

CONFERENCE SCHEDULE



2026
**REPAIRING
THE RUINS**



ACCSS

LEADER'S DAY

WEDNESDAY, JUNE 24

8:00-8:30	Coffee	
8:30-8:45	Greeting	<i>David Goodwin</i>
GB 3-4		
8:45-9:30	Plenary	
GB 3-4	The Head and Board Partnership: Building Healthy Governance and Leadership in Classical Christian Schools	<i>William Mott</i>
9:45-10:30	Workshop	
GB 3-4	Solving the Hiring Problem	<i>Andrew Crapuchettes</i>
GB 1-2	The Paideia Problem: Developing a Christian Paideia Beyond the Walls of Your School	<i>Ron Jung</i>
10:45-11:30	Workshop	
GB 3-4	On Glorifying God in Saying Goodbye: A Biblical Approach to Succession Planning and Unexpected Faculty and Family Departures	<i>David Seibel</i>
GB 1-2	Biblical Peacemaking as a Framework for Your Christian School	<i>Courtney Palumbo</i>
11:30-1:00	Lunch	
1:00-2:30	Plenary	GB 3-4
1:00-1:45	Board Evaluation: A Best Practice for Sustaining Excellence	<i>William Mott</i>
1:50-2:30	ACE Scholarships	<i>Erik Billinger</i>
2:40-3:30	Workshop	
GB 3-4	Case Studies: A Detailed Look at the Average Christian School's Financial Position	<i>Brandon Allen</i>
GB 1-2	The Disenchanted Graduate: Why Classical Students Lose Wonder After Graduation	<i>Tyler Bauer</i>
3:40-4:30	Workshop	
GB 3-4	Building a Strong Student Ambassador Program and a Solid Admissions Process	<i>Margaret Finnegan</i>
GB 1-2	Navigating the Governance & Leadership Issues of Schools Connected to Churches: Bringing Awareness to Resolve Challenges	<i>Richard Halloran</i>
Brayton	The Head of School as Chief Fundraiser	<i>Brad Layland, Jason Smith</i>
4:40-5:30	Workshop	
GB 3-4	Locking Shields: An Effective Approach to Security That Builds Community and Culture	<i>Randy Sadler</i>
GB 1-2	Church Schools: Wisdom for Bringing Classical Education into the Local Church	<i>Nate Walker</i>
6:30-8:30	Honor Choir Rehearsal	
7:00-8:30	Reception	
Kennesaw		

ACADEMIC LEADER'S DAY

WEDNESDAY, JUNE 24

Wilton

9:00-9:15	Welcome and Introduction	David Diener
9:15-10:00	Wisdom Questions in Modern Education	Todd Buras
10:10-10:55	Lessons from Socrates: The Pursuit of Wisdom in Conversation	Todd Buras
11:05-11:50	Lessons from St. Thomas: The Pursuit of Wisdom on Paper	Phillip Donnelly
12:00-1:15	Lunch Break / Optional Live Reading of Antigone	
1:30-1:40	The Alcuin Fellowship	David Diener
1:40-2:25	Interpreting Sophocles' Antigone through the Disputatio	Phillip Donnelly
2:35-3:20	Debating Sophocles' Antigone through the Disputatio	Todd Buras
3:30-4:00	Concluding Discussion	Donnelly & Buras

PRACTICUMS

WEDNESDAY, JUNE 24

9:00-4:00

Ascot	Teaching Lab	Bryan Lynch, Chris Schlect
Chancellor	Latin	Tim Griffith, Karen Moore, Joseph Roberts

BOOT CAMP

WEDNESDAY, JUNE 24-FRIDAY, JUNE 26

1:00-5:00

Sheraton Suites
Galleria Hotel

Concordis Boot Camp Attendees

Walking directions to the Sheraton Suites Galleria:

Leave the Renaissance Waverly and make your way to the sidewalk at the left side parking lot. Follow signs along this sidewalk to the opposite side of the Cobb Convention Center. Take the outdoor stairs up to the pedestrian bridge to cross over to the Galleria Mall parking lot. Continue to follow signs along the sidewalk to the Sheraton Suites Galleria hotel.

Boot Camp is for those who have previously registered.
For more information on Concordis Partners, please stop by the booth in the vendor hall.

DAY 1

THURSDAY, JUNE 25

8:00-8:10	Devotion	<i>Douglas Wilson</i>	GB 1-4
8:10-8:20	Singing Hymns & Spiritual Songs	<i>Jarrod Richey</i>	
8:30-8:40	Welcome & Opening	<i>George Grant</i>	
8:40-12:10	Plenary		
8:40-9:10	Classical Education in America: What It Was and Can Be Again	<i>Christopher Perrin</i>	
9:10-9:25	The “X-Factor” that Makes CCE Successful	<i>Keith McCurdy</i>	
9:30-10:15	“What Time It Is” in the Light of Eternity	<i>Douglas Wilson</i>	
10:25-11:05	<i>Mens Ex Machina</i> : A Conversation on Classical Christian Education & AI	<i>Panel</i>	
11:20-11:35	The Center Cannot Hold: Myth and the Machine	<i>Mandi Gerth</i>	
11:35-12:05	What Can High School Teachers Learn from Elementary School Teachers?	<i>Joshua Gibbs</i>	
12:05-12:10	Instructions from Zipcast, Prayer & Dismissal	<i>George Grant, Davies Owens (Zipcast)</i>	
12:15-1:15	Lunch		
1:15-2:15	Workshop		
GB 3-4	Recovering the Lost Tools of Loving	<i>Scott Aniol</i>	Track Plenary F
Habersham	The Power and Glory of Imitation in the Grammar School	<i>Andrew Kern</i>	G
GB 1-2	The Path to Reading: From Phonics to Fluency From Decoding to Discussion	<i>Aimee McDorman</i>	G
Wilton	How Classical Christian Education Can Rescue Science from Its Descent into Irrationalism	<i>E. Calvin Beisner</i>	L/R
Chancellor	The Omnibus: 20 Years Studying the Great Books	<i>Ty Fischer</i>	L/R
Ascot	Bringing Logic to Life: Teaching the Arts of Argument and Discussion Through Debate	<i>Eric Callender</i>	L/R
Galleria	The Art of Learning: Music and the Arts in Classical Education	<i>Carol Reynolds</i>	All
Highlands	Traditions: How Learning Outside the Classroom Will Enrich Your School	<i>Diana Meadowcroft</i>	Ad
Kennesaw	Where The Wild Things Are: Educational Models Tailored to the Needs of Boys	<i>R. Travis Koch</i>	All
Brayton	Erasmus, Christian Humanism, and the Education of Christian Philosophers	<i>Janine Knedlik</i>	All

2:35-3:35

Workshop

GB 3-4	Every Revolution Is A Restoration	Christopher Perrin	Track Plenary
Habersham	Planning with Purpose: Lesson Planning for Maximum Engagement and Thought	Bryan Lynch	F (All)
GB 1-2	Teaching Long-form Writing to Adolescents in the Age of AI	Patrick Grafton-Cardwell	L/R
Ascot	Building, Sustaining, and Supporting a Truly Classical Math Program	Josh Wilkerson	All
Highlands	Becoming an Annotating School	Katie Sutton	L/R
Galleria	Stress-Free School Uniforms	Joanna Haralson	Ad
Brayton	Collaboratives, Hybrids, University-Style—Oh My!	Tiffany Borgelt	C
Chancellor	Faculty Formation in Classical Christian Education	Karen Elliott	Ad
Wilton	John Calvin’s Vision for Education: Recovering a Doxological Liberal Arts Model for Today’s Classrooms	Lucas Vieira	All
Kennesaw	The Real Benefit of a Classical Christian Education	Marlin Detweiler	All

3:55-4:55

Workshop

GB 3-4	Part I: The Nature of Man and How it Affects the Nature of Education	Louis Markos	PLENARY
Habersham	The Classical Classroom: Teaching through Liturgy, Catechism, and Discipleship	Kelly Gardner	F (G)
GB 1-2	Asking the Perfect Question: Formulating questions that stimulate focused reading	Christopher Jero	F (L/R)
Kennesaw	Come Join Our Conversation on My Favorite Classical, Christian Education Book <i>Norms and Nobility: A Treatise on Education</i> by David Hicks	Sara DeYoung	All
Galleria	C. S. Lewis Symbol & Imagination	Annie Crawford	L/R
Ascot	The Rota Disputationis	Chris Harris	L/R
Wilton	Real Harmony: Recovering Communal Singing in a Disembodied Age	Jarrod Richey	All
Highlands	Using Standardized Testing Data Successfully without “Teaching to the Test”	Adam Roate	Ad
Chancellor	How the House System can Produce a Culture of Virtue in your School	Michael Kochie & Danielle Saba	Ad
Brayton	“What Hath Athens’ Questioning To Do With Jerusalem’s Parables?”	Richard Cali	All

