

# TEACHERS of VISION

SPRING 2018



## LOVE IN ACTION

When God is in my Classroom ...

20

Raiders of the Posh Park

24

Resilience

28

Acts of Kindness



DAVID SCHMUS  
EXECUTIVE DIRECTOR

*Christian Educators  
Association International*

# Love in Action

**IN AUGUST, 2010,** a spirited 16-year-old girl walked into my AP US History class. Little did I know what the Lord had in store for

both of us. We connected quickly and easily, and she began to confide in me. Her story came out one piece at a time—unknown father, neglect, abuse, separation from mom and eventually from siblings, 15 years in the foster system, and 12 different “families.” My heart broke.

Yet here she was signing up for my very difficult AP class! God had obviously planted determination and resilience in her through the pain and struggle.

One night at a football game, my wife prayed for her. This opened the door for us to invite her to more of our family activities, extending God’s love as He led us. The big moment came when she asked Christ into her life during a lunchtime Christian club meeting. She was a new creation!


Not long after, my daughters began to ask if she could live with us! Assuming it was not allowed for a whole host of reasons, we initially said no. But the Lord used divine appointments to knock down our objections one by one.

On Christmas morning, while sitting around the tree, we let her know that if she was willing, she could move in and become part of our family. I don’t remember ever seeing such an explosion of joy, and not just from her.

As you might expect, life was not all rainbows and unicorns after that blessed Christmas morning. Life is messy, and wounds run deep. Love in action is sometimes tough love. God saw fit to keep her in our home for just one year. But during that year she saw us live out authentic, though imperfect, relationships with Jesus.

God eventually brought us back together just as she moved into her Christian college dorm—but this time, more as an aunt and uncle rather than parents. We’ve been able to mentor her through becoming one of the less than 3% of foster children who graduate from a 4-year college. To top it off, I officiated her wedding ceremony to a Christian young man just this past August!

The theme for this issue of *Teachers of Vision* is “Love in Action.” Being a Christian educator is certainly a call to just that. Every day so many unmet needs walk into our classrooms—each one of them a potential opportunity to show the Father’s love. He may not be calling you to become foster parents, but He is asking you to say yes to being an agent of His love.

I pray for you according to Romans 5:5, “God’s love has been poured out into our hearts through the Holy Spirit” (NIV). May you be filled with His love and then pour it out to your students, parents, and colleagues today and every day. 

# Table of Contents

SPRING ISSUE



20



16



28



24

16

## When God is in my Classroom

Why choose to remain in public education?

BY LAURA ACKLEY

20

## Raiders of the Posh Park

A “yard sale-ing” ministry benefits students in need.

BY DAVE MEURER

24

## Building Resilience

Educators can help their students bounce back when life knocks them down.

BY LISA LAWMASTER HESS

28

## Small Acts of Great Kindness

What does love in action look like in the classroom?

BY JOY LUCIUS





# Table of Contents

THE WHITEBOARD

04

## A Student's World

A few minutes can make  
all the difference

BY MIKE HICKS

06

## Museum of the Bible

Bringing the Bible to life

BY MICHAEL FOUST

08

## Young Life

Life-changing relationships

BY SHAWN WASHBURN

11

## Who is Your One?

An interview with Mike Hicks

BY LORI ARNOLD

14

## Atmosphere

Poetic inspiration

BY RUTH NAYLOR



04



11

06



14



08



## IN EACH ISSUE



### 00 Director's Letter

BY DAVID SCHMUS

### 31 Ubiquitously Yours

BY KAREN C. SEDDON

### 32 The Bookshelf

BY CEAI MEMBERS

### 33 The Heart Dimension

BY VERNARD T. GANT

### 34 Q&A

BY CEAI EXECUTIVE STAFF

### 36 Editor's Letter

BY DAWN MOLNAR



Official publication of Christian Educators  
Association International (CEAI)  
ISSN 0882-6609

*Teachers of Vision* magazine provides biblically  
principled resources that encourage, equip, and  
empower Christian educators.

Christian Educators Assn. Int'l  
PO Box 45610, Westlake, OH 44145  
888-798-1124 • ceai.org

**Publisher:** CEAI

**Editorial Director:** Doreen Madere

**Managing Editor:** Dawn Molnar

**Assistant Editorial Manager:** Lara Busold

**Creative Director:** Natasha Fullard

*Teachers of Vision*® is published by *Christian Educators Association International* (CEAI). All opinions, advice, teachings and perspectives expressed in this magazine are not meant as legal counsel; and no liability for their use or misuse exists.

The ideas expressed in *Teachers of Vision* do not necessarily represent the opinions or positions of *Christian Educators Association International* or its members.

©2018 *Christian Educators Association International*. All rights reserved. All editorial content shown in this publication is the property of CEAI and is for private, noncommercial use only. No rights for commercial use or exploitation are given or implied. Reprint permission is granted for personal and/or educational use. The following credit line is to appear: From the (issue) (year) of *Teachers of Vision* magazine. Copyright © (year), (author).

Used by permission. *Christian Educators Association International* - [www.ceai.org](http://www.ceai.org).

No deletion from, addition to, or other alteration in the requested text will be made without the express, written permission of *Teachers of Vision* magazine. For questions regarding usage email [TOV@ceai.org](mailto:TOV@ceai.org).



33

# A Few Minutes Can Change the World

BY MIKE HICKS



One day, a student caught my eye during class. She had seemed quiet and out of place all week, having just joined my sixth period class four days prior. So, while the class was busy working in small groups, I called her up to my desk to ask her how she was feeling about her transition to our school.

She hesitantly said, "Okaaay."

