arose almost immediately in the first century AD, and throughout history different answers

have been offered. This session unpacks this controversial issue by addressing both its historical roots and key answers that have been given throughout the tradition. This issue is just as relevant today as ever, so understanding the purpose and value of teaching pagan texts is of great benefit for all classical Christian educators.

10:15-11:30 AM PLENARY

Full-Time: Work and Human Dignity in a World Gone Mad, *David Bahnsen*

The modern era has allowed a humanistic ethos to permeate the preparation of young people for adult life and to permeate how we view the adult life itself. A materialistic and atomistic understanding of the human person educates people wrongly, prepares them for vocational life inadequately, and leaves them wanting in career preparation and career fulfillment. But a better way exists, one rooted in Christian and creational theology that not only honors the Creator and His creation but drives us towards the very thing God created us for.

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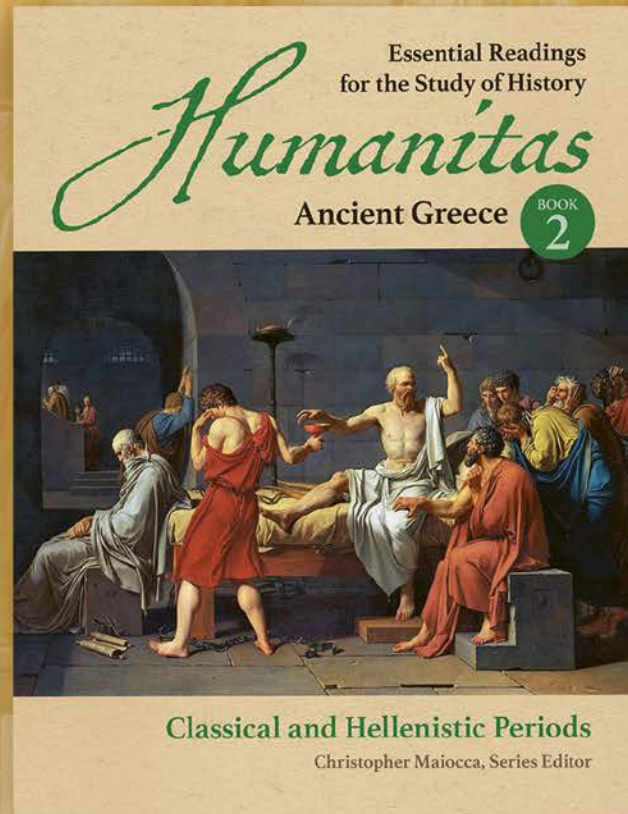
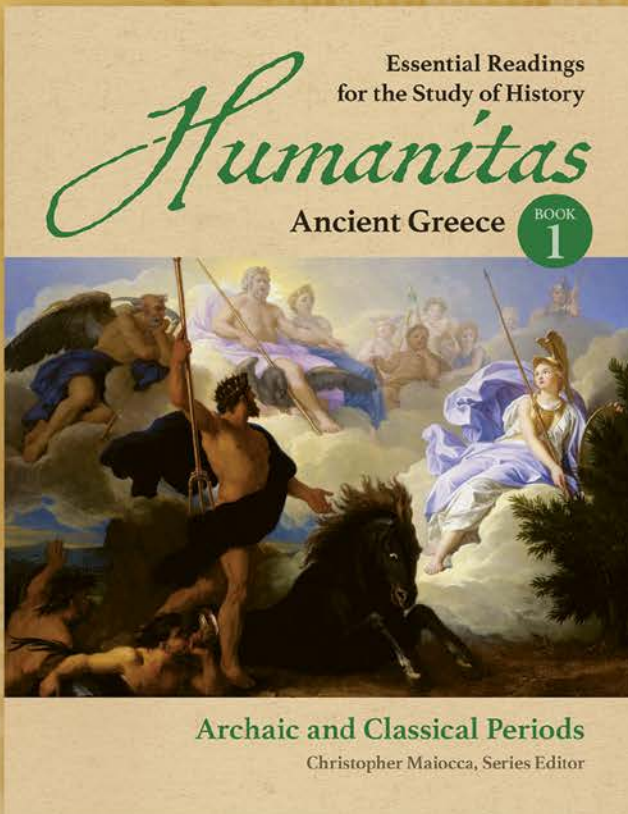
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Speaker Biographies



PHIL ARANT (arant.philip@schaefferacademy.org)
“Opening Doorways to Classroom Attentiveness”

Philip Arant has taught at Schaeffer Academy in Rochester, Minnesota for 24 years. He is currently responsible for science, apologetics, and Christian doctrine. Phil received a BS in biology from Dartmouth College and has experience in industrial science as a Mill Chemist for International Paper Company as well as in environmental science as a Project Manager for U. S. Filter. He and his wife Nancy have five children who have all graduated from Schaeffer Academy. Of his eleven grandchildren, three are in town and attend Schaeffer.



JEAN AUXIER (auxierj@fcaclassical.com)
“Twenty Years in a Collaborative School: Lessons Along the Way”
“Ascending Shadows: Shedding Light on Our Curricular Choices”

Jean Auxier is the Dean of Faculty and Curriculum at Faith Christian Academy (Kansas City, Missouri), where she has served for twenty years and currently oversees forty-three faculty members. Her teaching experience at FCA includes seventh grade humanities (currently), 3rd grade, and KG. Her passion is to rightly and deeply understand classical education and help others do the same. In 2022, Jean received the Herzog Foundation Teacher of Year Award.



DAVID BAHNSEN (amurphy@thebahnsengroup.com)
“Full-Time: Work and Human Dignity in a World Gone Mad”

David L. Bahnsen is the founder, Managing Partner, and Chief Investment Officer of The Bahnsen Group, a national private wealth management firm with offices in Newport Beach, New York City, Bend, Nashville, Minneapolis, Austin, and Phoenix, managing over \$5.3 billion in client assets.

David is consistently named one of the top financial advisors in America by Barron's, Forbes, and the Financial Times. He is a frequent guest on Fox News, Fox Business, CNBC, and Bloomberg and is a regular contributor to National Review and World. He appears weekly on The World and Everything in It discussing the week's economic and market news.

David is a founding Trustee for Pacifica Christian High School of Orange County and serves on the Board of Directors for the Acton Institute. He is the Senior Fellow of Economics for the Center for Cultural Leadership, and a long-time faculty member for both the Acton Institute and the Blackstone Fellowship of the Alliance Defending Freedom. David is passionate about the integration of faith and economics and has lectured and written for years about a theology of wealth and the marketplace. He responds to the term, “Kuyperian,” is deeply appreciative of Tim Keller and Father Robert Sirico, and has read more systematic theology than any human should ever read. His late father, Dr. Greg Bahnsen, was a renowned Christian apologist and is David's personal hero and mentor.

He is the author of several best-selling books including *Crisis of Responsibility: Our Cultural Addiction to Blame and How You Can Cure It* (2018), *The Case for Dividend Growth: Investing in a Post-Crisis World* (2019), and *There's No Free Lunch: 250 Economic Truths* (2021). David's newest book, *Full-Time: Work and the Meaning of Life*, was released in February 2024.

His ultimate passions are his wife of 22+ years, Joleen, their children, sons Mitchell and Graham, and daughter Sadie, and the life they've created together on both coasts.

MAIN CONFERENCE: SPEAKERS



MEGAN BASHAM

“Infiltration and Astroturf: How the Left is Attempting to Transform the Church”

Megan Basham is a Rotten Tomatoes-approved critic, a culture reporter for The Daily Wire and a frequent contributor to Morning Wire. In her previous role as an entertainment editor and podcast co-host for *World Magazine*, she interviewed numerous A-list celebrities. She has also written for *The Wall Street Journal*, *National Review*, and *Townhall*. Her book, *Beside Every Successful Man*, was published by Random House. Her newest book, *Shepherds for Sale: How Evangelical Leaders Traded the Truth for a Leftist Agenda*, releases in July 2024.



MATT BEATTY (mbeatty@bloomfieldchristian.com)

“A More Melodious Sound: Fighting the Attraction and Distraction of the Modern World with Encounters with Truth, Goodness, and Beauty”

Matt Beatty is the Head of School at Bloomfield Christian School in Bloomfield Hills, Michigan. He has been involved with Christian and classical education since 1996. A graduate of Grove City College and Gordon-Conwell Theological Seminary, he is a member of New City Presbyterian Church. He has been married to his college sweetheart for 31 years, and has four children, all of whom graduated from ACCS schools. He recently became a grandfather and loves reading, great music, and spending time with close friends.



KANDRA BELLANCA (kbellanca@dvclassical.org)

“Art Education: Challenges and Delightful Possibilities in the Classical School”

Kandra Bellanca teaches art and aesthetic philosophy at Delaware Valley Classical School in New Castle, Delaware. She holds a BFA in Painting from the Maryland Institute College of Art and has been a classical educator for eleven years. Kandra lives in Newark, Delaware with her husband and four children.



KELLY BOND (kbond@trinityclassicalacademy.com)

“Early Intervention and Educational Therapy”

Kelly Bond began her career in social work after completing a clinical master's degree from Walla Walla University in Washington state. She worked in the foster care system as a licenser and case manager for several years. She began working for Trinity Classical Academy during the height of the Covid-19 pandemic. Kelly started providing targeted literacy and math interventions to new students who scored low on academic entrance exams. Kelly pursued additional education and licensure as an Educational Therapist through the National Institute for Learning Development.