7:00-7:25

Plenary

7:00-7:05	Opening	Master of Ceremonies	GB 1-4
7:05-7:25	Glory First Teaching	Andrew Kern	

7:25-8:30

National Honor Choir Performance

Dr. David Erb

DAY 2

FRIDAY, JUNE 26

8:20-8:30	Singing Hymns & Spiritual Songs	Jarrod Richey	GB1-4
8:30-8:35	Welcome & Opening	George Grant	
8:35-12:25	Plenary		
8:35-9:20	The Return of Christendom: Classical Education and the Reawakening of Civilization	Steve Turley	
9:20-9:35	Human Formation, Local Flourishing, and Civilizational Renewal: How Paideia Changes Everything	Nicholas Ellis	
9:35-10:20	The Failed Experiment of Multiculturalism: Why Some Cultures are Superior to Others	Lennox Kalifungwa	
10:25-11:05	Our Ancient Masculinity Crisis	Alex Petkas	
11:05-11:45	Single-sex Education: Discussing the Future of Classical Christian Schools	Panel	
12:00-12:20	Ruth Donigian, Chrysostom Oratory First Prize	Ty Fischer	
12:20-12:25	Closing	George Grant	
12:25-1:25	Lunch		
1:25-2:25	Workshop		
GB 3-4	Technology, Education, and the Pursuit of Virtue	David Diener	Track Plenary
Habersham	The First Days: Creating Order, Cultivating Virtue	Laura Keesee	F (G)
GB 1-2	Classical Pedagogy 101	Lindsey Murphy	G
Chancellor	Progymnasmata as a Means for Mastering Text	Joseph Roberts	L/R
Kennesaw	Modes of Memorization: Repetition and Application in the Upper School	Joshua Butcher	F (L/R)
Highlands	Lessons Learned in Setting Tuition Rates: Balancing Mission and Sustainability	Bob Arritt	Ad
Wilton	Framing Stories with God's Story: A Visual and Narrative Approach to Biblical Integration	Dane Bundy	All
Brayton	Common Language for the Common Good in a Collaborative Model	Tiffany Borgelt	Ad
Ascot	Of Pomegranates and Tetramorphs	Bethany Jones-Wilkins	All
Galleria	Architecture: Imagination, Emulation, and the Liberal Arts	Roy Griffith	All

2:45-3:45

Workshop

			Track Plenary
GB 3-4	Piety and Classical Education	Ravi Jain	
Habersham	The Seven Laws Alive	Thomas Caucutt	F
Ascot	Science Labs: Letting Students do the Work	Anne Bouckenooghe	G
Wilton	More Than Meter: Receiving and Using Poetry in the K-12 Classroom	Mandi Gerth & Christine Norvell	All
Highlands	Active Reading: Plato and Augustine	Panel	L/R
Chancellor	Plantinga, not Aristotle: How to Teach Logic Classically and Analytic	Benjamin Whittington	L/R
Brayton	Euclid's Elements as the Main Text for Geometry: Teach Geometry Classically to Better Prepare for Higher Math Classes	Susan Smith	L/R
Galleria	NextGen: Generational Faithfulness in Administration	Kajsa Wilkins	Ad
Kennesaw	Friday Night Lights Without the Football: How to Maximize Campus Fellowship and Celebration on a Budget	David Givens	Ad
GB 1-2	Beauty Matters: Creating a High Aesthetic in School Culture	Steve Turley	All

4:05-5:00

Workshop

			Track Plenary
GB 3-4	Part II: The Nature of Education: Classical Christian vs. Progressive	Louis Markos	
Kennesaw	Singing through History	Lori Scarbrough	G
Habersham	The Seven Laws at Work: How to Build Delight, Curiosity, and Mastery into Every Lesson	Kathryn Wheeler	G
Highlands	Active Reading: Plato and Augustine	Panel	L/R
Chancellor	Why Should We READ Latin?	Karen Moore	L/R
Brayton	A Classical Approach to Physical Education: Cultivating Virtue, Wisdom, and Strength through Play	Julie Robinson	All
Ascot	The Mirror of the Soul: The History and Purpose of Theatre in the Classical Tradition	Pamela Harwood	All
Wilton	Completing the Trivium is a Must	Andrew Smalley	Ad
Galleria	NextGen: Generational Faithfulness in Administration	Tom Garfield	Ad
GB 1-2	Teaching for Goodness: Embodied Virtue Formation	Kyle Hughes	F (All)

7:00-9:00

Plenary

			GB 1-4
7:00-7:05	Opening	Master of Ceremonies	
7:20-8:00	On the Recovery of Meaning: A Conversation with Our Speakers	Steve Turley, Jonathan Pageau, Lennox Kalifungwa & Alex Petkas	
8:05-8:55	Fairy Tales Are Not Morality Lessons: How and Why Christians Should Read Them	Jonathan Pageau	
8:55-9:00	Closing	Master of Ceremonies	

DAY 3

SATURDAY, JUNE 27

8:55–9:55

Workshop

<i>GB 3–4</i>	Reading Scripture with Bonaventure	<i>Junius Johnson</i>	Track Plenary	
<i>Habersham</i>	Dictation and the Art of Grammar	<i>Karen Kern</i>		G
<i>Wilton</i>	The Truth, Beauty and Goodness of the Arts	<i>Jill Roberts</i>		All
<i>Chancellor</i>	What Hath Poetry to do with Education?	<i>Kathy Becker</i>		All
<i>Kennesaw</i>	The Seven Laws of Writing: Gregory's Principles Applied to Writing Across the Curriculum	<i>Mark Wheeler</i>		L/R
<i>Highlands</i>	Honoraries, Houses, and School Culture	<i>Daniel Spanjer</i>		L/R
<i>GB 1–2</i>	How Classical Stories Awaken the Moral Imagination	<i>Liz Morgan</i>		All
<i>Brayton</i>	Physics First—The Why, and How, To Flip a 100 Year-Old Sequence Upside Down	<i>Ranya Bailey</i>		L/R
<i>Galleria</i>	Prepared, Not Afraid: A Practical Guide to School Safety	<i>Dario Giomi</i>		Ad
<i>Ascot</i>	An Apology for Hybrid Education—Why Formation Demands More Than Instruction	<i>Emily Goodwin</i>		Ad

David Goodwin GB 1–4

10:15–10:45

Recognition

Veritas Christian School Lawrence, Kansas Shannon Biggerstaff, Head of School	Second Baptist School UM Pam Dollins, Head of University Model
Second Baptist School UM-1463 Katy, Texas Todd Landers, Campus Dean	Second Baptist School UM-Cypress Cypress, Texas Stuart Dace, Campus Dean
Second Baptist School UM-Memorial Houston, Texas Pam Dollins, Campus Dean	Second Baptist School UM-North Kingwood, Texas Kevin Puckett, Campus Dean
Veritas Collegiate Academy Budapest, Hungary Dr. Grébecz-Dula, Headmaster	Calvary Christian Academy San Jose, California Mike McClure, Head of School
Covenant Christian School Panama City, Florida Michael Sabo, Head of School	Logos Classical Academy Augusta, Georgia Jared Foxworth, Head of School
Providence Academy Green Bay, Wisconsin Rev. Chris Steinbarger, Headmaster	Charleston Classical School Charleston, South Carolina Dr. Marie Owens, Executive Director
Wilson Hill Academy Austin, Texas Nancy Donaldson, President	Laramie Christian Academy Laramie, Wyoming Holly McKamey, Head of School

10:45–12:30

Plenary

10:45–11:15	The Universal History of the West: What has Holy Week to do with Homer?	<i>Deacon Seraphim</i>
11:15–11:25	Boniface Award	<i>David Goodwin</i>
11:25–12:15	Restoring Every Broken Thing	<i>George Grant</i>
12:15–12:30	Closing	<i>Master of Ceremonies</i>



PLENARY & WORKSHOP SYNOPSIS

LEADER'S DAY

The Head and Board Partnership: Building Healthy Governance and Leadership in Classical Christian Schools

William Mott

The future of Classical Christian Schools depends greatly on healthy governance and effective leadership. Yet many schools struggle to clearly define the distinct roles and responsibilities of boards and school leadership, limiting their ability to lead strategically and collaboratively.

This session is designed to provide clarity around best practices in board governance and head of school leadership. Participants will explore how healthy board and head relationships foster trust, accountability, strategic focus, and long-term institutional strength. Special attention will be given to establishing clear roles that promote unity, effective communication, and mission-centered leadership.