But, when I asked her if she had made any friends yet, huge crocodile tears filled her eyes. Then her chin dropped, and she shook her head indicating ... no, she had not.

We talked a little more, and she expressed how alone she felt. Her move to this side of town had left her missing her friends and feeling completely lost. Being a bit shy, she could not see herself breaking into existing social groups or finding a place where she fit in.

I wasn't really sure how to help her at the moment, so I did the only thing I could think of ... I gave her some Kleenex. And while she was wiping her tears away, I found myself thinking about all the students who get transferred or moved to a new school. My pragmatic side was thinking about the resiliency of kids. I knew she would make new friends, find her place, and eventually everything would work out. But I knew if I shared those thoughts with this young lady right at that moment, they were not going to sound very comforting.





“  
I think they  
knew I  
had called  
them up for  
something  
important ...  
something  
significant.”

Then I got a crazy idea ... maybe I could speed up the process a little bit.

So I took a risk and asked her, "Would you be comfortable if I introduced you to a couple really nice girls? I know they would really like you. And, if they knew how you were feeling right now, I bet they would scoop you up in a minute."

I could tell she was a little embarrassed by the suggestion, but she was also pretty desperate, so she said, "I'd be okay with that."

Within a few minutes, I had four girls forming a wall around her at my desk. They could see the tears on her face, and I think they knew I had called them up for something important ... something significant.

I briefly explained her situation and then told them, "If she were my daughter, I would want her to meet some girls just like you. This is a hard time of transition for her right now, and she needs a few good friends. Would you

be willing to help her get through this week and find a home at our school?"

I was so proud of those four girls. They swooped in for the rescue and immediately invited her to be in their group. I watched as they shuttled her off to their corner, chatting and asking questions. I realized that sometimes a few, purposeful minutes can change everything for a student.

Loneliness can turn to belonging ... and teary eyes to a smiling face.

I wonder sometimes how many opportunities like this I've missed; I'm sure more than I care to know. But today reminded me to keep my antennae up and be watchful, because today was proof that a few minutes can change a student's world. 📺

*Mike was a high school teacher in California for 24 years. He is now the Director of LIFT America, an outreach ministry of CEAI that helps organize gatherings of Christian Educators in cities across America.*



# Museum of the Bible: Bringing the Bible to Life Through Innovation

BY MICHAEL FOUST

**ASK PEOPLE ON THE STREET** to describe their last visit to a museum, and you'll likely get a slew of less-than-enthusiastic responses: old, stale, and even boring.

The Museum of the Bible, which opened in November of 2017 in Washington DC, hopes to change that perception by becoming—in the words of representatives—the most technologically advanced museum in the world. The goal: bring the Bible to life as guests learn about its history and impact.

The \$500 million, 430,000-square-foot museum will house 12 theaters, 93 projectors, 250 computers and 384 monitors—not to mention 200 miles of low-voltage cables.

But the biggest advancement will greet visitors at the museum entrance. There, each guest will receive a computer tablet known as a “Digital Guide,” which will take advantage of 500 wireless access points throughout the museum to provide guests a one-of-a-kind tour experience based on their age and desires.

Jeff Schneider, vice president for information and interactive systems at the Museum of the Bible, said the vision for the Digital Guides came from the belief that the best museum experiences use live tour guides.

“We are trying to incorporate as much of a live tour guide experience as possible, paired with additional features that only technology can provide,” he said. “The resulting efforts create a new level of engagement and guest satisfaction that’s not easily achievable any other way.”

Visitors to the Museum of the Bible can listen to audio narration through headphones or read the full transcripts on-screen.

The Digital Guides—which are included in the price of admission—can:

- Re-route a guest’s tour from a busy room to a less-occupied one.
- Adjust the tour when a guest deviates from the pre-planned tour.
- Accommodate those with physical disabilities or hearing and visual impairments.

If guests just want to “wing it”—that is, to walk through the museum without a pre-planned tour—the Digital Guides will allow that, too. But even then, the Digital Guides can track a guest’s location and provide relevant information.



The museum owns 3,100 of the Android-powered Lenovo Phab2 Pro tablets, which incorporate 64 gigabytes of internal storage and four gigabytes of RAM, and feature wireless charging, remote updating, and 10 languages.

Indoor navigation, though, was a challenge. That's because three prominent options—GPS, WiFi positioning and Bluetooth—fall short. GPS is not effective indoors, and WiFi positioning and Bluetooth are not as accurate as needed. The solution came in “ultra-wideband radio technology,” which is accurate to within six inches.

“When developing various features of the digital guide, we visited many museums,” Schneider said. “Besides the most obvious use—such as finding the nearest restroom—our experience revealed a need for families and small groups. As individual members of a family explore a museum at their own pace, it's easy to get separated.”

The Digital Guides solve the separation problem by allowing parents and children always to find one another. An even bigger advancement might be the ability to keep children entertained while their parents stick in one room.

The Digital Guides have three age levels: adults and teens; 9-12, and 8-and-under.

“The Digital Guide automatically adjusts the kids' tour experience based on how long or brief the adult dwells within an area,” Schneider said. “This is quite an achievement given that both the adult and child are experiencing their own immersive tour experience, unique to themselves, even though they are in the same areas together.”



Digital Guides—and the next generation of such devices—may change how the public views museums.

“We believe the digital guide—the way we envision it—is one of the most effective ways of complementing the museum experience, providing new levels of engagement and interaction, as well as innovative solutions to meet guest needs,” Schneider said. “Just as paper maps have been replaced by GPS and Google Maps, so we believe the digital guide will disrupt the museum wayfinding and touring experience.”