LIZ CADDOW (lcaddow@trinityclassicalacademy.com)

“Kingdom Service: Answering the Call to Serve Students with Learning Needs”

See the Leader's Day section for Liz's bio.



JOE CARLSON (kingsabbey@gmail.com)

“Teaching with Eyes on the Sun: The Doxological Pedagogy of Dante's Paradiso”

Joe Carlson (MA Humanities) lives in the DFW metroplex with his wife and son. He received his BA from New St Andrews College, and his MA from the University of Dallas, where he is currently completing his PhD in Literature. His specific focus is the doxological pedagogy embedded in the poetry and philosophy of Dante Alighieri. He has managed a chain of coffee shops, published



MAIN CONFERENCE: SPEAKERS

(micro) epic poetry, co-pastored a church, helped create and staff a university campus ministry, written for the *Salvo Magazine* blog, and taught many kinds of classes over the years. Most recently he has published an original translation of Dante's *Comedy* as well as a comprehensive curriculum aimed at helping high school students (and their teachers) work through the *Comedy* from an unashamedly Christian perspective. His work can be found at dantepoem.com.



DIANE CARTER (dcarter@aca-cc.org)
“The Incorruptible God’s Biology”

Diane Carter is a Veteran (28 years) Science/Bible Teacher at Annapolis Christian Academy of Corpus Christi, Texas. She holds a BA in microbiology at the University of New Hampshire. Diane is an ACCS accredited teacher since 2014. She is also a recipient of the 2023 Herzog Foundation’s Christian Teacher of the Year Award



ESTER CLARK (eclark@trinityclassicalacademy.com)
“Hope and a Future is Here: The Imago Dei School for Students with Developmental and Learning Disabilities”

Ester Clark holds a master’s of education degree and a teaching credential in Special Education, is certified through the Association of Christian Schools International and has certification through the Autism Research Institute in “Supporting Individuals Experiencing Challenging Behaviors.” She teaches a multi-grade level self-contained special education class with the “world’s best” team! When not at school, Ester enjoys spending time outdoors with her husband, three children and their dog. She also loves to watch her sons play basketball and her daughter work on her handspings.



EARL CLAYPOOL (eclaypool@regentsaustin.org)
“Assessing Through Oral Dialogue: Seeing What the Students Really Know.”

Earl Claypool joined the humanities department at Regents in 2022 after serving in various roles in churches for over 13 years. Originally from Florida, he has lived in Texas since 2009, after a brief stint in Kentucky. The focus of his personal studies has been the History of the Church and more recently the field of Classical Education. Earl desires to create lifelong learners, equipping them with the tools to be able to discover and live out the truth throughout their lives.



KAELI COLLVER (Kcollver@Trinityclassicalacademy.com)
“A Day in the Life: Teaching Students with Learning Needs in the General Education Classroom: A Teacher’s Experience.”

Kaeli Collver serves as an Upper School math teacher and Dean of the House System at Trinity. Kaeli is a Trinity Alumni who returned to her Alma Mater after receiving her BA in Education. She started as a sixth grade teacher and was called up to Logic and Rhetoric School to teach math. Kaeli has taught Pre-Algebra, Algebra I, and Algebra II over the past 8 years. In addition to teaching, Kaeli also coaches volleyball and softball at Trinity. Kaeli enjoys spending time with her two little kids and husband. One of their favorite pastimes is going to the beach.



SARAH CROWE (scrowe@veritassav.org)
“Build Engaging Literature Lessons”

Sarah Crowe lives in Savannah, Georgia with her husband of twenty years, Kenneth, and their three children (ages 10, 12, and 15). She has a BA in English from Berry College and an MA degree



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in middle grades reading and language arts. With twelve years of experience, she is currently enjoying her fifth year at Veritas Academy in Savannah where she teaches 6th grade Grammar, Composition, and Literature. Her favorite authors are John Bunyan and Charles Dickens, and in addition to the joy of being in the classical, Christian classroom, she loves playing piano, baking, walking the dog, and especially, family time.



DAVID DIENER (ddiener@hillsdale.edu)

“Pagan Texts and Classical Christian Education”

“Panelist: The Canon of Great Books”

Dr. **David Diener** works at Hillsdale College where he is an Assistant Professor of Education. Previously he spent fifteen years in K-12 private education, eleven of those in administration and eight as headmaster of classical Christian schools. He serves on the Board of Directors for the Society for Classical Learning and the Board of Academic Advisors for the Classic Learning Test. He is the Executive Director of the Alcuin Fellowship, a member of the National Council of Classical Educators, and regularly provides consulting services and teacher training to classical schools. He is the author of *Plato: The Great Philosopher-Educator* and has published articles on Plato, Kierkegaard, and various topics in philosophy of education. He also serves as the series editor for Classical Academic Press’ series *Giants in the History of Education* and is an associate editor for the journal *Principia: a Journal of Classical Education*. He holds a BA in philosophy and ancient languages from Wheaton College as well as an MA in philosophy, an MS in history and Philosophy of Education, and a dual PhD in philosophy and philosophy of education from Indiana University.



KELLY GARDNER (kgardner@carychristianschool.org)

“Discipline and Discipleship”

Kelly Gardner serves as the Lower School Dean at Cary Christian School. Her twenty years of education experience include teaching multiple lower school grades and now serving as an administrator. Mrs. Gardner enjoys supporting students, teachers, and parents for grades K-5. She is honored to speak about CCE and takes every opportunity to share the excitement and wonder of learning. Mrs. Gardner graduated from East Carolina University with a degree in elementary education and holds an ACCS Master Certification. She finds joy in ministering to women in prison and adventuring with her kids and a poodle. She and her husband, Bob, are devoted to classical, Christian education, and are delighted to have two children enrolled in CCS since Kindergarten.



MANDI GERTH (mrsgerthteaches@gmail.com)

“The Art of the Question”

“Collaboration Without Consternation”

“Understanding the Home Day: Help for the Collaborative Model Teacher”

Mandi Gerth serves alongside a dedicated team of classical educators at a collaborative model school in Fort Worth, Texas, where she currently teaches upper school humanities. She holds a master of humanities degree from the University of Dallas with a concentration in classical education. Her work has appeared in *The Classical Difference* magazine and on the CIRCE Institute and Theopolis blogs. She and her husband have labored for over twenty years to build a family culture for their five children that values books, baseball, museums, home-cooked meals, and conversation about ideas.

MAIN CONFERENCE: SPEAKERS



DARLENE GOMES (Darlene@LeadingToWonder.com)

“Tending the Growth of Oral Rhetoric and Communication in Younger Scholars”

Darlene Gomes, Ed.D., has a passion for oral rhetoric and communication on the grammar school level and is blessed to have used her gifts as a classroom teacher for the past 34 years. While she has enjoyed teaching students from kindergarten to college level, after completing her Doctor of Education from Liberty University, the Lord opened doors for her to move into a different area of classical education. Currently, Darlene is working as an educational consultant and speaker through her organization, Leading to Wonder, where she seeks to encourage and equip both classroom teachers and the classical Christian community.



DAVID GOODWIN
ACCS PRESIDENT

David Goodwin has served as the full-time president of the Association of Classical Christian Schools (ACCS) since 2015. Formerly, he was the head of the Ambrose School, a classical Christian school in Boise, Idaho, from 2003 through 2014. He served on the ACCS Board as an elected member from 2010 to 2014 and helped develop the strategic plan for the ACCS. Prior to his work in classical Christian education, Mr. Goodwin spent 13 years in marketing and new business development for a large computer products manufacturer. He holds an MBA and BIS from Boise State University. He and his wife, Stormy, work as a team on many ACCS projects and attend The King’s Congregation in Boise, Idaho. They are the parents of three children.



GEORGE GRANT

“Anselm and the Discipleship of the Mind”

“Modern Apologetics for Scientific Skeptics: The Astronomical Discourses of Thomas Chalmers”

George Grant has started a lot of things and somehow or another he has even managed to finish a few of them. Currently, he is the pastor of Parish Presbyterian Church in Franklin, Tennessee, where he also serves as the director of the King’s Meadow Study Center and teaches at the Franklin Classical School. He has planted four churches, established a fistful of schools and co-ops along with two colleges, accumulated a bottom drawer full of academic degrees, and is the author of enough out-of-print books to keep half the garage sales in the South fully stocked. But, by his own testimony, his greatest accomplishment is his ongoing role as husband of one, father of three, and grandfather of nine (and counting).



DAVIS GREENWOOD (greenwooddr@masters.edu)

“A Sober Look at the Perspective of a First-Year Teacher, for Those with Greater Experience.”

Davis Greenwood has had the privilege and honor of being the first to enroll in the Classical Liberal Arts program under Dr. Grant Horner, currently holding a bachelor’s degree from the Master’s University. He loves reading, writing, and rock climbing.



TIM GRIFFITH (timlgriffith@gmail.com)

“How to Find and Train Latin (or Greek) Teachers for your School”

Tim Griffith is a Senior Fellow of Classical Languages at New Saint Andrews College, chairman of the Institute for Classical Languages, and director of the Universal Latin Exam. He has spent the last



MAIN CONFERENCE: SPEAKERS



17 years improving methods for teaching ancient languages in a modern context. Most recently he has developed *Picta Dicta* (www.pictadicta.com), an online learning platform specifically designed to assist parents and teachers with teaching ancient languages.