This session is intended for heads of school, board members, senior administrators, and anyone seeking a deeper understanding of governance within Classical Christian education. Drawing from the book, *Healthy Boards, Successful Schools: The Impact of Governance and Leadership in Independent and Faith-Based Schools*, participants will gain practical insights and actionable strategies to strengthen leadership and governance within their schools.

Solving The Hiring Problem

Andrew Crapuchettes

One of the top concerns facing ACCS schools today is finding, hiring, and retaining the talent needed to bless the kids being educated. This workshop shares how schools are effectively building an employment brand and talent network to get ahead of this problem.

The Paideia Problem: Developing a Christian Paideia Beyond the Walls of Your School

Ron Jung

While students are educated in a classically Christian paideia at school, this enculturating effort is stymied by the fact that this classical Christian culture doesn't exist outside school walls. This talk encourages and gives practical strategies for ACCS schools to be the Christianizing center of influence in their communities.

On Glorifying God in Saying Goodbye: A Biblical Approach to Succession Planning and Unexpected Faculty and Family Departures

David Seibel

One of the most challenging aspects of serving in a Classical Christian School is persevering when others move on. After going through their own succession process over six months, this session presents the main lessons on succession planning for all positions and how to move forward when formerly committed people leave the school.

Biblical Peacemaking as a Framework for Your Christian School

Courtney Palumbo

Drawing from 16 years of school leadership, this session outlines the main ideas from Ken Sande's *Peacemaker* and gives examples and stories of how these principles have made a difference for boards, teachers, parents, and students in navigating conflict and achieving reconciliation.

Board Evaluation: A Best Practice for Sustaining Excellence

William Mott

A classical Christian school's governing board plays a vital role in shaping the health, mission, and long-term success of the school. Effective boards do more than govern—they intentionally evaluate their work to ensure they are leading with wisdom, accountability, and strategic focus.

What does meaningful board evaluation look like? The most effective process begins by identifying the key areas of board self-assessment and understanding how those areas directly contribute to the overall strength and vitality of the school community.

Participants will leave with a clearer understanding of how intentional evaluation can strengthen governance, enhance mission effectiveness, and create lasting impact for their school.

ACE Scholarships

Erik Billinger

ACE Scholarships is one of the nation's largest and most trusted Scholarship Granting Organizations (SGOs), to generate revenue for your school to use as scholarship money. ACE is partnering with the ACCS to launch our SGO portal. Even if you already have an SGO option, you'll want to add this one to your list. Learn more about this exiting opportunity in this presentation.

Case Studies: A Detailed Look at the Average Christian School's Financial Position

Brandon Allen

This session focuses on the typical outlook of a Christian school budget and the philosophies driving them, with varying case studies illustrating the difference in outcomes and future trajectories of varying models. Attendees will also build a case study based on their school's enrollment and average tuition rates.

The Disenchanted Graduate: Why Classical Students Lose Wonder After Graduation

Tyler Bauer

Drawing on years of teaching college freshmen from classical backgrounds, this session explores what distinguishes graduates who love learning from those who are merely good at school, and how secondary teachers can cultivate the former. This workshop gives teachers diagnostic tools to identify when technique has replaced formation in their classrooms. Attendees gain practical strategies for cultivating wonder alongside rigor, helping students move from performance to genuine intellectual and spiritual engagement.

Building a Strong Student Ambassador Program and a Solid Admissions Process

Margaret Finnegan

This session discusses the benefits of a Student Ambassador Program and how to incorporate students into weekly campus tours and open house events, alongside how to create a clear, consistent admissions funnel that builds rapport with families and communicates difficult decisions gracefully.

Navigating the Governance & Leadership Issues of Schools Connected to Churches: Bringing Awareness to Resolve Challenges

Richard Halloran

Many schools struggle to connect mission and long-range strategy with a vision and daily operations. This session presents a practical, field-tested model that links a Vision Script, strategic planning, thematic goals, and standard operating objectives into one cohesive system. Participants will learn how to align employees, budgets, goals, culture, and meetings around a unified vision that drives clarity and execution throughout the year.

The Head of School as Chief Fundraiser

Brad Layland & Jason Smith

The most successful schools have Heads who embrace their role as the chief fundraiser. This workshop will give you a practical framework for leading your development efforts while still running a school. Learn how to prioritize your time, partner effectively with your development team, and inspire donors by sharing your vision with clarity and passion.

Many Heads of School feel the tension between leading the educational mission and shouldering the responsibility of raising funds. This session will help you resolve that tension by showing how fundraising can be a natural extension of your leadership rather than a competing demand. You'll learn how to integrate donor engagement into the rhythms of your role in a way that feels authentic and sustainable.

We'll also explore the unique influence you have as the chief storyteller for your school. Donors want to hear directly from the leader—your vision, your passion, and your conviction. By learning how to share compelling stories, connect vision to generosity, and model a culture of gratitude, you can lead a thriving fundraising effort that fuels your mission for years to come.

Locking Shields: An Effective Approach to Security That Builds Community and Culture

Randy Sadler

This workshop will be a first hand account of the development, implementation and continuous improvement of Paideia Academy's security posture. It will provide an actionable roadmap for member schools, including: establishing a security committee, developing a philosophy of security, developing a plan and annual budget, securing grants, obtaining legal advice, prioritizing and implementing plan elements, coordinating with local law enforcement, training staff, creating a "father force," building culture in the process and driving continuous improvement.

Church Schools: Wisdom for Bringing Classical Education into the Local Church

Nate Walker

Over thirteen years, Christ Church Bellingham has built Trinity Classical School and developed a model for a symbiotic relationship between the congregation and the school body. This workshop shares practical lessons on governance structure, spiritual formation, and why churches should consider starting schools under the oversight of local elders.

PLENARY SYNOPSES

Douglas Wilson: “What Time It Is” in the Light of Eternity

It is the tendency of carnal men (as well as carnal educators) to live out their days with very limited horizons. But Christopher Dawson once said that the Christian church lives in the light of eternity, and can afford to be patient. With liberals taking the long view, but their long view is an aimless evolutionary arc, and with secular right wing reactionaries urging us to realize “what time it is,” the classical Christian education often feels torn. But we are very tiny Christians, not fruit flies or midges. We need the light of eternity.

Steve Turley: The Return of Christendom: Classical Education and the Reawakening of Civilization

The ruins of the modern world are not a tragedy – they are a threshold. By exploring the relationship between paideia and polis, we’ll discover how classical Christian schools are not merely excellent institutions – they are the font of a rising civilization. Through the Great Books, the transcendentals of Truth, Goodness, and Beauty, sacred music, and the liturgical rhythms of daily school life, classical educators are doing what the Church Fathers did when Rome fell: awakening a social and cultural world anticipating the cosmic renewal of all things.

Lennox Kalifungwa: The Failed Experiment of Multiculturalism: Why Some Cultures are Superior to Others

The modern world has been baptized in the dogma of multiculturalism, the belief that antithetical cosmologies can harmoniously co-exist and assimilate into one another. It is not difficult to determine that this idea has failed to bring about harmony and social order. This observation ought to prompt fundamental questions about why cultural disparities exist, and how to establish strong foundations that enable people to thrive in a world committed to civilizational suicide. These are the questions Lennox Kalifungwa will seek to answer in his address.

Alex Petkas: Our Ancient Masculinity Crisis

Classical Christian Education is known to be an effective antidote to the gender confused doctrines of late modernity. This is not just a lucky accident. Many people underestimate how important to the ancients, including the pre-Christian ancients, was the goal of forming men into proper men. But how does it do this, and how can we strengthen this spirit using some under-emphasized aspects of the tradition?

Jonathan Pageau: Fairy Tales Are Not Morality Lessons: How and Why Christians Should Read Them

As people interested in returning to Classical forms of education, we all know that Grimm, Perrault or even Hans Christian Andersen are all part of the Western literary canon. But what are these strange stories, these “fairy tales” that often contain no fairies? As Christians we can sometimes be put off by them. Why are they so violent, so shocking, so strange? Why is it that despite a somewhat Victorian desire to see lessons in them, they often seem rather amoral in character. In this talk we will look at how Fairy Tales use language similar to Scripture, and how they often capture truths almost as deep. Clear examples and guides will be given to offer all parents and educators a way through the often difficult, but always fascinating, stories we call Fairy Tales.