Learn more at [www.museumofthebible.org](http://www.museumofthebible.org).

*Michael Foust is an award-winning freelance writer and father of four children. He blogs at [www.michaelfoust.com](http://www.michaelfoust.com).*

# Young Life

Volunteers meet teenagers where they are, build relationships, and earn the right to be heard.

BY SHAWN WASHBURN

ON THAT TUESDAY NIGHT, an energy filled the McDonald's dining room that you could feel ... and hear. Laughter and conversations rang through the air as teenage boys and girls filed in and took over. After a weekly Young Life "club" meeting, we had all headed over to hang out, eat up, and soak in some more fun before the night ended. For most who were there, this was part of their weekly routine; for me, though, as a freshman, it was all pretty new ... but it was growing on me.

I grabbed some fries and nuggets and sat down at a table next to a window with a large hamburger plastered across it. As I began to wolf down my food (high school boys are always hungry), Mike walked over with a chocolate shake, pulled out a chair, and sat down across from me. I had just met Mike earlier that evening at the meeting, but I knew I had seen him around several times at football games and other events. I had heard that he was attending a local college, but that he spent a lot of his free time with the kids who attended the high school Young Life group. He had seemed cool enough.

Mike took a sip of his shake and then asked me if I had liked my first club meeting. I thought back on the evening and recounted my impressions of the games, skit, singing, and message at the end. It had been really ... *fun*. I told him that I hadn't been sure what to expect, but I was glad I had come. There was a sense of belonging, being a part of something special, something positive—so

different from the pressures and stress of the high school halls.


Mike also asked me about my family, what I was interested in, and if I played sports. I found out he ran track when he was in high school, though he ran long distance, and I sprinted. Mike went on to share his own story, about why he loved working with high schoolers and had begun volunteering with Young Life. He also told me about Campaigners, a group for those wanting to go deeper exploring their faith in Christ, and about Young Life Camp, where teens like me from all over would convene for a life-changing week of fun, adventure, and learning more about God's plan for them. I liked the sound of it, and I knew it wasn't an accident that I had come that night. In one evening, God reached down and met me there through Mike and that group. And I felt like I mattered.







What Mike modeled so well all those years ago is the kind of “love in action” Young Life volunteers continue to demonstrate today. They do this by pouring hours of their time into meeting students where they are, building relationships, and winning the right to be heard. They show up at football games, track meets, volleyball games, restaurants, local hangouts ... basically, wherever kids are, they are there as well. And along the way, students are given the opportunity to explore faith and grow deeper through Campaigners and Young Life Camp. For over 80 years, Young Life has continued to carry out this mission so well—sharing the love of Christ with students in authentic ways, valuing them, and believing in them.

As a Christian Educator, you’ll find that Young Life can be a valuable resource. When you connect with local chapters, you can help connect students with volunteers who share your vision, and who can further build into the lives of the boys and girls you care so much about. To find out where local clubs are meeting near you, visit [www.younglife.org](http://www.younglife.org). The Young Life website is full of great information about their many programs, their history and values, and how they continue to make a difference in lives across the globe. 

*Shawn is a husband and father of four who lives in Cleveland, Ohio. You can find him at [www.washburnwriter.com](http://www.washburnwriter.com), where he hosts the Stories of Starters podcast and helps people pursue their passion and make a difference.*



# TODAY'S LESSON

As a member of the **Christian Educators Association International**, you could get a special discount on car insurance. GEICO can help with homeowners and renters insurance, too.



**Christian**  
**EDUCATORS**  
Association International

Get a free quote.

**GEICO**<sup>®</sup>

geico.com | 1-800-368-2734

CEAI insurance benefits offered through:



**Trust for  
Insuring Educators**

Administered by  
Forrest T. Jones & Company **ftj**

(800) 821-7303 • [www.ftj.com/CEAI](http://www.ftj.com/CEAI)

Disclaimer: GEICO contracts with various membership entities and other organizations, but these entities do not underwrite the offered insurance products. Some discounts, coverages, payment plans and features are not available in all states or all GEICO companies. Homeowners, renters and condo coverages are written through non-affiliated insurance companies and are secured through the GEICO Insurance Agency, Inc. Discount amount varies in some states. One group discount applicable per policy. Coverage is individual. In New York a premium reduction may be available. GEICO may not be involved in a formal relationship with each organization; however, you still may qualify for a special discount based on your membership, employment or affiliation with those organizations. GEICO is a registered service mark of Government Employees Insurance Company, One GEICO Plaza, Washington, D.C. 20076; a Berkshire Hathaway Inc. subsidiary. GEICO Gecko image © 1999-2017. © 2017 GEICO.

#7605 0217



# Who Is Your One?

Many educators feel overwhelmed, but they still want to serve as the Lord's arms, hands, and voice in the lives of their students. Mike Hicks suggests a practical model for love in action.

BY LORI ARNOLD

**A**

As Mike Hicks crisscrosses the country coordinating teacher gatherings for his LIFT America ministry, he hears a common theme: Christian educators

often feel overwhelmed by the demands of teaching and their desire to shine the love of Christ. This constant pressure can often lead educators down a path toward fear or apathy.

"We really have an awesome opportunity to be the arms of Jesus," Hicks said. "Children are precious to God. He's placed us in their lives to be Him: to be His arms, His hands, His voice."

It's called love in action, a message central to Christian Educators Association International—and, by extension, its Lasting Impact Fellowship for Teachers (LIFT) America outreach ministry. According to Hicks, director of LIFT America, the ministry exists to empower, encourage, and equip Christians working in public schools.