PATRICK HALBROOK (phalbrook@carychristianschool.org)
“Designing an Effective Senior Thesis Program”

Patrick Halbrook is a rhetoric and humanities teacher at Cary Christian School, where he has taught a wide variety of classes since 2006. During that time, he has guided over 400 students through their senior thesis projects. Patrick studied the Bible and Great Books at Florida College and received his master’s degree in history from North Carolina State University. In addition to teaching, he helps lead the Triangle Classical Forum, a community of classical educators in the Raleigh-Durham Triangle and has written articles on history and education for *The Imaginative Conservative*, *FORMA Journal*, and *The Classical Difference*. Patrick also has a background in website and graphic design; he and his wife, Kaylie, own and operate Paideia Graphic Design, providing print and web design services for classical and Christian schools. Patrick and Kaylie live near Raleigh, North Carolina with their four children.



CHRIS HALL (Chris@alwayslearningeducation.net)
“Anselm and Modern Science: *Credo Ut Intelligam*, or The Other Way Around? What Anselm Knew, and How We Can Practically Apply That Understanding To Our Science Curricula”

Chris Hall has a BA in philosophy from Gettysburg College and an MAT in elementary education from Towson University. He has been a classroom educator and administrator for 29 years, having served in public, independent, and classical schools. He is a national level Alcuin Fellow, as well as a speaker and author in the Christian Classical tradition. Along with his professional pedigree, he is a lifelong practitioner of the common arts and Founder of Always Learning Education, an organization dedicated to teaching learning, and propagating the common arts. He lives on a homestead in central Virginia with his wife and three homeschooled sons.



CRAIG HEFNER (craig.hefner@covenantschoolwv.org)
“ACCS Accreditation From the School’s Perspective”

Dr. **Craig Hefner** serves as the Head of School at Covenant School in Huntington, West Virginia, where he has served since 2018. Craig has a Ph.D. in systematic theology from Wheaton College, an M.Div. from Trinity Evangelical Divinity School, and a B.A. in pre-seminary with a minor in Greek from Cedarville University. Craig is the author of *Kierkegaard and the Changelessness of God: A Modern Defense of Classical Immutability*. He has spoken at SCL and ACCS conferences. Craig taught at the collegiate level and worked in church and campus ministries prior to coming to Covenant. He lives in Huntington, West Virginia with his wife, Rachel, and their sons, Elliott



KELLIE HERRERA (kherrera@trinityclassicalacademy.com)
“Merging Linguistic Worlds: Mastering English Grammar through Latin”

Kellie Herrera is the dedicated Grammar School Latin Teacher at Trinity Classical Academy in Santa Clarita, California, overseeing the instruction of Latin from 1st through 6th grade. A highly qualified educator, Mrs. Herrera holds a BA in sociology with a minor in English from the University of California, Los Angeles, and a Juris Doctor from the University of San Diego. With a robust academic background and a fervent passion for fostering language skills, she brings a wealth of



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knowledge and commitment to her role, ensuring students receive a comprehensive and enriching Latin education that establishes strong foundations and connections with other core subjects.



PATSY HINTON (phinton@covenantcs.org)

“Set the Table and Enjoy the Feast”

Patsy Hinton, M.Ed. Having served in classical Christian education for more than twenty years as an administrator, Patsy Hinton has assisted boards, headmasters, and teachers as they navigate the challenges particular to classical Christian schools. Patsy is the Headmaster at Covenant Classical Christian School in Columbia, South Carolina. She has also served as Headmaster of two other ACCS schools, Dean of Academics, Curriculum & Instruction Specialist, founding board member, and as the parent of a graduate from a classical Christian school in Tampa, Florida. Patsy and her husband, David, met in England during high school. They have been married for 36 years. Their daughter, English, lives with her husband in north Georgia. She is a graduate of The Paideia School, Hillsdale College, and the University of Georgia. The Hintons attend Blythewood Presbyterian Church. They also have the privilege of caring for Patsy’s father, Jan, that lives with them. The Hintons have two large dogs, Lexi and Liberty, that bring them much delight.



BEN HOLLAND (bholland@providenceacademy.com)

“How to Put Down the Ring: The Gollum in Headmaster’s Clothes”

Ben Holland has over 15 years in school leadership with a proven track record in school growth, fundraising, and excellence in operations. As the longest tenured Head of School in East Tennessee, Ben leads with innovation and creativity, fostering growth and retention in both staff and students. Ben has a passion to help Christian school leaders maximize their potential to make a lasting impact on the next generation. Ben lives in East Tennessee with his wife and two children.



GRANT HORNER (ghorner@masters.edu)

Panelist: “The Canon of Great Books”

“The Experience of the Sublime”

Grant Horner (PhD) is a senior rank Full Professor of Humanities at The Master’s University, just north of Los Angeles, where he specializes in the Renaissance, Reformation Historical Theology, Art History, and Classics. He was educated at Duke, UNC Chapel Hill, the University of Alabama, and Claremont Graduate University. He has been teaching at the university level for 30 years and has published numerous articles and books on Renaissance literature; 16th and 17th century theology; the Puritan John Milton; Classical learning; Bram Stoker’s Dracula; and film and theology. He is a National Council Alcuin Fellow in the Society for Classical Learning, and is Founder and Director of two academic programs at Master’s: The TMU in Italy summer abroad program based in Florence, and the BA program in Classical Liberal Arts. He lives in northern Tuscany every summer with his wife and a group of very eager students, in a villa built in 1409. He and his wife have three children and eight grandchildren.



MEGAN HOWELL (mhowell@trinityclassicalacademy.com)

“From Empathy to Action: Creating a Comprehensive Student Support Program”

Megan Howell started the Imago Dei School, the nation’s first classical, Christian special education school-within-a-school at Trinity Classical Academy in Valencia, California. Imago Dei is one service included in the robust special education program that Megan has developed in her role as Principal of Special Education. As a licensed educational therapist with a master’s degree in special



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education, Megan loves students and aggressively seeks ways to help them overcome their challenges in order to reach their potential and thrive. Megan has been married to her favorite artist/surfer, Stark, for 35 years and together they have six grown children.



KYLE HUGHES (khughes@stonehavenschool.org)

“Teaching for Spiritual Formation: Liturgies of Time and Space”

Dr. **Kyle Hughes** joined The Stonehaven School as its inaugural Lower School Principal in 2022. Kyle holds a B.S.F.S. from Georgetown University, a Th.M. from Dallas Theological Seminary, and a Ph.D. in New Testament and Early Christianity from Radboud University Nijmegen (Netherlands). A veteran educator and accomplished scholar, Kyle is the author of three books, including *Teaching for Spiritual Formation: A Patristic Approach to Christian Education in a Convulsed Age* (Cascade, 2022). He is a frequent contributor to the ACCS journal *Classis*, a Fellow at the Catechesis Institute, and Fellow of Pedagogy and Church History at the Beza Institute for Reformed Classical Education.



ANDREW KERN (akern@circeinstitute.org)

“Logos-Centered Learning”
“Temple-Centered Teaching”

Andrew Kern is the founder and president of the CIRCE Institute (Center for Independent Research on Classical Education), the husband of Karen, the father of five grown adults, and the grandfather of (so far) nine grandchildren. He has been researching, speaking, teaching, and consulting in the Christian classical renewal since 1993, during which he has been instrumental in the founding of three schools, consulted with over 100 schools and co-ops, and served as Director of Classical Instruction, Academic Dean, and Headmaster. Andrew speaks regularly at home school and classical conferences. In addition, he is the co-author with Dr. Gene Edward Veith of *Classical Education, The Movement Sweeping America* and, with Andrea Lipinski, of *The CIRCE Guide to Reading*. He also led the development of CIRCE's classical rhetoric program, *The Lost Tools of Writing*, and he loves Homer, Shakespeare, Anne of Green Gables, and Endeavour. Like Shakespeare, he knows a little Latin and less Greek. Except a lot less than Shakespeare. Andrew and Karen have settled in Concord, North Carolina where they attend Christ The Good Shepherd Orthodox Mission and watch their five grown children raise their children and pursue their callings.



JULIE LETSCHE (julieletsche@pccs.org)

“For the Love of Shakespeare”

Julie Letsche has taught using the classical Christian model for 17 years in grades K through 8. She and her husband of 30 years are parents to four young men and are co-founders of a classical Christian school. Julie served as the curriculum advisor and headmaster in the school's early years and now serves as the sixth-grade teacher at Providence Classical Christian School in Bothell, WA. Holding an ACCS Master's Certification and a BA in English with a specialization in Shakespearean studies, she extends the joy of Shakespeare into secondary drama productions and adult classical book groups. Julie has led school-based faculty trainings on assessment, discipleship, and writing as well as parent education seminars about classical Christian education.



BRYAN LYNCH (balynd@veritasschool.net)

“Hands On Formative Assessments”

Bryan Lynch is Academic Dean at Veritas School, a preK-12 classical and Christian school in Newberg, Oregon. Bryan was a founding board member of Veritas, served as Headmaster there for 20



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years, and has 40 years of experience in private and public education. In addition to his administrative duties, Bryan teaches Rhetoric and Humane Letters to eleventh grade students. Bryan has presented workshops on faculty development, formative assessment, and seminar discussions at ACCS conferences and has led many school-based teacher trainings. He has also been involved in several accreditation visits for ACCS. Bryan and his wife, Ann, have three adult children and two grandchildren. Bryan posts a variety of free resources on teaching and classical education for teachers and administrators at classicalteaching.com.