George Grant: Restoring Every Broken Thing

The great promise of the Gospel is “all things new.” Thus, the goal of every reforming effort, every renewal movement, every discipling resurgence ought to be the restoration of everything—worship, art, music, literature, education, science, politics, economics, everything. Lessons gleaned from Thomas Chalmers and his visionary leadership during the Scottish Disruption may well help us establish strategic priorities for this, the fourth decade of classical Christian education.

DAY 1

MORNING MAIN STAGE

Classical Education in America: What It Was and Can Be Again

Christopher Perrin

The tradition of classical, liberal arts education in America was present from the beginning of the nation and before. Both the flowers and seeds of this tradition were carried forth across the Atlantic in the Nina, the Pinta, and the Santa Maria. The tradition was embedded in the Mayflower Pact and in the governing norms of the Massachusetts Bay colony. It can be seen flourishing in the Federalist Papers and in the Constitution—what Chesterton called the creed upon which the United States was founded. In this presentation, we will trace the flowering of this tradition, noting the ways in which American education flourished and then slowly withered; but then also noting the ways it is reemerging with new vitality, like those perennials that seem to disappear in the winter only to come back in the spring in greater numbers.

The “X-Factor” that Makes CCE Successful

Keith McCurdy

What makes the work of a classical Christian school successful? Is it the board? The teachers? The head of school? In reality it is the faithful combination of all of these elements in their right order and degree—God’s grace ultimately covering all those efforts. But schools can miss the “X-Factor” that can easily make the difference between success and failure in classical Christian education successful: the parents and the culture of the home.

The Center Cannot Hold: Myth and the Machine

Mandi Gerth

Myth as a moral, organizing force provides society with security and purpose by codifying and preserving its moral and spiritual values. While it may be hard to identify the myth you are in when you are in it, the myth of modernity has been the myth of fact, which is now giving way to the myth of the machine. As such, more than fighting a culture

war, Classical Christian Education is engaged in a story war. It’s the story behind the culture we need to recover. We need to present to our students a narrative that is more true than the myth of the machine, of technology, of the digital age. And we begin this work by bringing our students into a trinitarian myth that re-images man as an embodied creature living in relationships with other embodied creatures and in a natural world created and ordered by God. When students find themselves in the narrative of what we teach, it will save them from the soul-crushing myth of the machine.

What Can High School Teachers Learn from Elementary School Teachers?

Joshua Gibbs

When students move from sixth grade to seventh grade, everything changes. The format of classes, assessments, expectations... Many of the pedagogical practices that work well in elementary school are summarily abandoned in seventh grade so that class can be reimagined as a kind of business meeting. But are there effective pedagogical practices from third or fourth grade that will work in tenth or eleventh grade, as well?

EARLY AFTERNOON WORKSHOPS

Recovering the Lost Tools of Loving

Scott Aniol

Dorothy Sayers’s famous essay “The Lost Tools of Learning” sparked a movement to recover the trivium—the tools of learning. However, even with these tools, modern education often neglects the cultivation of the heart. This session argues that we must also recover the “tools of loving”—aesthetics. By exploring the concept of orthopathy (right loving), we will see how beauty is essential for cultivating wisdom and biblical discernment (aisthanomai). Understanding aesthetics allows Christians to perceive how even moments of ugliness fit into God’s beautiful plan, ultimately training the soul to love what is truly lovely.

The Power and Glory of Imitation in the Grammar School

Andrew Kern

All learning is imitation. In this talk, Kern describes the glory of being an imitation (an image) of God, and of our Lord who came into the world and only and always imitated His Father. Then he describes three powerful

modes of imitation (narration, dictation, and copy work) that we can use with grammar school students to cultivate memory, creativity, reading, writing, and insight as early as kindergarten.

The Path to Reading: From Phonics to Fluency From Decoding to Discussion

Aimee McDorman

This workshop explores a classical approach to reading that goes with the grain of the child. Participants will examine how explicit, pattern-based phonics instruction—through programs such as Spell to Write and Read—forms confident decoders who read with understanding rather than guesswork. The session then moves beyond decoding to show how practices like reading aloud, narration, recitation, and Socratic questioning cultivate deep comprehension and thoughtful discussion. Together, decoding and dialogue form a seamless, Trivium-aligned progression that leads students toward wisdom, virtue, and joyful engagement with truth.

How Classical Christian Education Can Rescue Science from Its Descent into Irrationalism

E. Calvin Beisner

Due to the secularism's rejection of the Biblical worldview that a rational God created an ordered universe to be understood and ruled by rational men and women created in His image, modern science has been on a long downhill trajectory into irrationalism, marked by such things as post-normal science. Classical Christian education can turn science from that trajectory by explaining why only the Biblical worldview can provide the foundation for the renewal of true scientific method through hypothesis, prediction, observation, and correction.

The Omnibus: 20 Years Studying the Great Books

Ty Fischer

The Veritas Press Omnibus was published 20 years ago. Its publication was a pivotal moment. This workshop reflects on the need for faithful study of the Great Books, the students we were trying to cultivate, and an assessment of the what we have learned, along with the challenges that schools face as they dive into Great Books.

Bringing Logic to Life: Teaching the Arts of Argument and Discussion Through Debate

Eric Callender

How do you translate logic from book knowledge to a living skill? How do you inculcate a practical logic ability in your students that they will carry with them after the test is over? These are the questions I asked myself when I noticed that my students' passing grades on logic tests were not translating over to the application of logic outside the classroom or across other subjects. This workshop will be about some of the methods and assignments I use to solve this problem: namely the extensive use of debates as a teaching tool and logical exercise. I'll explain why debates are so useful as an exercise in logic, the benefits students derive from debates, how I set up and coach students through our debate projects, and finally, you may even get a chance to experience this for yourself in an impromptu mini debate.

The Art of Learning: Music and the Arts in Classical Education

Carol Reynolds

How can music and the arts strengthen the fruits of learning gained through Classical education? Music historian and curriculum writer Dr. Carol Reynolds explores the power of the Fine Arts to develop young minds by nourishing orderly thought, deepening curiosity, and establishing a thirst for beauty. Like the legacy of fairytales and the formative patterns of liturgy, the tradition of Western Fine Arts helps students, teachers, and Classical schools to reach the goal of restoring a right culture.

Traditions: How Learning Outside the Classroom Will Enrich Your School

Diana Meadowcroft

In a society longing for community connection, education leaders need to respond to this longing in a sustainable way that supports learning goals. But what traditions can a growing school cultivate outside the classroom with limited staff and resources?

In this workshop, Diana will outline the what and the why of limited and targeted activities that become part of a school's ethos over time. Lower and upper school leaders will learn principles as well as examples of class trips, cross-grade activities and traditions that can be developed to create life-long memories for their students.

Where The Wild Things Are: Educational Models Tailored to the Needs of Boys

R. Travis Koch

Many boys are disoriented in modern education—not because they lack ability, but because their God-given design is overlooked. This session presents a hopeful, research-grounded model for forming boys through classical Christian education. Highlighting the practices of West Christian Prep, we will explore how movement, story, competition, mentorship, and spiritual formation work together to shape young men who love truth, embrace responsibility, and grow in wisdom, stature, and grace.

Erasmus, Christian Humanism, and the Education of Christian Philosophers

Janine Knedlik

Christian humanists of the early sixteenth century ushered in a new intellectual movement in European history: one that stressed deep engagement with ancient texts and a belief that God had ordained man to do great things in the context of biblically-grounded virtue. Desiderius Erasmus is known today as the quintessential Christian humanist. His interest in languages and translation, his desire for a moderate Christian via media, and his scholarly engagement with his peers put him at the forefront of this new intellectual pursuit. Erasmus expressed the optimism of the humanists in his charge to educators, specifically, in his *The Education of a Christian Prince*. Unlike another, notorious “mirror of princes” published during this time, Machiavelli’s *The Prince*, Erasmus sees the educator’s role as one that cultivates biblical virtue in the heart of the prince or student; it is only by becoming a “Christian philosopher” that any prince can hope to rule justly and rightly in God’s eyes. While we may not be educating royalty, Erasmus’ lessons apply to us all as classical Christian educators. His exhortations, especially when contrasted with Machiavelli’s, teach us how to instruct our students to marshal vast amounts of information well, to the benefit of those we lead and in glory to God.

MID-AFTERNOON WORKSHOPS

Every Revolution Is A Restoration

Christopher Perrin

Our word *revolution* (*revolvere*) at its root contains the idea of revolving, which means turning again and therefore returning. In one profound sense, a revolution is a returning

to a point of origin such that meaningful progress is a restoration of something previously known. In this seminar we will consider this paradox of progress such that the most progressive man (to quote CS Lewis) is the man who returns home first. We will consider how the renewal of classical education is only a step forward by being a simultaneous step backwards, which makes the whole affair a delightful dance.