But how does one serve as His arms, His hands, and His voice in a secular setting riddled with laws and limitations? Especially with students who are not familiar with the Gospel?

“There is no law against loving kids,” Hicks said. “There is no law against affirming kids, encouraging them, and speaking positive messages into their lives.”

Still, with dozens of students in a teacher’s classroom, how can such a task be accomplished without placing an undue burden on Christian educators? Hicks believes the answer is found in Scripture:

“If a man owns a hundred sheep, and one of them wanders away, will he not leave the ninety-nine on the hills and go to look for the one that wandered off? And if he finds it, truly I tell you, he is happier about that one sheep than about the ninety-nine that did not wander off. In the same way your Father in heaven is not willing that any of these little ones should perish” (Matt. 18:12-14, NIV).

Hicks said it’s a model that LIFT America calls “Who is Your One?”

“In an age of being overwhelmed with so much responsibility, this is doable,” he said of the concept. “Who will be ‘Your One’ today? Sometimes you can’t reach the 99. You don’t have time to minister to them all, but today, who is the one? Who is the one who you can reach to make a difference in that kid’s life?”

Hicks believes the answer can be found when Christian educators abide, listen, and follow.

“Abide in the Lord, listen for His voice, and when He speaks, when He nudges, when He makes you aware of a situation, then just follow His lead,” he said. “Step into that moment.”








“The extraordinary moments that He provides are going to be unique. They are going to be in the moment, and we just have to be watchful.”

“That’s why we are here, for those special moments to impact students in a special way. But you’ve got to be praying and watching for God-ordained situations, otherwise you just go on about your day and get caught up in the rat race and miss opportunity after opportunity,” he said.

Those moments can manifest in a myriad of ways. One of the simplest, but most powerful ways is to truly listen to what is going on in a student’s life. Other expressive actions can include writing a card, offering a word of affirmation, or making a phone call.

“The extraordinary moments that He provides are going to be unique. They are going to be in the moment, and we just have to be watchful,” Hicks said. “It’s hard to be in the moment all the time. If you are sincere about wanting to find the One, the Lord kind of has a way of smacking you right in the face with the moment. It’s a posture of your ear, and it’s a posture of your spirit, all while working diligently to fulfill your obligations as an educator. And as a bonus, by doing this, you naturally evolve into an excellent teacher.” 

*Lori Arnold is an award-winning freelance writer from San Diego, Calif. Contact her at [storylori@gmail.com](mailto:storylori@gmail.com).*

## Abide

- Be prayerful in your lesson planning. Leave your antennae up.
- Stay near the presence of God. Pray internally throughout the day.

## Listen

- Welcome students at the classroom door (or during roll call). Look at every eye that passes by you. Is there a student that seems to need special encouragement?
- Ask the Lord if He wants you to do or say something as situations arise during the day with students or colleagues.

## Follow

- Honor God through the content of your lessons. For example, when the curriculum conflicts with the Word of God, teach the controversy.
- Obey when the Lord prompts. This could look like sending a card, giving a word of encouragement, or sharing your faith by praying with a staff member.

# Atmosphere

BY RUTH NAYLOR

Every child needs love  
as well as textbook learning.  
All need a teacher who cares  
not just a dispenser of lessons.

For some students the seeds  
of kindness have been  
planted at home. Others  
struggle with weeds of neglect.

The classroom is  
a place where Spring rain,  
fresh air and sunshine  
can nourish them all.

Rich and poor alike,  
those bright or challenged  
can learn together to reach  
across the aisle or field

of color, religion, or clan  
to respect and know the  
good fruit an atmosphere  
of love and caring can grow.









# WHEN GOD IS IN MY CLASSROOM

One teacher shares the reasons she feels called to continue serving in her public school classroom.

I

I've heard it said in various ways, "They have taken God out of the classroom."

I've even been asked, "How can you work in a public school when you can't share your faith with the kids?"

I've watched teachers walk away from public education with great frustration because of politics, evaluation systems, state standards, pay, and a lack of support.

If I am being honest, there are days in which I ask, "Why am I still here?"

Yet, every time I ask myself that question, I hear a soft whisper in my soul ... "Because I am here."

From the depths of my being, I believe that God has never, can never, and will never be removed from the classroom—even a public school classroom.

First, He is bigger than that.

Second, He is the indwelling Spirit that fills me completely. When I am in the classroom, He is there too. The kids that God brings into my classroom need me—they need Him.

When I serve my students, love my students, and partner with the Holy Spirit, God is in my classroom. This is why I choose to remain in public education.





I've learned to think of it as an opportunity to let every action be seasoned with the love and service of Christ.

#### WHEN I SERVE MY STUDENTS: GOD IS IN MY CLASSROOM

Rather than thinking of my inability to freely talk about Jesus as a hindrance; I've learned to think of it as an opportunity to let every action be seasoned with the love and service of Christ.

Jesus said, "The greatest among you shall be your servant" (Matt. 23: 11, ESV). Jesus was the greatest servant of all time. When I feel discouraged, I imagine Jesus kneeling down to wash His disciples feet. Creator God washed the feet of His creation. Dirty, dusty, yucky feet. God humbled Himself and served others throughout His entire time on the earth: feeding, healing, encouraging, and raising the dead.

As a follower of Christ, He asks me to serve others humbly in love—to be His hands and feet in the world. What better way to do that than to serve the students in my classroom!

How many shoes have I tied? How many messes have I bent down to help clean? How many kids have I leaned down to hug? How many tears have I wiped away? How many words of encouragement have I spoken? How many hours of my free time have I given up for my students? Every day, I give all I have for them—all for their greater good.