LOUIS MARKOS (lmarkos@hbu.edu)

“Part I: Homer on Courage and Justices”

“Part II: Homer on Courage and Justice “

Dr. **Louis Markos** holds a B. A. in English and history from Colgate University and an M. A. and Ph. D. in English from the University of Michigan. He is a professor of English and scholar-in residence at Houston Christian (formerly Houston Baptist) University, where he holds the Robert H. Ray Chair in Humanities and teaches courses on British Romantic and Victorian poetry and prose, the classics, C. S. Lewis and J. R. R. Tolkien, and art and film. He is the author of twenty-five books, including *The Myth Made Fact*; *From Plato to Christ*; *From Achilles to Christ*; *On the Shoulders of Hobbits*; *Ancient Voices: An Insider’s Look at the Early Church*; *Literature: A Student’s Guide*; *C. S. Lewis: An Apologist for Education*; three Canon Press Worldview Guides to the *Iliad*, *Odyssey*, and *Aeneid*; and two children’s novels, *The Dreaming Stone* and *In the Shadow of Troy*, in which his kids become part of Greek mythology and the *Iliad* and *Odyssey*. His son Alex teaches history at the Geneva School in Boerne, TX. IVP Academic will shortly be publishing his *Passing the Torch: The Case for Classical Christian Education*.



JON MCCORD (jmccord@veritasgreenville.com)

“Identity is Key: How Knowing who you are Makes Everything Easier”

Jon McCord has served as the headmaster of Veritas Preparatory School in Greenville, South Carolina for ten years and teaches Latin, literature, history, and rhetoric (or whatever else might be needed). Prior to moving to South Carolina, Jon cut his teeth teaching and leading in Naperville after finishing graduate school at Wheaton College. At Veritas, he runs the Veritas BBQ Club and coaches JV boys’ basketball. He and his wife Lesley have four sons and love the outdoors, cooking, and discussion.



KEITH MCCURDY (keithmccurdytlc@gmail.com)

“Engaging our Students and Encouraging our Parents”

Keith A. McCurdy, M.A., Ed.S. is a Family and Parenting Educator and Consultant, as well as a Licensed Professional Counselor and Licensed Marriage and Family Therapist in the state of Virginia. He has worked with families, children, parents, and individuals for over 30 years in the field of mental health.

Keith provides consulting and coaching services nationally on improving parenting skills, building strong marriages, maintaining healthy relationships, leadership training, and addressing corporate stress management. He has developed and regularly offer parenting retreats entitled “Raising Sturdy Kids” to help parents operate from the correct paradigm with their children and have extended and customized this powerful program for schools and students. He also provides counseling services in person and via teletherapy throughout the state of Virginia at Total Life Counseling, Inc.

Keith received a Master of Arts and Education Specialist degrees from James Madison University. He is currently the President and Founder of Live Sturdy, LLC, and President and CEO of Total

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MAIN CONFERENCE: SPEAKERS

Life Counseling, Inc. For many years he has been a consultant and speaker nationally to businesses, churches, and schools (public, private, faith based and within the world of Classical Education.)

Keith previously served as Chairman of the Board at Faith Christian School, a Christian classical school in Roanoke, Virginia. He is a regular contributor on the “BaseCamp Live” podcast with multiple interviews and the “McCurdy Moment” segments, as well as being featured on the Circe Institute’s podcast “The Commons” and “Crosspolitic.”

Keith is an avid outdoorsman and enjoys living in the beautiful Roanoke Valley in the Blue Ridge Mountains with his wife.



FRANKLIN NORTON (franklin.norton@covenantschoolwv.org)

“A Good Man is Hard to Find: Modern Education and the Crisis of Men without Chests”

Franklin Norton is the Director of Advancement at Covenant School in Huntington, West Virginia. He earned his B.A. in advertising and public relations from Marshall University and an M.A. in Leadership with a concentration in classical schools from Gordon College, for which he completed a thesis project examining the relationship between male students and classical education. In addition to his role as advancement director, Mr. Norton has also taught upper school courses in Latin and Rhetoric, and currently teaches the senior Christian Worldview course. Mr. Norton is a member of Redemption Church in Huntington and enjoys reading great books, listening to beautiful music, and coaching the Covenant Eagles cross country and track teams.



M. WADE ORTEGO (wortego@theambroseschool.org)

“Counting the Cost ... The Head of School Role”

Wade Ortego has served as Head of School in classical Christian schools since 2008. His experience and stories from the past 15 years have formed a virtual guidebook of successes and failures for other Heads of School. His great passion is to assist schools and Heads as they develop and fine-tune the formation of their staff and students, while building a school culture and community that honors the Lord. Wade has led four schools and is currently Head of The Ambrose School system in Meridian, Idaho. He enjoys consulting with other classical schools, supporting Heads and boards throughout the classical Christian education community, encouraging them to avoid the mistakes and missteps he’s made along the way. He has been married to Rachel for 26 years and they have three boys: Matthew, Elijah, and Jedidiah,



JASON PERRY (jasonp@tridentshield.net)

“Blending Faith and Preparedness in Safety Training”

Jason Perry is a distinguished voice in both the Christian community and the realm of security and emergency preparedness. As the founder of Trident Shield, an emergency preparedness, security training, and consulting firm in Johnson City, TN, he masterfully integrates Biblical principles with practical safety training. Jason’s approach to active shooter and workplace violence prevention, as well as emergency preparedness and personal safety, is deeply rooted in real-world experience and guided by his faith. His extensive background (32+ years) encompasses roles as a Navy SEAL/IDC, SWAT Officer, Executive Protection Specialist, and Corporate Security Expert. Now, as a Pastor, Jason’s expertise in crisis management is enriched by his spiritual leadership, offering a perspective that encompasses both physical readiness and spiritual insight. His methodology extends beyond conventional security tactics, fostering a spirit of vigilance and resilience deeply anchored in Biblical wisdom.

MAIN CONFERENCE: SPEAKERS



KYLE RAPINCHUK (kyle.rapinchuk@sageracademy.com)

“Poetry as Pedagogy”

“Theological Thinking and Other Unnatural Acts”

Dr. Kyle Rapinchuk is Head of School at Sager Classical Academy in Siloam Springs, Arkansas. In 2017, Kyle founded The Classical Thistle, a website devoted to promoting classical Christian education in a 21st century context. Through The Classical Thistle, Kyle writes and publishes articles and resources on classical Christian education, as well as co-organizing an annual conference with School of the Ozarks for the past six years. In 2023, Kyle and his family—wife (Kristin) and three children (Karis, Anastacia, and Aviel)—also founded The Greenhouse: A Mere Christian Community, an intentionally inter-denominational ministry that exists to help men, women, and children embrace the historic Christian faith, grow up in Christ, and live out the Christian faith in generative ways that provide a broken world glimpses of the kingdom of God as it will one day be in its fullness. Kyle has more than 12 years of experience in the classroom, 11 years of vocational collegiate ministry experience, and has spoken at numerous professional and educational conferences and teacher trainings. Kyle has a B.A. in English from College of the Ozarks, an M.Div. from Southwestern Baptist Theological Seminary, and a PhD in Biblical Studies—Old Testament from Golden Gate Baptist Theological Seminary (now Gateway Seminary).



JARROD RICHEY (jrichey@genevaclassical.org)

“Singing School: A Two-Tiered Music Vision for Classical Christian Schools”

Jarrod Richey has been teaching general music and choir classes at Geneva Academy in West Monroe, Louisiana, since 2008. He received his Master of Music degree from the University of Louisiana Monroe. Mr. Richey completed his Kodály music teacher certification from Wichita State University. He is pursuing a Ph.D. in Church Music and Worship at Southwestern Baptist Theological Seminary in Fort Worth, Texas. Each summer, he teaches musicianship, folk-dancing, and special topics courses in July for the New Saint Andrews College Conservatory of Music and its two-week Kodály Music Teacher training program (Chenaniah Summer Music Institute). Mr. Richey is the author of *BACH to the Future: Fostering Music Literacy Today* (2016). He is the general editor and contributing author for the ACCS publication *Raise the Song: A Classical Christian Guide to Music Education* (2019). He is the general editor for *LET JOY RESOUND: A Singing School Hymnal*, coming out in Summer 2024 at LetJoyResound.com. When not working on the above projects, he’s writing at “Musically Speaking” (jarrodrichey.substack.com). Jarrod and his lovely wife, Sarah, have seven choristers in training ranging from toddler to seventeen.



JOE RIGNEY (joerigney@gmail.com)

“Anselm the Teacher: The Pursuit of Joy in Education”

“The Paideia of God”

Dr. Rigney serves as Fellow of Theology at New Saint Andrews College. He is the author of seven books: *Live Like a Narnian: Christian Discipleship in Lewis’s Chronicles* (Eyes & Pen, 2013); *The Things of Earth: Treasuring God by Enjoying His Gifts* (Crossway, 2015); *Lewis on the Christian Life: Becoming Truly Human in the Presence of God* (Crossway, 2018); *Strangely Bright: Can You Love God and Enjoy This World?* (Crossway, 2020); *More Than a Battle: Experiencing Victory, Freedom, and Healing from Lust* (B&H, 2021); *Courage: How the Gospel Creates Christian Fortitude* (Crossway, 2023); *Leadership and Emotional Sabotage: Resisting the Anxiety That Will Wreck Your Family, Destroy Your Church, and Ruin the World* (Canon Press, 2024). Previously, Dr. Rigney served as a professor and president of Bethlehem College & Seminary in Minneapolis, a pastor at Cities Church in St. Paul, and a teacher at Desiring God.