Planning with Purpose: Lesson Planning for Maximum Engagement and Thought

Bryan Lynch

Are our students simply completing tasks or they mastering ideas? As we develop lesson plans that require students to do increasingly challenging thinking about important content and skills, we need to consider how we can engage the maximum number of students in meaningful work requiring high levels of thinking.

This workshop will give teachers tools to move the thinking from the teacher to the student.

Teaching Long-form Writing to Adolescents in the Age of AI

Patrick Grafton-Cardwell

Large Language Models (e.g. ChatGPT, Claude, and Grok) put particular pressure on the quality and integrity of any writing assignment for which student work takes place outside of the classroom or lasts longer than a single class period, i.e. what we can call “longform” writing. On the one hand, this pressure is something teachers of writing must adapt to. On the other hand, it exposes problems that are already common with traditional writing instruction. This workshop takes the perspective that writing is a craft—in exactly the sense that Plato employs the term in, for example, *The Gorgias*, something akin to carpentry, medicine, or politics. With this picture of the nature of writing in place, we’ll discuss the natural form that writing instruction should take, and how the resultant practices can help insulate our writing rooms from the lure of the LLM.

Building, Sustaining, and Supporting a Truly Classical Math Program

Josh Wilkerson

Does your school capture both the hearts and minds of students, leading them to cultivate virtue alongside wisdom in service to both God and man... and then also teaches

them math? Why is it so challenging to integrate classical pedagogies and practices into math courses? How do you discern what math curriculum will be best for your school? How do you equip and support teachers (and families) to enact the mission of your school in math class?

This presentation is intended for administrators who are looking for answers to any of the above questions. Over the past five years Regents School of Austin has undergone a journey to better align its K-12 math program with the philosophy and practices of the CCE movement. Regents has seen positive results in the student experience of mathematics (with supporting data) . We will discuss insights from that journey with particular emphasis on vertical alignment, curriculum decisions, teacher support, and parent communication.

Becoming an Annotating School

Katie Sutton

An exploration of the means, methods, and benefits of students marking up their own texts.

Stress-Free School Uniforms

Joanna Haralson

Are uniforms a source of stress and tension at your school? Do they feel like a strain rather than an asset? Are parents struggling to understand the benefits of the program? Are students pushing back on expectations? Perhaps your community embraces the purpose of uniforms, but the logistics—vendors closing, rising costs, or boxes of donated items piling up—have become overwhelming. This workshop is for you.

Collaboratives, Hybrids, University-Style—Oh My!

Tiffany Borgelt

In a growing sea of classical Christian collaboratives, hybrids, and university-style schools, how can you clearly communicate who you are, what you do, and how you serve families—especially when no two programs really look alike?

Come walk the Trivium path to define and refine the language that conveys your school's mission, curricular structure, and parent partnership, while celebrating the good, true, and beautiful work God is accomplishing through this unconventional model of education.

Faculty Formation in Classical Christian Education

Karen Elliott

In communities where classical Christian education is unknown and values are often shaped by the current cultural tides rather than Scripture, how do we prepare new teachers to step into this rich tradition? Drawing from our experience as school leaders in ten countries across Africa and in the US, we will share practical ways to help a faculty flourish as classical Christian teachers, especially in cross-cultural settings where there are no classical schools nearby to provide readily accessible models. This applies to schools among the urban or rural poor as well.

John Calvin's Vision for Education: Recovering a Doxological Liberal Arts Model for Today's Classrooms

Lucas Vieira

While John Calvin is widely remembered for his contributions as a theologian, his cultural influence in the realm of Christian education is often overlooked. This workshop explores Calvin's legacy as an educational thinker and his enduring impact on the liberal arts tradition. We will begin by examining Calvin's own formation as a student of the liberal arts. From there, we will turn to Books I and II of *The Institutes of the Christian Religion* to analyze Calvin's theological vision for education, with special attention to his understanding of the liberal arts as gifts from God that serve the Christian life. Finally, we will consider how these convictions took institutional form at the Academy of Geneva. Participants will learn how the liberal arts were implemented in a Reformation-era educational setting and how this model can inform and inspire classical Christian schools today. Teachers and Administrators will leave with a renewed appreciation for the arts as gifts of God's grace, a deeper grasp of Calvin's high view of Christian education, and practical insight into how his educational philosophy can shape the mission and culture of our own schools.

The Real Benefit of a Classical Christian Education

Marlin Detweiler

There seems to be a growing trend among the most vocal proponents of classical Christian education (cCe) to make it too esoteric. At its core, it is directed to the student, making the student a better version of himself. The best outcomes of a cCe are not to make students better able to enjoy

reading Cicero in Latin but to make them better spouses, parents, leaders, and Christians. This talk is intended to give teachers and administrators a clear sense of what the very best outcomes are for their students.

LATE AFTERNOON WORKSHOPS

Part I: The Nature of Man and How it Affects the Nature of Education

Louis Markos

Children are not blank slates, but noble-but-fallen creatures endowed with reason, purpose, and meaning, who mustn't be herded or manipulated to serve a purpose foreign to their essential nature and being. In this first of two stand-alone lectures, I will survey ten aspects of the nature of man that have direct bearing on how children should best be educated.

The Classical Classroom: Teaching through Liturgy, Catechism, and Discipleship

Kelly Gardner

After a two-week break, our students return genuinely excited to be back. Why do our students love learning? What is it about our classical classrooms that draw them in? How is a classical classroom different from other classrooms? This talk will highlight practical methods for Lower School teachers focusing on the liturgy of the classroom day, how to apply chants and catechisms, and training through discipline and discipleship. Come join us to delight in the beauty of Lower School and have as much fun as our students do at school every day!

Asking the Perfect Question: Formulating Questions That Stimulate Focused Reading

Christopher Jero

A classical humanities curriculum depends heavily on the student's ability to read effectively, whether reading the Bible, the Great Books, a textbook, or other secondary sources. Yet so-called "Gen Alpha," whether due to Covid-19 or social media, seems more ill-equipped to read than any other generation in living memory. This session provides tools and practical techniques for cultivating a focused and thoughtful approach to reading. The session particularly addresses how to identify questions that inadvertently

encourage lazy reading and turn them into questions that stimulate effective reading.

Come Join Our Conversation on My Favorite Classical, Christian Education Book *Norms and Nobility: A Treatise on Education* by David Hicks

Sara DeYoung

I hope you join me as we discuss this dense 150 page book. We will look at the intent of the book, as well as glean Mr. Hick's insights to the proper tasks, means, aims, and, as he states, the "supreme end of learning". So whether this is your favorite book, you purchased with the hope to read but haven't yet or just want to hear more about this gold-standard book on classical Christian education, please come join the discussion. I look forward to meeting you at the conference.

C. S. Lewis Symbol & Imagination

Annie Crawford

C.S. Lewis argued that "Reason is the natural organ of truth; but imagination is the organ of meaning." This principle carries profound implications for classical Christian education. Philosophically, the metaphorical nature of meaning points toward a Logos-shaped cosmos in which mind and world analogically correspond. Pedagogically, the formation of meaning through symbol and metaphor means that all the great ideas we discuss as classical educators—however true—will appear nonsensical and uninteresting to students until they are imaginatively grasped. Drawing on the work of C.S. Lewis, this session will explain how attending to the symbolic structures of creation furnishes the imagination with true metaphors that helps students recover a sacred vision of the world and make meaningful connections between the great ideas and their own personal lives.

The Rota Disputationis

Chris Harris

Imagine a teaching tool that empowered the student to engage with each element of classical Christian education: reading, writing, critical and creative thinking, dialectic and Socratic engagement, artistic expression, physical movement in the classroom, and opportunities for organic discussion on virtue, vice, and Christ. A tool that can transform and reshape your students and classrooms. Let me introduce you to the Rota Disputationis.

Real Harmony: Recovering Communal Singing in a Disembodied Age

Jarrod Richey

In a time when music is everywhere, the formative power of singing together is often forgotten. Communal song offers a needed antidote to an age of disembodied voices. This session, led by a familiar face from our morning devotional singing, will encourage and guide attendees in restoring this practice, showing the work is not as elusive as it seems. Through Scripture and historical examples, we will see how the ACCS is best poised to recover this blessed work of building one another up through song.

Using Standardized Testing Data Successfully without “Teaching to the Test”

Adam Roate

The best preparation for any assessment should be the work that is taking place in the classroom. This is not only true for in-class formative assessments, but also for end-of-year standardized assessments as well. While the latter checks for understanding as students progress through a school’s coursework, the former is designed to aid in evaluating the summative academic development of the student in a given year by providing an external metric for that evaluation. Standardized assessments are intended to work with and support a school’s academic goals; however, the great concern of many teachers and administrators is how to avoid “teaching to the test.” This talk will provide some insights into this concern, how to avoid it, and what using testing data could look like for classical schools.