When I serve my students—God is in my classroom. This is why I choose to remain in public education.





### **WHEN I LOVE MY STUDENTS: GOD IS IN MY CLASSROOM**

I may not always think highly of the children in my classroom, but Jesus certainly does. He loves them. Deeply. And God help me to think highly of them too.

Instead of pushing kids away due to His busy schedule, Jesus said, "Let the little children come to me and do not hinder them, for to such belongs the kingdom of Heaven" (Matt. 19:14). Jesus saw the value of children: their unwavering faith, purity, innocence, kindness, ability to overlook differences, etc. When I choose to think highly of children as Jesus did, loving them becomes second nature.

Love looks different in every moment, but it is indeed love. Love looks like responding in patience, expressing joy that my students showed up to school, and treating the kids with kindness when disciplining them. Love compels me to think of them as Jesus does—important and worth my time and sacrifices.

When I love my students, God is in my classroom. This is why I choose to remain in public education.

### **WHEN I PARTNER WITH THE HOLY SPIRIT: GOD IS IN MY CLASSROOM**

One of the biggest blessings associated with following Christ is the gift of the Holy Spirit. The veil that separated God and man was torn; therefore, God is with me.

Praise God, I do not teach on my own. I have not been abandoned to manage, discipline, teach, conference, and encourage on my own. Though some days I feel discouraged and tired, God steadfastly remains with me, giving me the strength I need to press on. When this happens, everything I do and say is fueled through His power; therefore, in my weakness, I become significantly more effective.

When I partner with the Holy Spirit, God is in my classroom. This is why I choose to remain in public education.



Without a shadow of doubt, I know that God is in my classroom. I pray that you, Christian educators, will partner with the Holy Spirit, realizing that He is with you too as you minister to your students ... that your loving words and attitudes would allow your students to feel Christ's heart for them ... that your daily acts of service for your students would profoundly impact them. I pray that you would also know, without a shadow of doubt, that God is in *your* classroom. 📖

*Laura Ackley graduated from Dallas Baptist University in the Spring of 2013. After graduation, she began working at a Title 1, public elementary school where she has served for the past five years.*

BY DAVE MEURER

# Raiders of the Posh Park

A husband discovers that his wife's Saturday morning bargain hunting isn't just a hobby.



## MY WIFE'S IDEAL WAY TO SPEND A SATURDAY

**MORNING IS TO ENGAGE** in a form of urban warfare she calls “yard sale-ing.” The preparations for this operation rival anything ever planned in the logistics division of the Pentagon.

On the night before “Operation Get-A-Good-Deal,” my spouse, Dale, pores over the classified ads and maps out a strategy to rapidly hit all the key targets in a pre-dawn raid.

When Dale is joined by a team of her similarly disciplined female comrades, they form an unbeatable squad of battle-hardened, professional bargain hunters. For years, I tried to avoid accompanying my wife to yard sales. My ideal version of what constitutes a successful Saturday morning drastically differs from Dale's.





On any given Saturday, I like to lay in bed, possum-like, until 10:00 a.m. I am not a morning person, and it often takes a team of paramedics 30 minutes to inject a sufficient dose of french roast java directly into my veins before they can detect a pulse.

But one day, Dale asked me to come with her on a particularly vital mission.

“It’s the annual neighborhood-wide sale in a very upscale area,” she explained. “I need an extra set of arms to hold deals as I scoop them up. You’ll have fun! Honest!”

I seriously doubted I would have fun, but I wanted to be a good husband and show an interest in my wife’s hobby. Little sacrifices like this make for a good marriage, and the Bible says men should be

willing to lay down their lives for their wives. While getting up at 6:00 a.m. on a Saturday to go pawing through wads of used stuff is not exactly death, it feels awfully close to it.

I gulped down my coffee as we climbed aboard a troop carrier that was cleverly camouflaged as a Chrysler minivan.

We soon found ourselves in an occupied territory called “Posh Park,” or something like that, cruising slowly past driveways crammed with what appeared to be the entire contents of the local mall.

As we moved from yard to yard, I finally noticed that Dale was scooping up gobs of clothes that would fit a young girl. Since our children are both boys who are now of voting age, Dale’s purchases raised a glaring question.



“ Dale and her bargain hunting friends were tactfully and discreetly helping kids whose families had very limited resources. So these yard sale excursions were not just for fun—they were ministry.





“Um, is there something I need to know?” I asked.

“How does this look?” Dale replied, holding up a little outfit with angels embroidered on it.

“I don’t think it will fit you,” I said.

“It isn’t for me!” she replied.

“Well, I don’t think the boys would wear it, and I know I won’t, so why are we buying little girl clothes?” I asked.

“For Mandy,” Dale replied.

A light clicked on, and I suddenly understood that this yard sale stuff was far more than a mere hobby.

Mandy was a sweet little girl from a very poor family. Dale had talked about her, and prayed for her, many times. Mandy attended the school where Dale works in a program targeting children who struggle with the basics of reading and writing. Some of these kids have inherent learning disabilities, but many live in the chaos of evictions, constant moves, incarcerated parents, and ever changing “significant others” who move in and out of their lives. Some of these kids were never read to before they started kindergarten.

Dale and her bargain hunting friends were tactfully and discreetly helping kids whose families had very limited resources. So these yard sale excursions were not just for fun—they were ministry.

“Hon, that is really sweet of you,” I said. “But how do you pull it off? There must be some kind of permission process, some kind of legal mumbo-jumbo that governs whether you can do this.”


