

	Workshop 4: Thursday, 3:50 – 4:40
A 1 A, G, P 30	Impacting Public Policy, Part II <u>Mr. Paul Smith; Citizen Impact USA, Loganville, GA</u> “What can I do?” This is a question many Americans are asking. Learn how “regular” citizens can make an impact in the public policy arena in this presentation. Part II focuses on practical ways you can make a difference.
A 2 E 30	Homework...A Necessary Evil <u>Mrs. Valerie Aits; Keystone Christian Academy, Berryville, VA</u> We work very hard throughout the school day. How much homework is beneficial for elementary students? In this session, we will talk about how to make homework beneficial for elementary students.
A 3 A, H, P 30	Discipline Policies and Procedures in the Secondary School <u>Dr. Hubert Hartzler; Christian School Leadership Ministries, San Antonio, TX</u> Discipline “problems” are “opportunities” for discipleship in the lives of your students. This workshop will present many Biblical principles, policies, and procedures which will help you be effective as these “opportunities” come your way.
A 4 A, P 30	Transformational Leadership <u>Mr. Jay Bradford; Fairfax Baptist Temple Academy, Fairfax Station, VA</u> This session will offer practical leadership insights for school and ministry leaders, particularly in establishing the direction, foundations, and practices to help a Christian school thrive. Discussion will focus on mission, culture, practices, achievement, relationships, recruitment, and development.
A 5 A, G 30	An Overview of Iowa Assessment™ and Cognitive Abilities Tests® Testing Program <u>Mr. Gary Peltier; American Association of Christian Schools, Chattanooga, TN</u> The Iowa™ Assessment and the Cognitive Abilities Test® (CoGAT) are proven measures of student achievement and reasoning abilities. A proper use of these tests will offer educators a diagnostic look at how their students are progressing in key areas and can also predict ACT and SAT scores. This workshop offers an overview of the main features of these tests.
A 6 E 75	Taking Art a Step Further in the Classroom <u>Mrs. Suzanne Torres; Heritage Christian School, Woodbridge, VA</u> After having “Art on a Cart” for a year, I can completely understand the hesitation some may have about how to incorporate art in the classroom. In this session, we will talk about how to take art a step further to make it fun and easy to teach for anyone, even in the classroom. We will share simple techniques, supplies, and project ideas that your students will love.
A 10 A, E, H 140	Unlocking Potential: Navigating Fetal Alcohol Spectrum Disorder <u>Mrs. Krista Smith; Veritas Baptist College, Fredericksburg, VA</u> Fetal Alcohol Spectrum Disorder (FASD) is a complex neurodevelopmental condition. FASD is an umbrella term that encompasses a range of lifelong physical, behavioral, and cognitive impairments caused by prenatal alcohol exposure. Understanding how the brain processes and stores memories equips educators to tailor instructional strategies to help learners store information and skills in their long-term memory.

A 14/15 A, G, P 75	Help for Hurting Kids <u>Dr. Heather Hancox; Bob Jones University, Greenville, SC</u> Our churches and classrooms are filled with children and teens who have been hurt by family crisis, broken homes, abuse, and neglect. This workshop offers advice for helping students who are adjusting to foster or adoptive homes, dealing with past abuse, or coping with family issues.
A 16 K, LE 30	“The Great Balance”: Phonics + Reading = Success <u>Miss Sara Fuller; Pensacola Christian Academy, Abeka, Pensacola, FL</u> Because phonics and reading go “hand-in-hand,” one cannot be used at the expense of the other. In this session, we will look at how to bring phonics instruction into our reading circles to bolster our students’ reading abilities. We will examine ways to balance an effective reading and phonics class.
C 1/2 A, G, P 75	How to Help Students Make Lasting Biblical Change <u>Pastor Doug Wright; Keystone Christian Academy, Berryville, VA</u> Nearly forty years ago, Jay Adams wrote a book called <i>How to Help People Change</i> . The teaching is taken from II Timothy 3:14-17, and his exposition and application are timeless. The propensity to give every student a “label” can cause Christian teachers to abandon Biblical truth for secular oriented solutions, which will not help your students or school. After reviewing Adams’s four steps, we will spend about half of our time with case studies.
C 3 A, E 40	Mastering Literacy: The Importance of Encoding and Integrating Orton-Gillingham Spelling Rules into Phonics Reading Instruction <u>Mrs. Amy Wall and Mrs. Samantha Thomas; Be the Light Education, LLC, Manassas, VA</u> Explore the essential concepts of encoding and decoding in reading and writing, with a focus on the often-overlooked power of encoding. Discover how Orton-Gillingham spelling rules can transform phonics instruction by enhancing students’ encoding skills. We will provide practical strategies, real-life examples, and resources to help you immediately connect these invaluable spelling rules to your existing phonics lessons.
C 4 A, G, P 40	Secret Serpents <u>Mr. Jeff Setzer; Creation Family Ministries, Hickory, NC</u> Cryptozoology is the study of “hidden living things” and is applied to unknown creatures, creatures thought to be extinct, or creatures thought to be non-existent. In the oceans of the world or deep jungles, accounts of unusual animals greatly challenge the idea that dinosaurs are not alive today! As God revealed Himself to Job and his friends, He spoke of “behemoth” and “leviathan.” Since these fearsome animals were alive in Job’s day just after the flood, could they not exist today?
C 5 A, H 40	Better Writing Through Diagraming <u>Mrs. Beckie Hibbard; Landmark Christian School, Richmond, VA</u> This workshop will focus on the benefits of teaching diagraming, a thinking process rarely developed in other high school courses. Diagraming can lead students to an understanding of how to construct better sentences, paragraphs, and compositions, as well as a greater capacity to understand Scripture in personal study.
C 6 G 40	I’m Broke, but I Want Stuff for My Classroom <u>Mrs. Erica Botha; Keystone Christian Academy, Berryville, VA</u> Most of us don’t have an unlimited budget, but we want things for our classrooms. There are creative ways to get what you need and want for your classroom. I will share some of the ways that I have found.
A-Administrative; C-Early Childhood; E-Elementary; G-General; H-Secondary; K-Kindergarten; LE-Lower Elementary; P-Pastors; S-Special Education; UE-Upper Elementary	