How the House System can Produce a Culture of Virtue in your School

Michael Kochie & Danielle Saba

In this workshop, you will gain practical tools you can implement immediately to strengthen or launch a house system at your school. At Arma Dei Academy in Highlands Ranch, Colorado, our house system has become a central pillar of school culture and a powerful means of shaping virtue in our students’ hearts. I will share the practices, structures, and tools that have borne fruit in our community—offering a model you can adapt to your own context.

“What Hath Athens’ Questioning To Do With Jerusalem’s Parables?”

Richard Cali

Pedagogy matters, and Jesus’ use of parables better aligns with a Christian approach to classical education than Socratic Questioning. It also better aligns with Dorothy Sayers’ application of the Trivium.

EVENING MAIN STAGE

Glory First Teaching

Andrew Kern

Glory First Teaching explores how the pattern of the heavenly temple serves as the pattern for all effective teaching. The talk argues that education begins and ends with the glory of God: first we see the glory, then we desire union with it, then we seek to understand its principles, and finally we share and apply what we’ve learned. God has woven this pattern into the human soul and the creation and, therefore, every lesson.

DAY 2

MORNING MAIN STAGE

Human Formation, Local Flourishing, and Civilizational Renewal: How Paideia Changes Everything

Nicholas Ellis

What would it look like if educators, church leaders, and local community organizers shared a vision for transforming higher education through place-focused, faith-integrated learning communities? This talk will discuss how connecting subsidiarity and sphere sovereignty into the educational space, rooting it in locality, and setting our affections on our neighbor, results in civilizational renewal and national transformation.

EARLY AFTERNOON WORKSHOPS

Technology, Education, and the Pursuit of Virtue

David Diener

What is the role of technology in a classical Christian education directed toward cultivating students who will live well? Based on the work of leading media ecologists as well as contemporary research, this seminar examines foundational questions both about the nature of technology and about how technology shapes us in ways that conduce to (or detract from) human flourishing. By addressing these key issues we will work to develop a nuanced understanding of technology and to consider how best to educate the next generation for flourishing in a technological society.

The First Days: Creating Order, Cultivating Virtue

Laura Keesee

Classrooms that have a culture of order, joy, respect, humility, and gratitude are no accident. They are a product of training and nurturing. This is a very practical workshop designed to encourage your vision for training biblical virtues and to equip you in making that vision a reality.

Classical Pedagogy 101

Lindsey Murphy

What is the Trivium again, and how do I practically apply it in my classroom? Using the five core habits of grammar, the five common topics of logic, and the five canons of rhetoric, this workshop will explore tangible ways to implement classical methodology across all subjects and ages. Whether you're new to classical education or a seasoned veteran, this workshop will inspire and challenge your notion of the trivium.

Progymnasmata as a Means for Mastering Text

Joseph Roberts

We all know the progymnasmata are great. There are many curricular options available, but have we unlocked the full potential? The purpose of the progymnasmata exercises was to prepare students to debate each other, but how can we achieve debate at high level, if they are not doing small levels of debate type practice early on? In this workshop we will look at how to use several progymnasmata exercises within one lesson to bring students from basic comprehension (what is the story) of the text to mastery (how should this change me? how can I use it?).

Modes of Memorization: Repetition and Application in the Upper School

Joshua Butcher

Memorization is not only a grammar school skill, nor is repetition limited to grammar jingles and chants. Upper school students need to hide things in their heart as much as younger students, and just as there are a variety of things students need to memorize, there are various modes for memorization. Unfortunately, too often upper school memorization follows a "binge and purge" mode. This workshop focuses on two alternative modes of memorization that have direct application in literature and rhetoric classes, but have analogous application to other studies (languages, logic, mathematics, sciences, etc.). The first mode is classroom catechism (not just "what" goes into a catechism, but "how" it can be used). The second mode is recitation of literature and speeches for presentation (again, the "what" and the "how").

Lessons Learned in Setting Tuition Rates: Balancing Mission and Sustainability

Bob Arritt

Determining tuition rates is one of the most difficult responsibilities facing Christian school administrators. It is far more than a financial decision—it is a spiritual and strategic one that directly impacts the school’s mission, its families, and its long-term health. This session explores the delicate balance between financial sustainability and accessibility. Tuition must be high enough to cover operational costs, compensate faculty fairly, maintain educational excellence, and support future growth—yet remain affordable enough for the families the school is called to serve. Drawing from real-world experience, Bob will share practical lessons learned, a clear methodology for setting responsible tuition rates, and an analysis of how recently implemented school-choice scholarships are changing the landscape for Christian schools. Attendees will leave with actionable insights they can apply immediately to their own institutions.

Framing Stories with God’s Story: A Visual and Narrative Approach to Biblical Integration

Dane Bundy

It can be challenging to integrate biblical thinking naturally in the classroom. The Framing Stories with God’s Story (“Framing”) approach helps teachers and students “see” the stories they are studying and discussing against the backdrop of God’s Story in human history. The framework has four key steps centered on a simple tool: an illustration of the redemptive framework of God’s Story, serving as a commonplace to capture insights. There are four steps involved in the process. Step 1: Capture God’s echoes. Step 2: Identify the plot and structure. Step 3: Note the motivational journey of the hero. Step 4: Reflect on the interplay between God’s Story and the story at hand.

Common Language for the Common Good in a Collaborative Model

Tiffany Borgelt

Recognizing that rare are the teachers and few are the families who come from a classical Christian background, what intentional steps can you take to build a vibrant school culture that ignites joy and wonder in your faculty and staff so that it naturally overflows to the families you serve?

Creating a common language through professional development, parent equipping events, and purposeful

curricular sequencing and integration lay the foundation and increase the opportunity for epiphany in the classroom and in the at-home classroom, allowing teachers, students, and parents to experience for themselves the beauty of the classical Christian model.

Of Pomegranates and Tetramorphs

Bethany Jones Wilkins

Why in the world is Baby Jesus holding a pomegranate? And what are those four strange creatures surrounding Him? This talk is a quick primer on symbols in fine art. We will look at a selection of master paintings, identify the symbolic elements, and discuss how they enrich not only the artwork, but how we view the entire creation.

Biblical symbols are the grammar of creation, how God built the world, how He reveals Himself, how humans mature, and how culture is formed. Reading symbols well is part of participating faithfully in God’s cosmic order.

Architecture: Imagination, Emulation, and the Liberal Arts

Roy Griffith

Architecture, much like Law, Politics, or Medicine, is one of those applied disciplines residing just outside traditional boundaries of the seven liberal arts. Reflected in Vitruvian categories of “firmness, commodity, and delight,” architecture is a derivative of geometry yet a curious admixture of technology, craft, and the fine arts of the humanities. Like any other art, Architecture relies on the classical and very Christian premise of imagination and the skill of emulation. This talk will discuss the importance of developing a virtuous imagination in the minds of our students, the tool of emulation, and through historical architectural examples, demonstrate how a classical education trains future culture-builders to wield their imaginations in service of their role as sub-creators.

MID-AFTERNOON WORKSHOPS

Piety and Classical Education

Ravi Jain

Throughout the ancient and medieval tradition, piety is considered a key goal of education. For example, as late as the seventeenth-century, Christian educator Comenius described the goals of education as “learning, virtue and piety.” What is piety? The pagan Cicero wrote, a pious man “gave the gods their due...honored his father and mother [and] all his ancestors...stood by his friends...[and] was ready to die, if need be, for his country.” In a nutshell, piety is prioritizing God, family, church, and country. Suggesting this as a goal for American schools in today’s climate is highly controversial. But the return of religion to the public square and the centrality of pro-family policies for the country’s stability make this claim plausible again. In this talk I will consider whether all classical schools, even so-called secular ones, can share this goal, or whether the aim of true piety is achievable only in classical Christian schools.

The Seven Laws Alive

Thomas Caucutt

The Seven Laws all seem so obvious...until you start teaching. Under pressure, however, teachers tend to fall back on unproductive habits that undermine learning. Even when you feel inspired to teach “classically” it can be difficult to discern exactly what kind of teaching methods, which projects, what sorts of assessment will actually get you there. In this session participants will learn practical applications of John Milton Gregory’s theory of the 7 laws at every level, grammar through rhetoric.