Dale explained that when school staff or parent volunteers notice a child without a coat, for example, they contact the parent or guardian and ask if the “Parent Club” can provide some basic clothing or personal care items. Local retailers donate some clothing, but Dale and her like-minded allies carry it one step further and shop for specific sizes and styles to help out some of the more poverty-stricken kids.

Mandy held a special place in Dale’s heart. When Dale presented the “almost-new” outfits to Mandy, the little girl exclaimed, “They’re perfect!”

In Proverbs 31, King Lemuel asks, “A wife of noble character, who can find? She is worth far more than rubies ... She opens her arms to the poor, and extends her hands to the needy” (Prov. 31:10, 20, NIV).

I think my wife is a Proverbs “Thirty-Wonderful” woman.

But it isn’t just my wife who is of great value because of her outreach to those in need. Schools are peppered with Christian educators who also demonstrate God’s love in real, practical, and incredibly important ways on a daily basis.

Hey, way to go! Keep it up! Keep on being sensitive to the Holy Spirit, who leads you in new and creative good works. I believe the angels cheer as you employ the talents and gifts God has placed in you for ministry in your schools. Even if your special set of skills revolve around raiding garage sales. 

*Dave Meurer is an award-winning writer and author of six books on marriage and family.*

*His upcoming book is titled, New Every Day—Navigating Alzheimer’s With Grace and Compassion.*



BY LISA LAWMASTER HESS

# Building Resilience: A Practical Guide for Educators

We may not be able to change our student's circumstances, but we can help them gain the strength and determination it takes to persevere.

**EACH YEAR, OUR CLASSROOMS FILL WITH NEW GROUPS OF UNIQUE CHILDREN** and young adults. Some are smart, others are too smart for their own good. Some work hard, others hardly work. Some arrive dressed for success, others dressed in ill-fitting hand-me-downs.

All these things, from the intellect to the clothing, contribute to the impressions we form. Sometimes, our first impressions are right on target. Other times, we draw conclusions based on the impressions our students want to create, or we falsely assume that what we initially see is all we'll ever get.

When we take the time to look beyond first impressions and get to know our students, however, we often uncover the explanation behind the presentation. That child in the ill-fitting uniform? He got himself up and dressed because his mom had to leave for work before he left for school and day care is not financially feasible for his family. And the one who's nodding off in the back row? The rubbery cafeteria hamburger that her peers make fun of is the only hot meal she's getting today.

For many children, childhood is anything but carefree. According to the US Census Bureau, more than 40 million people were living in poverty in 2016. In addition, many kids of all socioeconomic statuses are touched by divorce, death, addiction, and mental health issues. Adverse Childhood Experiences (ACES) like these can not only hinder learning in the short term, but can also negatively affect them in the long term.





## May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.

– Romans 15:13, NIV

But ACES do not have to define students or their futures. When we are able to see past first impressions and understand the difficult experiences they have walked through in their pasts and continue to face on a daily basis, we better grasp the reason God has placed these students in our schools.

Kids come to school not just to learn math and science, but to build relationships as well—relationships with the peers who will become their friends and the teachers who will become their role models and mentors. In addition to building social skills and social networks, these relationships play a key role in developing a life skill that can make achievements in all the other areas of life possible.

What is this powerful life skill?

Resilience.

Resilience is the ability to rebound from difficult life events and regain a positive outlook. As such, it's a trait that can make the difference between our students believing they can overcome obstacles and their viewing setbacks as insurmountable. Assisting our students in building and strengthening their resilience helps them to believe they can get back up when they fall down, literally or metaphorically, and can influence their success both inside and beyond the walls of our classrooms. And, while it's not a skill that's unique to children, it's a skill that all children need.

Resilience is built on both internal and external factors. Kids who are sociable, innately confident, and possess a positive world view are naturally equipped with some of the tools they need to rise above rumpled uniforms and rubbery school hamburgers. Not surprisingly, kids with

strong intellectual capabilities have a resilience advantage too, as do kids with dispositions that enable them to roll with the punches.

But what about the kids who don't have these inherent skills? Are they consigned to a life of non-resilience?

Not at all.

Not only can we build resilience skills in our students, but we can do

so without a special textbook, curriculum, or after-school program. The common thread among children who demonstrate resilience is the presence of at least one stable relationship with a caring adult. And, it's often within the context of these relationships that children learn the skills they need in order to become resilient.







## So, how can we build resilience skills in our students? As educators, we can:

### Build Meaningful Connections

When we take the time to get to know our students, we forge connections with them—we laugh, we converse, we build trust. When we have to correct or discipline our students, our words mean more to them because our students know *they* mean something to us. And when we talk to our students about the value of effort, homework, and reputation, they're more likely to believe us. Most importantly, if something is going very wrong in their world, they'll be more likely to seek us out for help or a compassionate ear.

### Build Enduring Optimism

Students, regardless of age, may have difficulty imagining a future that looks different from the present. Helping children focus on what's good and what's positive, even if it's only one thing a day, helps to build optimism and allows them to dare to dream. Helping students to understand what they can control and what they can't control, can also fuel a sense of optimism.

### Build Growth Mindsets


This sense of control over success and failure is also a part of what Stanford psychologist Carol Dweck calls "mindset." Those with a fixed mindset believe that what they have now is all they'll ever have; intelligence, talent, and other similar attributes are fixed—you either have them or you don't. Consequently, they avoid failure at all costs because they equate failing at a task with failing as a person. Those adopting a growth mindset, on the other hand, see their attributes as a starting point. They embrace failure and dissect it, finding the lessons in the failure and challenging themselves to push forward to the next level. No one is all growth or all fixed, but we can help our students understand that ability and effort combined can create capability, and often, success. By building growth mindsets in our students, we build confidence—and resilience.