MAIN CONFERENCE: SPEAKERS

Joe is a teacher who can't help but tell others about the things that fascinate him, and he is a generalist who is fascinated by a great many things. He loves to teach classes on biblical theology, C.S. Lewis, Shakespeare, English literature, political philosophy, and Jonathan Edwards. Beyond teaching, writing, and preaching, Joe loves to play baseball with his three sons and spend time with his lovely wife Jenny.



KEVIN ROBERTS (Ericka.Morris@heritage.org)
“The Children of Hope: Augustine and Anselm”

Kevin D. Roberts, PhD, was named President of The Heritage Foundation in October 2021. In September 2023, Roberts was named President of Heritage Action for America and serves both organizations in a joint role. Roberts previously served as the Chief Executive Officer of the Texas Public Policy Foundation (TPPF), an Austin-based nonprofit, nonpartisan research institute and the largest state think tank in the nation.

As President of The Heritage Foundation, Roberts will continue to lead policy research efforts on many of the issues he championed at TPPF, including education, health care, border security, election integrity, and more, and his leadership will also be critical in pushing back on the radical, socialist agenda being advanced by the Left at all levels of government. At a time when so many bad ideas are coming out of Washington, his experience advancing sound policy at the state and national levels will be vital.

A lifelong educator, Roberts earned his PhD in American History from the University of Texas. After several years of teaching history at the collegiate level, Roberts in 2006 left the university to found John Paul the Great Academy, a co-ed, K-12 Catholic liberal arts school in Lafayette, Louisiana. Roberts served as the academy's president and headmaster for seven years.

In 2013, he resigned from the academy to become President of Wyoming Catholic College. Under his leadership, the college adopted a policy of refusing to accept federal student loans and grants, lest it be forced to violate Catholic tenets. This independent stance led The New York Times to describe the school as being full of “cowboy Catholics.”

In addition to his doctorate, Roberts holds a master's degree in History from Virginia Tech and a bachelor's degree in History from the University of Louisiana at Lafayette. Roberts and his wife have four children.



SARAH ROBERTSON (srobertson@trinityclassicalacademy.com)
“Early Intervention and Educational Therapy”

Sarah Robertson serves as Coordinator of Grammar School Curriculum and Teacher Training at Trinity Classical Academy in Valencia, California. She spent a decade as a classroom teacher at Trinity and has experience teaching early intervention classes for emerging readers in many formats within a classical school. She received a BA in early childhood education and English from Kean University in Union, New Jersey. Sarah and her husband have four classically educated children, including one with special needs. They have worked hard to build a home culture that loves reading, waffles, baseball, and serving their church family.



CHRIS SCHLECT (cschlect@nsa.edu)
“Part I and II: The Canon of Great Books”

Christopher Schlect, PhD, has worked in classical and Christian education for over thirty years. At his home institution, New Saint Andrews College, Chris is Head of Humanities and Director of the Classical and Christian Studies graduate program. He also teaches courses in history, education,



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male and female He created
them."


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and classical rhetoric. In addition to his work at NSA, Chris teaches for Gordon College's program in Classical Graduate Leadership, and chairs the Accreditation Commission for the Association of Classical and Christian Schools (ACCS). Chris also has many years of classroom experience teaching grades 7 through 12 at Logos School in Moscow, Idaho, where he also coached a high-achieving Mock Trial team. Today he serves classical and Christian schools around the country through his teaching, consulting, and training activities. Chris and his wife, Brenda, have five grown children, all products of a classical and Christian education, as are all their spouses. The number of their grandchildren continues to grow—a testimony to God's goodness.



KATHERINE SCHULTZ (Schultz.katherine@schaefferacademy.org)
"Stories for Mentoring and Support for Novice Teachers in Classical Christian Schools"

Katherine Schultz has served as associate headmaster at Schaeffer Academy since 2006 and has worked as a teacher and administrator in Christian education for more than 35 years. Her role at Schaeffer includes mentoring teachers new to the school through a 3-year process that helps them develop as classical and Christian educators in their fundamental approach as well as practical skill. Katherine is also the founder and CEO of 3-Dimensional Worldview Survey. She wrote the definition of "Christian worldview" for the Encyclopedia of Christian Education. Through ongoing international work, she continues to invest her time in helping schools, teachers, and their students align their beliefs, behavior, and attitudes to a Christian worldview. Katherine and her husband TJ have been married for 33 years, and attend Autumn Ridge Church, where they both volunteer in the worship ministry. She enjoys cooking, reading, travel, and creative work.



STEPHANIE & TIM SLATER (c3a.headmaster@protonmail.com)
"Reinvigorating the Contemporary Quadrivium"

Dr. **Tim Slater** and Dr. **Stephanie Slater** serve as lead administrators and teachers at the Cabrera Christian Classical Academy in the Dominican Republic.

Originally trained as professional astronomers and serving as an education professors for 30 years in the United States, they are committed to teaching science and mathematics from a Bible-based, Christ-centered perspective. Drs. Slater have conducted professional development trainings for thousands of teachers internationally and, known for their enthusiastic and insightful presentations are frequently sought after as conference speakers.



HARRISON SMITH (hsmith@adflegal.org)
"Facing Legal Threats and Protecting Your School's Religious Liberty"

Harrison Smith is a Regional Alliance Director for the ADF Church Alliance and has been with Alliance Defending Freedom for almost 10 years. His passion for the Gospel and interest in the intersection of law and current affairs allows him to enthusiastically communicate with others. He works with major ministry and denominational leaders across the country on religious liberty issues to ensure that the body of Christ understands the current cultural and legal climate and knows the resources available to them through Alliance Defending Freedom so that together the doors can remain open for sharing the Gospel.



PATRICIA SMITH (patismith@pccs.org)
"Against Pragmatism: Mathematics in the Grammar School"

Pati Smith, a native of South Carolina, has been teaching 4th grade at Providence Classical Christian School in Bothell, Washington since 2018. Before becoming a classroom teacher, she

MAIN CONFERENCE: SPEAKERS



MINDY STANLEY (mindy.stanley@covenantschoolwv.org)
“Rhyme Rhythm and Repetition”

classically homeschooled her four kids—graduating the oldest two. The younger two now attend Providence. Pati worked as a Systems Engineer for several years before staying home with her children. She has a BS in mechanical engineering and a MS in Information Science. Pati and her husband Jeremy have been married for 27 years and live in Redmond, Washington.

Mindy Stanley is beginning her 50th year of teaching! She has a master’s degree in early childhood education and B.A. in elementary education from Marshall University. She began teaching in 1975 and came to Covenant when it first opened in 1995. She and her husband, Rocky, attend Redemption Church in Huntington. Together they have two sons and two grandchildren. Mrs. Stanley’s goals for her classroom include instilling a love of learning, shepherding children’s hearts, and infusing a love—and awareness of—Christ in all areas of life. Mrs. Stanley is convinced that educating these students is “educating for eternity.”



SALLY TACKETT (stackett@covenantcs.org)
“Set the Table and Enjoy the Feast”

Sally Tackett serves as Music Director, Language Arts Teacher and mom to two Grammar School students at Covenant Classical Christian School in Columbia, South Carolina. Sally found her love for choral music under the direction of Diane Covington at Leesville High School in Raleigh, North Carolina. She holds a Bachelor of Music degree from the University of South Carolina. When not in rehearsal, you can find Sally playing in the kitchen and chasing wonder with her husband, Ben, their two daughters and their not-so-small group from Riverside Community Church.



DONNA TAYLOR (dtaylor@veritassav.org)
“Not a Minute Wasted”

Donna Taylor is the wife of Scott Taylor, and the mother of three classically educated grown children. She has a BA in elementary education from the University of Kentucky, twenty-five years of teaching experience, and just completed her twelfth year of teaching third graders at Veritas Academy in Savannah, Georgia



JAMES WALDY (james.waldy@marshall.edu)
“Filling an Unforgiving Class Period with 50 Minutes Worth of Distance Run”

James D. Waldy, EdS, is a lifelong educator who has been involved in classical education for 38 years. He graduated from Bob Jones University with a degree in elementary education and went on to complete master’s and educational specialist degrees from BJU in educational administration. He has taught at every K-12 grade level and has served as either dean of faculty or principal in 26 of his 38 years in classical education. Happily married to his wife, Tami, and the father of five wonderful children and fourteen grandchildren, James serves at Mars Hill Academy in Mason, Ohio, as the grammar school principal, fourth grade grammar and senior astronomy teacher, and the biggest kid at recess.



AMY WALKER (amywalker@heritageoakschool.com)
“ACCS Accreditation From the School’s Perspective”

Amy Walker earned her MA in Education from Tarleton State University in Stephenville, Texas before moving to California where she was instrumental in founding Heritage Oak School. She served



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as a teacher and Grammar School Principal before becoming Head of School in 2014. Since that time, she has led the school through several accreditation cycles with both WASC and ACCS and has participated in a number of accreditation visits to other schools. She is particularly passionate about small classical Christian schools in rural areas and helping them strive for excellence. Amy and her husband are parents to three grown daughters, all of whom received a classical Christian education, and are now grandparents to seven future classical Christian graduates



CARMEN WATSON (cwatson@pcsclassical.org)

“Smoothing Your Path Through the ACCS Accreditation Process”

Carmen Watson has been a teacher in classical Christian schools for eighteen years and an administrator for nine years, including two years as the Upper School Principal at Providence Classical School (PCS) in Spring, Texas. During her time at PCS, Carmen has successfully coordinated the school's ACCS reaccreditation process three times, including this past spring. She has also served on three accreditation visit committees, so she is familiar with the accreditation process from both sides. Carmen earned her M. Ed. in Curriculum and Instruction from Covenant College in 2016 and enjoys helping teachers and administrators improve classroom practice and the documentation of their curriculum and other systems.