Science Labs: Letting Students do the Work

Anne Bouckenooghe

Science is full of simple joys and discoveries. There is such delight to be found in a classroom full of students uncovering God’s truth for themselves. When given the opportunity to make a hover craft, design a bridge, test cornstarch and water, observe stamen in flowers, or dissect a cow’s eye students can learn for themselves how God put His creation into motion. Students can do the work of learning science concepts through labs which can be just as effective as lectures or readings, with the added benefit of captivating the students’ attention and driving them to want to learn the explanations to any phenomena witnessed.

This session will reveal reasons why labs are integral to science and not just extra “fun” additions. It will also give practical tips and demonstrate different techniques that can be implemented in classrooms.

More Than Meter: Receiving and Using Poetry in the K-12 Classroom

Mandi Gerth & Christine Norvell

Poems are not riddles, but they are education by metaphor. They are an imitation of an action within the human soul characterized by love, wholeness, and joy. Leaning on the wisdom of Louise Cowan and C.S. Lewis, Gerth and Norvell will explore the difference between using and receiving poetry as we first practice how to read poetry for ourselves as teachers. We will then model receiving for both grammar school and upper school students and provide recommended poems for different subjects.

Active Reading: Plato and Augustine

Christopher Schlect, David Diener, Phillip Donnelly, Andrew Selby

A panel of scholars will lead attendees through a reading and discussion of two key texts. No prerequisites; just come ready to read and discuss—in other words, to practice the very habits we aim to instill in our own students! Together we will work through two key passages on education, one from Plato and another from Augustine. These passages form the basis for what we now refer to as “the Socratic method.” In today’s usage, the adjective “Socratic” is an elastic label we attach to any manner of questioning and discussing that we see in our own classrooms. Is today’s usage faithful to the ancient Socrates we encounter in the sources? How did early Christians receive Socrates’s pedagogical ideas? Come and participate in the kind of interaction you will want to replicate in your own schools.

Plantinga, not Aristotle: How to Teach Logic Classically and Analytic

Benjamin Whittington

Classical Christian schools prize logic, but often lack tools to connect ancient goals with contemporary clarity. This session shows how analytic philosophy—marked by precision and argument reconstruction—can strengthen logic instruction. Drawing from *Thoroughness: An Analytic Classical Christian Guide to Formal Logic*, we’ll see why Alvin Plantinga—not Aristotle—should be our modern model for training students to define terms, test arguments, and unite faith with reason for a life of wise service.

Euclid's Elements as the Main Text for Geometry: Teach Geometry Classically to Better Prepare for Higher Math Classes

Susan Smith

This workshop will give you all the reasons and tools you need to make the switch to the Elements. We'll discuss what to include, what to ignore, and what to focus on, in the Elements and in recommended outside sources, including Algebra review and significant presentations. Make Geometry the foundational course for all later courses. Attendees will be prepared to build a full Geometry curriculum with Euclid's Elements as their main textbook.

NextGen: Generational Faithfulness in Administration

Kajsa Wilkins

As many schools throughout the movement are now in their second, third and even fourth decades, new challenges arise. Not only is the culture seeking to seep in, there are growing pains with size of schools, demand for other models, and a constant need and empty bench for teachers-let alone well-trained or experienced teachers. All of this also puts a heavy burden on the administration that runs these schools. My dad and I would like to do this in a 2-part talk, in which we would address the following from a multi-generational perspective and vision.

Friday Night Lights without the Football: How to maximize campus fellowship and celebration on a budget.

David Givens

Over the years we have developed a series of events that provide a "Friday Night Lights" feel but which are based around our school culture. These are cost neutral (or even fundraising events) that require very little staff planning or management which could be easily adapted to any school.

Beauty Matters: Creating a High Aesthetic in School Culture

Steve Turley

From classroom decor, to poetic infusion, to music and art appreciation, classical Christian education recognizes that students can have a higher aesthetic, if teachers model a love of beauty. This workshop will explore what beauty actually is, and how it relates to ordering the loves of our students. We will then look at practical ways in which our schools can be spaces of beauty wherein our students' aesthetic sense flourishes.

LATE AFTERNOON WORKSHOPS

Part II: The Nature of Education: Classical Christian vs. Progressive

Louis Markos

Given who we are as people, what kind of pedagogical methods will best allow us to pass down the wisdom of our culture to our children so that they may grow to become virtuous, morally self-regulating citizens? In this second of two stand-alone lectures, I will survey seven things that set classical Christian education apart from progressive education: Liberal Arts vs. Vocational, Canonical vs. Ideological, Books vs. Textbooks, History vs. Social Studies, Humanities vs. Social Sciences, Goodness, Truth, and Beauty vs. Relativism, and Virtues vs. Values.

Singing through History

Lori Scarbrough

Capturing important historical dates, events, and people through the joy of song is a cornerstone of the Grammar stage! Join me as I demonstrate how to make memorization fun and engaging in the classroom.

The Seven Laws at Work: How to Build Delight, Curiosity, and Mastery into Every Lesson

Kathryn Wheeler

This is a workshop designed to instruct grammar school teachers in applying John Milton Gregory's The Seven Laws of Teaching to every lesson plan. Following a sample grammar lesson, teachers will receive guidance on how to maintain student attention, how to use classroom manipulatives to create a shared vocabulary, and how to make lessons interactive, boosting both student delight and curiosity, while assessing mastery. This workshop will guide teachers in leading students to ask the next right question through visual cues and pattern recognition. Teachers will come away with a concrete outline to plan effective lessons as well as ideas for tools and activities to maximize student engagement and learning.

Active Reading: Plato and Augustine

Christopher Schlect, David Diener, Phillip Donnelly, Andrew Selby

A panel of scholars will lead attendees through a reading and discussion of two key texts. No prerequisites; just come ready to read and discuss—in other words, to practice the very habits we aim to instill in our own students! Together we will work through two key passages on education, one from Plato and another from Augustine. These passages form the basis for what we now refer to as “the Socratic method.” In today’s usage, the adjective “Socratic” is an elastic label we attach to any manner of questioning and discussing that we see in our own classrooms. Is today’s usage faithful to the ancient Socrates we encounter in the sources? How did early Christians receive Socrates’s pedagogical ideas? Come and participate in the kind of interaction you will want to replicate in your own schools.

Why Should We READ Latin?

Karen Moore

Classical schools are largely in agreement that our students should study some Latin. The enormous contributions to students’ vocabulary and grammar and even reasoning skills cannot be ignored. However, many are content to stop after a couple years of study before students have enjoyed reading original texts. This presentation will present the benefits of reading the Great Texts in their original form, thus enabling students to carefully consider the diction, syntax, and style chosen by the original author, not a translation with an agenda. In this manner our students not only gain deeper insight to the author’s work, but they study the beauty of the masters in their craft; men and women who have bequeathed us apples of gold in settings of silver - if only we have the eyes trained to see how they shine in their original glory. Examples from the corpus, both classical and post-classical, will demonstrate that such goals are not merely tantalizing fantasy, but the fruit of such readings are well within reach.

A Classical Approach to Physical Education: Cultivating Virtue, Wisdom, and Strength through Play

Julie Robinson

Physical Education is more than fitness and games—it’s formation. In a classical Christian context, PE nurtures the whole person, body, mind, and soul. This session will showcase how to integrate biblical principles with the

classical trivium in your physical education classroom. A quality classical PE class can restore the unity of faith, intellect, and movement. Students will see physical activity as worship and discipline, allowing them to not just be athletes but disciples.

The Mirror of the Soul: The History and Purpose of Theatre in the Classical Tradition

Pamela Harwood

Why has theatre held such a central place in Classical Education? From the Festival of Dionysia in ancient Athens to the Cycle Plays of the medieval Church and the poetic brilliance of Shakespeare, theatre has served not merely as entertainment but as a training ground for virtue and the moral imagination. This seminar traces the history of theatre’s educational purpose within the classical tradition—showing how theatre was viewed by the Greeks as a training ground for rhetoricians, by the Humanists as a heightened form of mimesis, and as the logical precursor of the elocutionist movement of the Enlightenment. Participants will explore how ancient theories of imitation and catharsis connect to CCE classrooms, and how dramatic reading activities and fully realized theatrical performances can still cultivate wisdom and eloquence in students today. The talk concludes with practical ideas for reintegrating theatre into a classical curriculum.

Completing the Trivium is a Must

Andrew Smalley

ACCS as an organization sees the value of 9-12 grade in a classical Christian school. However, building a rhetoric school at a classical Christian school is fraught with challenges. Drawing upon his applied research, Dr. Smalley will articulate the derived principles and suggest strategies to ensure that your classical Christian school not only culminates the trivium but also effectively conveys the profound benefit of a Rhetoric School education to your school’s parents and students.