### Build Problem-Solving Skills

By teaching our students how to solve math problems, playground conflicts, and day-to-day issues at school, we empower them to positively impact the things they can control in their lives outside of school as well as prepare them to cope with the stresses that can arise from ACES.

### Build Hope-Filled Faith

Research validates that belief in something bigger than oneself is a key contributor to optimism and resilience, especially for those dealing with situations beyond their control. As Christian educators, we understand the true hope only found in Jesus (Romans 15:13). By demonstrating God's love in action, we can offer glimpses of this hope to our students, providing them with a true, lasting source of resilience.

Many of the skills we build over the course of a school year transcend academics and provide students with a firm social and emotional foundation. This foundation can help them to not only face adversity, but also emerge from it with the strength and determination to try again, essentially equipping them for life beyond the classroom. We may not be able to change our students' circumstances, but we can make the time we have with them count by looking past first impressions and giving them the tools for building resilience. 

*A retired school counselor, Lisa Lawmaster Hess is the author of Acting Assertively, Diverse Divorce and two novels. Lisa teaches at York College of Pennsylvania.*



# Small Acts of Great Kindness

Discover ways to instill love in the classroom through small acts of kindness.

BY JOY LUCIUS







“

**A few simple words of kindness had turned that awful day into a time to cherish and remember.**

A

few years ago, the atmosphere in my classroom had reached a boiling point. Highly charged emotions and hurt feelings were running rampant.

Thankfully, I remembered a trick an older teacher had taught me years before.

So, we closed our books for the day. I told each student to write his or her own name on the top of a blank sheet of paper and pass it to the child in front of him or her. Next, I instructed each child to write one kind thing about the person named on the top of the page.

I reminded the class to only write about that person's best characteristic or something positive that student had done in the past, ignoring current misdeeds and grudges.

The class passed the papers around, over and over and over again, until each page came back to its original owner filled with comments. Finally, silence reigned as each student read the lines penned by their fellow classmates.

Granted, some lines of affirmation were shorter than others, and some were written begrudgingly, but all were written containing something good and true about each of the kids in that room. And as they read, the class atmosphere changed.

Smiles slowly replaced frowns, and peace settled over all. When the bell rang, the kids even seemed reluctant to leave. A few simple words of kindness had turned that awful day into a time to cherish and remember.

And all it took was an intentional act of kindness.

Kindness is basically seeing a need and meeting it. Kindness involves putting aside our own agenda and giving others precedence. And regardless of how small or insignificant it might seem, kindness is actually quite powerful because of its snowball effect.

As educators, we often struggle to teach students to look beyond themselves and care deeply for others. And as Christian educators, we understand the profound impact of love and feel a deep calling to share and model God's perfect love to others, especially our students. Perhaps the easiest way to instill love within the classroom is through small acts of kindness.

So, begin small. Find an immediate need, and intentionally model a realistic way to kindly meet that need. Then, sit back and watch the snowball grow, as that small kindness impacts the classroom, and maybe even the entire school and beyond.

Here's a list of ways to model and teach kindness. Accordingly, feel free to adapt the ideas listed, in order to make them doable in each particular classroom.



### Notes of Gratitude

Thank people who deserve a little appreciation for making each day run smoothly. For example, leave a sticky note on the garbage can to thank the janitor for emptying it, or write a handwritten letter to the bus driver with gratitude for a nice, warm ride to school.

### Food Drive

Collect canned goods for a local food pantry.

### Backpack Brigade

Collect donated backpacks and pre-packaged, kid-friendly food items. Fill each backpack with enough food for the weekend. The principal or school counselor can quietly distribute backpacks to students in need of the weekend care packages.

### Candy Grams

Teach puns while leaving sweet treats for friends and family. First, collect different candies, then attach *punny* notes. For example, you could write on a pack of Life Savers®: *You were a lifesaver, today.* Thanks! The possibilities are endless!

### Painted Rocks

Gather small rocks (from appropriate places) and paint them with bright pictures or positive messages. Leave them in random places to bring a bit of colorful joy. Students could even create a school rock garden.



### Blankets of Love

Help students collect new blankets to give to animals living in shelters.

### Project Linus

Join this online project, named after Charlie Brown's friend with the iconic security blanket, and make blankets to give to sick and needy children.

### Rock Your Socks

Teach your students to cherish our differences by learning about Down Syndrome Awareness Month. Let them celebrate that uniqueness by sporting fun, mismatched socks one day.

### Socktober

Collect new pairs of socks for Kid President's online Socktober drive for the homeless.

### Secret Pals

Assign secret pals by the week, month, or semester, and instruct kids to leave notes, snacks, or tiny treasures like pencils, erasers, or handmade gifts for their secret pal. Teach them to be anonymous givers who desire nothing more than the pure joy of giving.



### Kindness Clubs

Organize a "kindness club" within your school to promote empathy and compassion toward others.

### Nursing Home Partnerships

Plan field trips to local nursing homes so that students can read or sing to the residents.

### Community Service Projects

Communicate with your city's senior center, and plan days to rake leaves or shovel snow for elderly community members.

### Special Olympics Spirit Week

Coordinate a school-wide pep-rally or send-off for athletes participating in the Special Olympics so they feel support from their peers. 📺

*Joy Lucius has spent 22 years in the classroom teaching creative writing to elementary students. She is an accomplished journalist and novelist as well.*



Sharing technology anytime, any place, and at any pace

# Flipgrid: Social Learning for Everyone

BY KAREN C. SEDDON  
FLORIDA STATE DIRECTOR  
CHRISTIAN EDUCATORS ASSOCIATION INTERNATIONAL



Simply put, **Flipgrid** ([www.flipgrid.com](http://www.flipgrid.com)) is a social learning network. Teachers create a “Grid” for their classroom or community, and students then create short videos to which the entire class or community can view and respond. It has the best parts of Instagram, but with teacher control.