MARK WHEELER (mwheeler@hickorychristian.com)

“What 400 Hours of Discussion over 50 Texts in 16 Months as a Student Taught Me about Graded Discussions”

Mark Wheeler is a rhetoric English teacher at Hickory Christian Academy in Hickory, North Carolina, where he has taught various classes since 2006. He has also coached the Mock Trial team for several years. He and his wife, Leah, have six children who attend Hickory Christian Academy. They are members at West Hickory Baptist Church, where Mark is a deacon and teaches the youth Sunday School class. Mark's thesis for his degree from The Southern Baptist Theological Seminary is on the role of beauty in the spiritual formation of Christian high school students.



DOUGLAS WILSON (office@christkirk.com)

“Rene Girard, St. Anselm, and the Crackle of Envy”
“Governance in the Garden of Good & Evil”

Douglas Wilson is the minister of Christ Church in Moscow, Idaho. He is a founding board member of both Logos School and New Saint Andrews College, and serves as an instructor at Greyfriars Hall, a ministerial training program at Christ Church. He is the author of numerous books on classical Christian education, the family, and the Reformed faith.



CHRISTIE WRIGHT (cwright@highlandrimacademy.org)

“The Seven Laws of Teaching”
“The Training and Teaching Dichotomy”

Christie Wright serves as the Assistant Head of School and Academic Dean at Highland Rim Academy in Cookeville, Tennessee. She was instrumental in the founding of the school in 2007 and has spent most of her instructional time in the humanities and rhetoric classes. She earned a B.A. in English Literature at the University of Tennessee, Knoxville and an M.A. in Curriculum and Instruction from Tennessee Technological University. She enjoys her country home with her husband, Jeff, where the chickens and their six children are all free range.



Psalm 136:1-9, 23-26

Oh, give thanks to the LORD, for He is good! For His mercy endures forever.

Oh, give thanks to the God of gods! For His mercy endures forever.

Oh, give thanks to the Lord of lords! For His mercy endures forever:

To Him who alone does great wonders, For His mercy endures forever;

To Him who by wisdom made the heavens, For His mercy endures forever;

To Him who laid out the earth above the waters, For His mercy endures forever;

To Him who made great lights, For His mercy endures forever—

The sun to rule by day, For His mercy endures forever;

The moon and stars to rule by night, For His mercy endures forever.

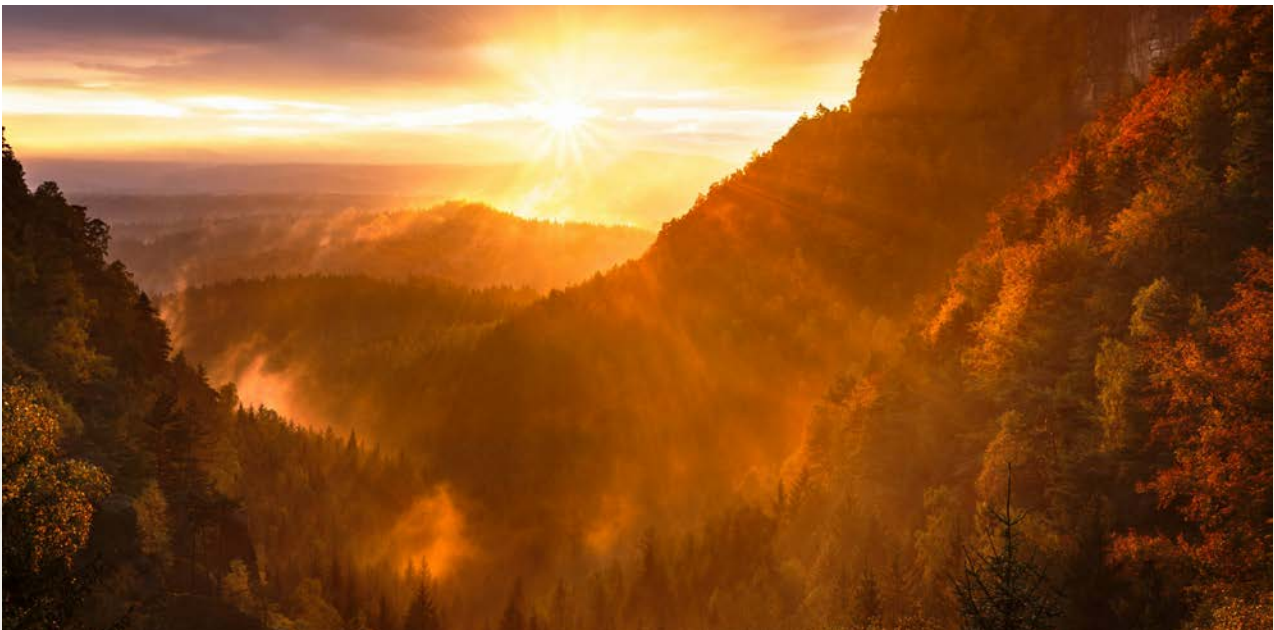
... Who remembered us in our lowly state, For His mercy endures forever;

And rescued us from our enemies, For His mercy endures forever;

Who gives food to all flesh, For His mercy endures forever.

Oh, give thanks to the God of heaven! For His mercy endures forever.

Amen.



Dr. Martyn Lloyd Jones (1969)

O Lord our God, have mercy upon us. Forgive us especially, we pray thee again, for our folly—for our foolish talking about our century and the "modern man", as if anything had changed.

Awaken us, we pray thee, and bring us to see that thy method is still the same, that the truth remains unchanged and unchanging, and that the power of the blessed Holy Spirit is in no sense diminished.

Lord, hear us. Revive thy work O Lord, thy mighty arm make bare. Speak with a voice that wakes the dead and make the people hear. And unto thee, and unto thee alone, shall we give all the praise and the honour and the glory, both now and forever, amen.

PSALM 5:3-8

O Lord, in the morning you hear my voice;

in the morning I prepare a sacrifice for you and watch.

For you are not a God who delights in wickedness;

evil may not dwell with you.

The boastful shall not stand before your eyes;

you hate all evildoers.

You destroy those who speak lies;

the Lord abhors the bloodthirsty and deceitful man.

But I, through the abundance of your steadfast love,

will enter your house.

I will bow down toward your holy temple

in the fear of you.

Lead me, O Lord, in your righteousness

because of my enemies;

make your way straight before me.



Anselm (1033-1109)

Lord, because you have made me, I owe you the whole of my love; because you have redeemed me, I owe you the whole of myself; because you have promised so much, I owe you my whole being. Moreover, I owe you as much more love than myself as you are greater than I, for whom you gave yourself and to whom you promised yourself. I pray you, Lord, make me taste by love what I taste by knowledge; let me know by love what I know by understanding. I owe you more than my whole self, but I have no more, and by myself I cannot render the whole of it to you. Draw me to you, Lord, in the fullness of your love. I am wholly yours by creation; make me all yours, too, in love.

PSALM 51:1-8

O Lord, in the morning you hear my voice;
in the morning I prepare a sacrifice for you and watch.
For you are not a God who delights in wickedness;
evil may not dwell with you.
The boastful shall not stand before your eyes;
you hate all evildoers.
You destroy those who speak lies;
the Lord abhors the bloodthirsty and deceitful man.
But I, through the abundance of your steadfast love,
will enter your house.
I will bow down toward your holy temple
in the fear of you.
Lead me, O Lord, in your righteousness
because of my enemies;
make your way straight before me.

St Patrick (377)

I arise today
Through the strength of Christ's birth and His baptism,
Through the strength of His crucifixion and His burial,
Through the strength of His resurrection and His ascension,
Through the strength of His descent for the judgment of doom.

Christ with me,
Christ before me,
Christ behind me,
Christ in me,
Christ beneath me,
Christ above me,
Christ on my right,
Christ on my left,
Christ when I lie down,
Christ when I sit down,
Christ when I arise,
Christ in the heart of every man who thinks of me,
Christ in the mouth of everyone who speaks of me,
Christ in every eye that sees me,
Christ in every ear that hears me.

I arise today
Through a mighty strength, the invocation of the Trinity,
Through a belief in the Threeness,
Through a confession of the Oneness
Of the Creator of creation



I CHRONICLES 29:10-13 (ESV)

Therefore David blessed the LORD in the presence of all the assembly.

And David said: “Blessed are you, O LORD, the God of Israel our father, forever and ever.

Yours, O LORD, is the greatness and the power and the glory and the victory and the majesty, for all that is in the heavens and in the earth is yours.

Yours is the kingdom, O LORD, and you are exalted as head above all.

Both riches and honor come from you, and you rule over all.