NextGen: Generational Faithfulness in Administration

Tom Garfield

As many schools throughout the movement are now in their second, third and even fourth decades, new challenges arise. Not only is the culture seeking to seep in, there are growing pains with size of schools, demand for

other models, and a constant need and empty bench for teachers-let alone well-trained or experienced teachers. All of this also puts a heavy burden on the administration that runs these schools. My dad and I would like to do this in a 2-part talk, in which we would address the following from a multi-generational perspective and vision.

Teaching for Goodness: Embodied Virtue Formation

Kyle Hughes

Greek paideia included within it not just the transmission of information but also training in virtue, by which the student would live wisely and well. How, though, do we teach virtue in a classical Christian school? Drawing on the wisdom of the medieval educator Hugh of St. Victor, this talk explores the powerful connection that exists between the discipline of the body and moral transformation. Key topics include the use of moral exemplars, training in forms and habits, the role of athletics in a school, and teaching boys and girls as distinct groups.

DAY 3

MORNING WORKSHOPS

Reading Scripture with Bonaventure

Junius Johnson

The heart of the Medieval interpretive enterprise was how one read Scripture, which was understood to be a complex book holding many layers of meaning. But in learning to read it well, one did not just learn how to read other books well; one also learned to interpret reality well, to discern the work that God was doing in history and what God was saying to the Church. Starting from Bonaventure's discussion of Scripture in his *Breviloquium*, we will explore the Medieval method of reading and what it offers classical pedagogy today.

Dictation and the Art of Grammar

Karen Kern

The art of grammar develops a sensitivity to language; this language sensitivity is formed in reading, hearing, speaking, and writing the language. By attentively reading harmonious language, a student further becomes sensitive to harmonizing his or her own mind. By internalizing grammar's form and symbols, which is increasing a sensitivity to language, one's mind is liberated from discordant or confusing thoughts. Teachers can walk a few paths to develop language sensitivity in our students.

Dictation, hearing and writing the language, develops attention, memory, imitation, and sensitivity. Join Andrea Lipinski in this active workshop during which we will practice dictation (bring a pen and paper) before contemplating how to bring dictation into our classrooms.

The Truth, Beauty and Goodness of the Arts

Jill Roberts

In today's world, students are often influenced by popular artists, media, and influencers. Their brains melt around how many "likes," "loves" or followers they can get. Often, students trade their beliefs for the fleeting moment of being "liked." The popularity of artists influences our students from day to day with agendas that misalign with Christian values. So, how do we fix that? It is not an easy fix.

We see students begin to question and abandon religious traditions daily. We, as educators dedicated to a Biblical worldview must equip our students to bring Truth, Beauty, and Goodness back to the forefront of our society. The arts are capable of creating deep emotional and religious experiences. We must teach our youth that God is the ultimate artist, the one Creator and teach them to serve and worship Him in all they do. How can art speak the Divine Truth? By nurturing students to illuminate the brokenness of the world and our ultimate need for redemption pointing them to Jesus Christ.

What Hath Poetry to do with Education?

Kathy Becker

This workshop is an opportunity for those who have little study of poetry and for those who are old admirers of poetry. The workshop presents the benefits of poetry beginning in the early years and continuing throughout a student's education. Attendees will learn why poetry is an important aspect of a complete classical education. Poets studied will include Stevenson, Dickinson, Longfellow, as well as others. Attendees review poetry presented in grammar, logic and rhetoric stages.

The Seven Laws of Writing: Gregory's Principles Applied to Writing Across the Curriculum

Mark Wheeler

This session offers participants a framework for applying Gregory's Seven Laws to writing program design – not just to individual lessons. It provides four tests for designing writing prompts that require genuine thought rather than mere completion, a method for assigning meaningful writing that does not produce a grading avalanche, and a model for building a writing program that spans grades and disciplines, anchored in shared language and aligned expectations across the school.

Honoraries, Houses, and School Culture

Daniel Spanjer

We at Veritas have noticed that Secondary students have become more comfortable with poor manners which seems to have a corresponding effect in a decreased engagement in the life of the school. In addition, high-performing students have many responsibilities which can draw them away from the life of the school, all of which tends to lead Secondary students to disconnect from our community.

To address these issues, Veritas has launched initiatives in two areas. First, in 2023 we launched the Honoraries in an effort to make service to the school a privilege for upper Secondary students. Over the past two years we have seen students who joined the Honoraries folding themselves back into the life of the school and thinking of service more as an honor than a burden. Second, we leveraged our House program by hiring a Director of Houses then tasking him with a House reform. At the center of the reform was a transition from student run homerooms to teacher-led communities focused on leadership training and spiritual growth. Through the points system, weekly routines, and leadership initiatives, students are learning to prioritize spiritual maturity as well as the needs of our school. In this presentation we will explore the Honoraries and House initiatives in a fun, comfortable interview format that promises to be entertaining and informative.

How Classical Stories Awaken the Moral Imagination

Liz Morgan

Using the book *Tending the Heart of Virtue: How Classic Stories Awaken a Child's Moral Imagination*, by theologian Vigen Guroian, for inspiration, this workshop is designed to encourage teachers to see the value in highlighting story to teach students of all ages how to deepen their conviction toward virtuous living while seeing God's patterns inherent in our world. Let's make more room in our teaching to strengthen our students' decision making skills through the "moral imagination" while applying Guroian's ideas to the popular Narnia Chronicles and generalizing these ideas to all our book choices. Let's not see narrative, whether in Literature, Humanities, or read-aloud, as an "extra," but an essential part of our curricula and a powerful medium for classical scholastic reflection and deep thinking. Stories can be interactive tools to help people ponder well & live virtuously when we filter story conflicts through the grace-driven wisdom of God.

Physics First—The Why, and How, To Flip a 100 Year-Old Sequence Upside Down

Ranya Bailey

Physics First is a sequence of rhetoric science courses where physics is taken in 9th grade, chemistry in 10th and biology in 11th. Debated since the 1990's, this is no longer a purely theoretical discussion about overturning a traditional sequence established in the early 20th century. Come and hear about the overwhelming success of physics

first in the context of more than 10 years experience at Wilson Hill Academy.

In this talk, we will consider the criticisms, benefits, obstacles, and keys to successful implementation. We will look at specific examples that highlight how the sequence provides students the experience of learning science by building incrementally on concepts while also crossing curricula and drawing from not just math, but also the humanities.

Prepared, Not Afraid: A Practical Guide to School Safety

Dario Giomi

Classical Christian schools feel a real tension: we want campuses that are warm and welcoming, but we also know we live in a world where wise preparation is necessary. This session will connect the classical Christian goals of cultivating wisdom, virtue, and a love for what is true, good, and beautiful to the everyday work of keeping a campus safe.

Rather than treating security as a separate "tactical" world, we will look at it as one way we love our neighbors and protect the children God has entrusted to us so they are free to worship, learn, and play. Using The Ambrose School (North Campus) as a case study, we'll walk through how one school has actually organized safety roles, written simple procedures, and trained staff and volunteers in a way that fits a Christ-centered, classical culture.

Attendees will leave with clearer categories for thinking and talking about security in their own communities, along with practical ideas and examples they can adapt—whether they are just getting started or looking to strengthen what they already have. The goal is not to turn schools into fortresses, but to help them be prepared, not afraid.

An Apology for Hybrid Education—Why Formation Demands More Than Instruction

Emily Goodwin

Hybrid classical education is often misunderstood as a compromise, but at its heart, it is a profoundly faithful model for forming students, and families, into Christ-centered lives. Rooted in Scripture, historic paideia, and the theological vision of C.S. Lewis, this workshop demonstrates how hybrid schooling restores the household as the central site of worship, learning, and virtue cultivation. Participants will explore how hybrid rhythms create space for parental

involvement, daily discipleship, and multi-generational formation, nurturing “little Christs” in mind, heart, and soul. Attendees will leave with a clear framework for understanding hybrid education not as an alternative schedule, but as a purposeful design to integrate learning, character formation, and Christian culture throughout the household and community.

MORNING MAIN STAGE

The Universal History of the West: What has Holy Week to do with Homer?

Deacon Seraphim

Prior to the modern age, medieval Christendom largely saw itself as the culmination of a single, interconnected story, one which included Genesis and Homer, the Sibylline prophecies and the Arthurian legends. This approach to history reached its culmination in the “fullness of time,” the incarnation, birth, life, passion, and death of the Son of Man. In this talk, Dcn. Seraphim Richard Rohlin will make a case for this ancient, integrated approach to the story of Christendom, and argue that the compartmentalized approach which we have taken to the “Great Books” is neither Christian nor classical.