In your hand are power and might,

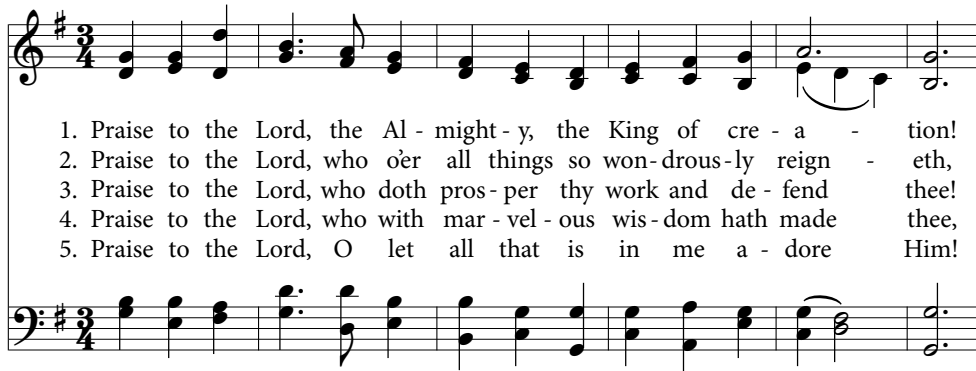
and in your hand it is to make great and to give strength to all.

And now we thank you, our God, and praise your glorious name.”

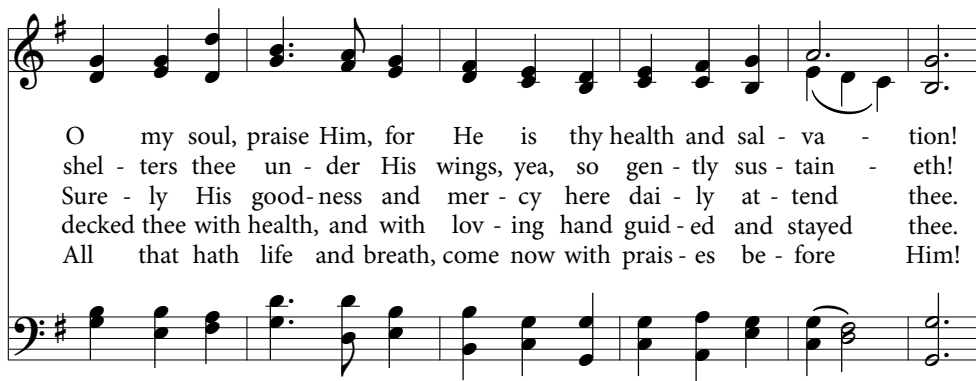


HYMNS, PSALMS, PRAYERS

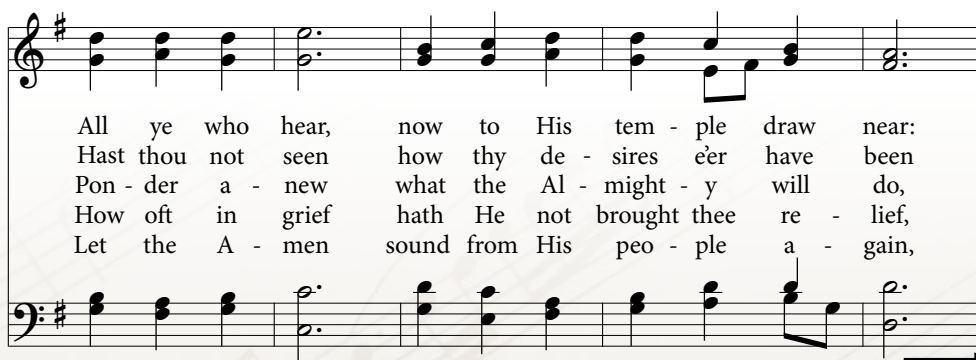
Praise to the Lord, the Almighty



1. Praise to the Lord, the Al - might - y, the King of cre - a - tion!
2. Praise to the Lord, who o'er all things so won-drous-ly reign - eth,
3. Praise to the Lord, who doth pros-per thy work and de-fend thee!
4. Praise to the Lord, who with mar-vel-ous wis-dom hath made thee,
5. Praise to the Lord, O let all that is in me a-dore Him!



O my soul, praise Him, for He is thy health and sal - va - tion!
shel - ters thee un - der His wings, yea, so gen - tly sus - tain - eth!
Sure - ly His good-ness and mer - cy here dai - ly at - tend thee.
decked thee with health, and with lov - ing hand guid - ed and stayed thee.
All that hath life and breath, come now with prais - es be - fore Him!



All ye who hear, now to His tem - ple draw near:
Hast thou not seen how thy de - sires e'er have been
Pon - der a - new what the Al - might - y will do,
How oft in grief hath He not brought thee re - lief,
Let the A - men sound from His peo - ple a - gain,

Words: Joachim Neander, 1680; tr. Catherine Winkworth, 1863, alt.

Music: *Ander Theil des Erneuerten Gesangbuchs*, Pt. 2, 1665; harm. W. Sterndale Bennett, 1863

LOBE DEN HERREN

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HYMNS, PSALMS, PRAYERS

join me in glad ad - o - ra - - - tion!
 grant - ed in what He or - dain - - - eth?
 if with His love He be - friend thee!
 spread - ing His wings to o'er - shade thee!
 glad - ly for aye we a - dore Him.

Our God, Our Help in Ages Past

1. Our God, our help in a - ges past, our hope for years to come,
 2. Un - der the shad - ow of Thy throne, Thy saints have dwelt se - cure;
 3. Be - fore the hills in or - der stood or earth re - ceived its frame,
 4. A thou - sand a - ges in Thy sight are like an eve - ning gone,
 5. The bus - y tribes of flesh and blood, with all their lives and cares,

our shel - ter from the storm - y blast, and our e - ter - nal home.
 suf - fi - cient is Thine arm a - lone, and our de - fense is sure.
 from ev - er - last - ing Thou art God, to end - less years the same.
 short as the watch that ends the night be - fore the ris - ing sun.
 are car - ried down - ward by Thy flood, and lost in fol - l'wing years.

6. Time, like an ever-rolling stream,
 bears all its sons away;
 they fly forgotten, as a dream
 dies at the opening day.

7. Our God, our help in ages past,
 our hope for years to come,
 be Thou our Guide while life shall last,
 and our eternal home!

Words: Isaac Watts, 1719, from Psalm 90
 Music: William Croft, 1708

ST. ANNE
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FROM "LET JOY RESOUND: A SINGING SCHOOL HYMNAL" - LETJOYRESOUND.COM

HYMNS, PSALMS, PRAYERS

The King of Love My Shepherd Is

1. The King of love my Shep - herd is, whose good - ness
2. Where streams of liv - ing wa - ter flow, my ran - somed
3. Per - verse and fool - ish oft I strayed, but yet in
4. In death's dark vale I fear no ill with Thee, dear
5. Thou spread'st a ta - ble in my sight; Thine unc - tion
6. And so through-out the length of days Thy good - ness

fail - eth nev - er, I noth - ing lack if
soul He lead - eth, and where the ver - dant
love He sought me, and on His shoul - der
Lord, be - side me; Thy rod and staff me
grace be - stow - eth, and oh! what trans - port
fail - eth nev - er; Good Shep - herd, may I

I am His and He is mine for - ev - er.
pas - tures grow with food ce - les - tial feed - eth.
gent - ly laid, and home, re - joic - ing, brought me.
com - fort still, Thy cross be - fore to guide me.
of de - light from Thy pure chal - ice flow - eth.
sing Thy praise with - in Thy house for - ev - er.

Words: Henry W. Baker, 1868; from Psalm 23
Music: Old Irish hymn melody

ST. COLUMBA
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FROM "LET JOY RESOUND: A SINGING SCHOOL HYMNAL" - LETJOYRESOUND.COM

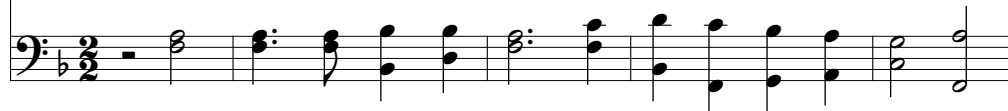


HYMNS, PSALMS, PRAYERS

Now Thank We All Our God



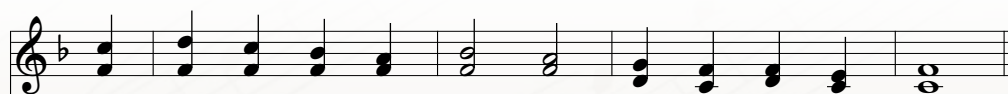
1. Now thank we all our God with heart and hands and voic - es,
2. O, may this boun-teous God through all our life be near us,
3. All praise and thanks to God the Fa - ther now be giv - en,



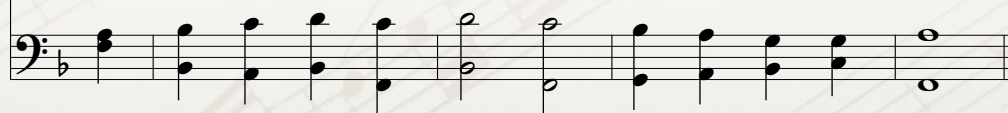
who won-drous things hath done, in whom His world re - joic - es;
with ev - er - joy - ful hearts and bless - ed peace to cheer us;
the Son, and Him who reigns with them in high - est heav - en:



who from our moth - er's arms hath blessed us on our way
and keep us in His grace, and guide us when per - plexed,
the one e - ter - nal God, whom earth and heav'n a - dore!



with count - less gifts of love, and still is ours to - day.
and free us from all ills in this world and the next!
For thus it was, is now, and shall be ev - er - more.



Words: Martin Rinkart, 1636; tr. Catherine Winkworth, 1858
Music: Johann Crüger, 1648

NUN DANKET ALLE GOTT
67 67 66 66

FROM "LET JOY RESOUND: A SINGING SCHOOL HYMNAL" - LETJOYRESOUND.COM

HYMNS, PSALMS, PRAYERS

Come, Thou Almighty King

1. Come, Thou Al - might - y King, help us Thy name to sing;
2. Come, Thou In - car - nate Word, gird on Thy might - y sword,
3. Come, Ho - ly Com - fort - er, Thy sa - cred wit - ness bear
4. To the great One in Three, e - ter - nal prais - es be

help us to praise: Fa - ther, all glo - ri - ous, o'er all vic -
our prayer at - tend: come, and Thy peo - ple bless, and give Thy
in this glad hour: Thou who al - might - y art, now rule in
hence, ev - er - more! His sov - 'reign maj - es - ty may we in

to - ri - ous, come, and reign o - ver us, An - cient of Days.
word suc - cess: Spir - it of ho - li - ness, on us de - scend.
eve - ry heart, and ne'er from us de - part, Spir - it of pow'r.
glo - ry see, and to e - ter - ni - ty love and a - dore!

Words: Anonymous, 1757

Music: Felice de Giardini, ca. 1762

TRINITY (ITALIAN HYMN)

66 4 66 64

FROM "LET JOY RESOUND: A SINGING SCHOOL HYMNAL" - LETJOYRESOUND.COM



HYMNS, PSALMS, PRAYERS

All People That on Earth Do Dwell

1. All peo - ple that on earth do dwell, sing
2. The Lord ye know is God in - deed; with -
3. O en - ter then His gates with praise, ap -
4. For why? the Lord our God is good; His

to the Lord with cheer - ful voice; Him serve with fear, His
out our aid He did us make; we are His flock, He
proach with joy His courts un - to; praise, laud, and bless His
mer - cy is for - ev - er sure. His truth at all times

praise forth - tell; come ye be - fore Him and re - joice!
doth us feed, and for His sheep He doth us take.
name al - ways, for it is seem - ly so to do.
firm - ly stood, and shall from age to age en - dure. A - men.

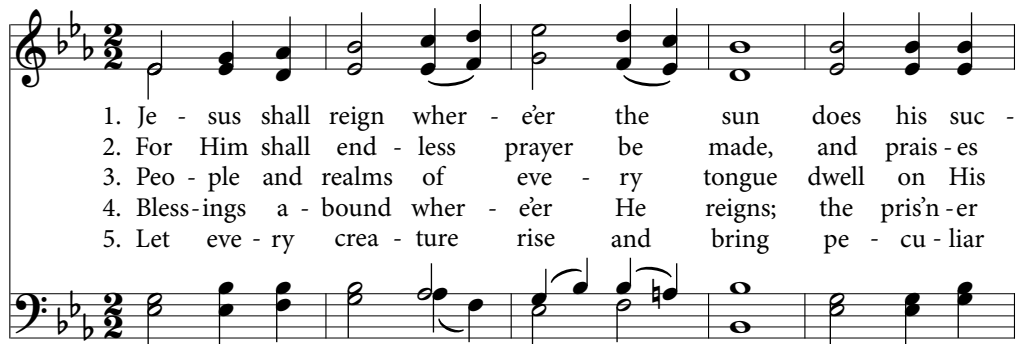
Words: William Kethe, 1560, alt., from Psalm 100
Music: Louis Bourgeois, 1551

OLD HUNDRETH
LM

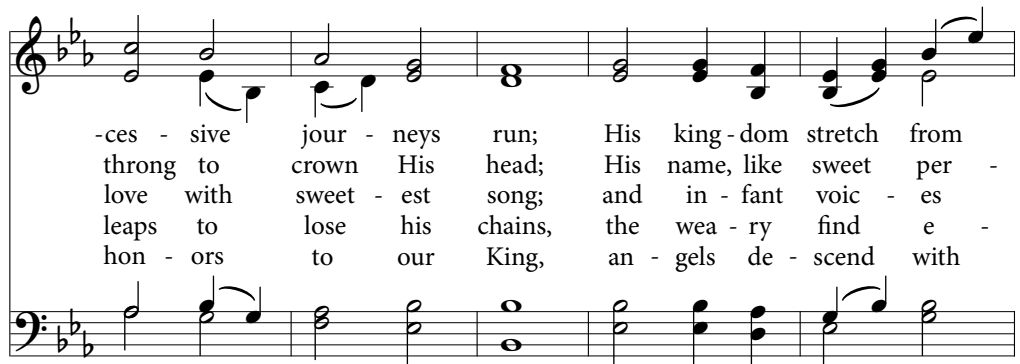
FROM "LET JOY RESOUND: A SINGING SCHOOL HYMNAL" - LETJOYRESOUND.COM

HYMNS, PSALMS, PRAYERS

Jesus Shall Reign Where'er the Sun



1. Je - sus shall reign wher - e'er the sun does his suc -
2. For Him shall end - less prayer be made, and prais - es
3. Peo - ple and realms of eve - ry tongue dwell on His
4. Bless - ings a - bound wher - e'er He reigns; the pris'n - er
5. Let eve - ry crea - ture rise and bring pe - cu - liar



-ces - sive jour - neys run; His king - dom stretch from
throng to crown His head; His name, like sweet per -
love with sweet - est song; and in - fant voic - es
leaps to lose his chains, the wea - ry find e -
hon - ors to our King, an - gels de - scend with



shore to shore, till moons shall wax and wane no more.
-fume, shall rise with eve - ry morn - ing sac - ri - fice.
shall pro - claim their ear - ly bless - ings on His name.
-ter - nal rest, and all the sons of want are blest.
songs a - gain, and earth re - peat the loud A - men.

Words: Isaac Watts, 1719
Music: John Hatton, 1793

DUKE STREET
LM

FROM "LET JOY RESOUND: A SINGING SCHOOL HYMNAL" - LETJOYRESOUND.COM



Come, Thou Fount



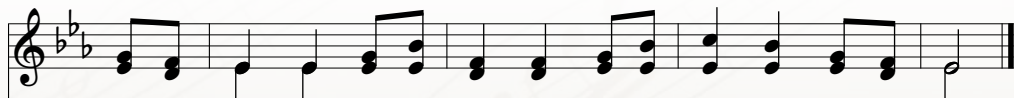
1. Come, Thou Fount of eve-ry bless-ing; tune my heart to sing Thy grace;
 2. Here I raise mine Eb - e - ne - zer: hith - er by Thy help I'm come,
 3. Oh to grace how great a debt - or dai - ly I'm con - strained to be!



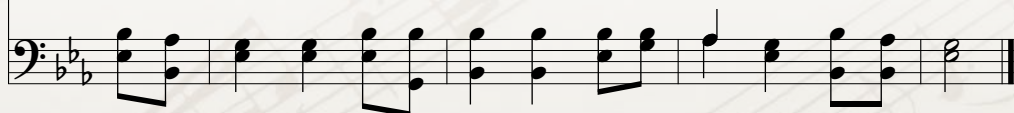
streams of mer - cy, nev - er ceas - ing, call for songs of loud - est praise.
 and I hope by Thy good pleas - ure safe - ly to ar - rive at home.
 Let Thy grace now, like a fet - ter, bind my wan - d'ring heart to Thee.



Teach me some me - lo - dious son - net, sung by flam - ing tongues a - bove;
 Je - sus sought me when a stran - ger wan - d'ring from the fold of God.
 Prone to wan - der, Lord, I feel it, prone to leave the God I love;



praise the mount! I'm fixed up - on it, mount of Thy re - deem - ing love.
 He, to res - cue me from dan - ger, in - ter - posed His pre - cious blood.
 here's my heart, Lord, take and seal it, seal it for Thy courts a - bove!



Words: Robert Robinson, 1758

Music: J. Wyeth's *Repository of Sacred Music*, Part II, 1813

NETTLETON

87 87 D

FROM "LET JOY RESOUND: A SINGING SCHOOL HYMNAL" - LETJOYRESOUND.COM

HYMNS, PSALMS, PRAYERS

Holy, Holy, Holy!

1. Ho - ly, ho - ly, ho - ly! Lord God Al - might - y!
2. Ho - ly, ho - ly, ho - ly! all the saints a - dore Thee,
3. Ho - ly, ho - ly, ho - ly! though the dark - ness hide Thee,
4. Ho - ly, ho - ly, ho - ly! Lord God Al - might - y!

Ear - ly in the morn - ing our song shall rise to
cast - ing down their gold - en crowns a - round the glass - y
though the eye of sin - ful man Thy glo - ry may not
All Thy works shall praise Thy name, in earth and sky and

Thee; ho - ly, ho - ly, ho - ly, mer - ci - ful and
sea; cher - u - bim and ser - a - phim, fall - ing down be -
see; on - ly Thou art ho - ly, there is none be -
sea; ho - ly, ho - ly, ho - ly, mer - ci - ful and

might - y! God in three Per - sons, bless - ed Trin - i - ty!
fore Thee, who was, and is, and ev - er - more shall be.
side Thee, per - fect in pow'r, in love and pu - ri - ty.
might - y! God in three Per - sons, bless - ed Trin - i - ty!

Words: Reginald Heber, 1827

Music: John B. Dykes, 1861

NICAEA

11 12 12 10

FROM "LET JOY RESOUND: A SINGING SCHOOL HYMNAL" - LETJOYRESOUND.COM



DOXOLOGY

Thomas Ken, 1709

Louis Bourgeois, 1551

Praise God from whom all bless-ings flow; Praise him, all crea - tures here be - low;

Praise him a - bove, ye heav'n-ly host: Praise Fa ther, Son, and Ho - ly Ghost. A - men.



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