**GO TO:**  
**[flipgrid.com](http://flipgrid.com)**



## How can educators apply Flipgrid in the classroom?

*Flipgrid can be used to:*

- help the learner define and share his or her voice
- provide the opportunity to show respect for the voices of others
- share thoughts on any educational topic
- facilitate student discussions and responses on each “Tiled” comment
- create mini-tutorials in any subject
- display evidence of skills and information processed and applied in all subject areas.

## What do you love about it?


Flipgrid is the easiest, stand-alone digital communication tool I have experienced yet. Every time a teacher designs a new Flipgrid discussion, the program generates a unique code. Students simply go to [www.flipgrid.com](http://www.flipgrid.com) and enter the code. No software, no app, no accounts needed!

I love that the discussion can be monitored for those unwanted or silly responses. Teachers can moderate videos, provide custom feedback, set the privacy rules, and much more. Teachers can even set the length restrictions for the video response from 30 seconds to a limit of 90 seconds.

## In what platform and on which devices will it work?

Flipgrid is accessible on any internet-ready device that has video capability. It works seamlessly with any other communication tools in the classroom such as Canvas, Google Classroom, Office 365, Edmodo, and Blackboard to name a few.

## How much does it cost?

Premium and district licenses exist, but Flipgrid is FREE for the individual teacher. 

*As always, I am Ubiquitously yours,*

**KAREN C. SEDDON**  
[tuesdayswithkaren@gmail.com](mailto:tuesdayswithkaren@gmail.com)

# A Good Read

MEMBER RECOMMENDATIONS



## Be the Hands and Feet:

*Living Out God's Love for All His Children*

BY NICK VUJICIC

*New York Times* bestselling author and world-renowned motivational speaker Nick Vujicic is known worldwide as the man without arms and legs who personifies a "can do" spirit. Now in greater detail, he explains how the example of Jesus Christ motivates him to travel and speak. Using compelling stories from his own experience, Nick shares the heart of his message, the motivation behind all he does, and something that he believes the world needs now more than ever before: a faith in Jesus Christ that moves people to act and make the world a better place.



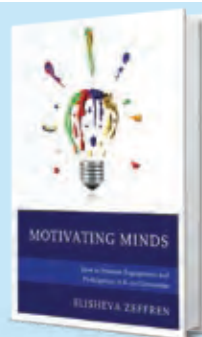
## The God-Shaped Heart:

*How Correctly Understanding God's Love Transforms Us*

BY TIMOTHY R. JENNINGS MD

Instead of living lives characterized by love, we find ourselves trapped in cycles of shame, violence, and addiction that steal our joy and keep us from loving others—so much so that, by all indications, Christians are living no differently than anyone else when it comes to abuse rates, use of pornography, alcohol and drug addiction, and more.

With powerful illustrations from case studies and from Scripture, Dr. Timothy Jennings shows believers how to experience true freedom through God's transforming love in order to experience greater health, fulfillment, and well-being.

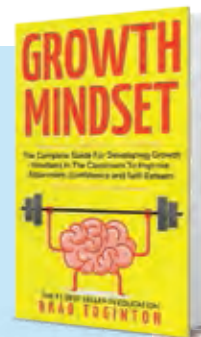


## Motivating Minds:

*How to Promote Engagement and Participation in K–12 Classrooms*

BY ELISHEVA ZEFFREN

Would you like to establish an animated classroom atmosphere where students are motivated to gain skills, absorb knowledge, express opinions, and examine alternatives? Would you like your students to reflect on the quality of their thinking and learning? With her usual eloquence, Elisheva Zeffren articulates students' need to think critically, formulate conclusions, and uncover what is relevant and important to modern life. The lucid writing style, easy-to-read charts, creative exercises, and practical and concrete goals make this book simple to revisit. Educators can take the innovative ideas back to their classrooms and implement them with little or no preparation.



## Growth Mindset:

*The Complete Guide for Developing Growth Mindsets in the Classroom to Improve Attainment, Confidence and Self-Esteem*

BY BRAD EDGINTON

This book was written based off the research carried out by Dr. Carol Dweck, Professor of Psychology at Stanford University, who is well known for her work on the growth mindset and how to develop one personally and in others.

Topics Included:

- Growth vs. Fixed Mindsets
- Identifying Student Mindsets
- Developing Growth Mindsets
- Maintaining Growth Mindsets
- Eliminating Fixed and False Mindsets
- Strategies for Your Classroom
- Strategies for Parents

The ideas and information presented in these books recommended by CEAI members may not represent the views and opinions of CEAI.





# No Other Choice

BY VERNARD T. GANT


God's educators inherently have in their possession the most transformative power in existence—God's agape love alive in their hearts. As such, His educators serve as conduits of His love. This love, however, is not a feeling. Rather, it is ultimately an action.

Jesus used the illustration of the Good Samaritan in Luke 10:25-37 to demonstrate that the greatest manifestation of love in action is mercy—addressing individuals in their brokenness with the goal of making them whole.

“

**God's agape love leaves His Christian educators with no other choice but to love through mercy.**

It is noteworthy that of the three travelers who passed by the injured Jewish man, the Samaritan was the least likely to help the severely wounded and abandoned Jewish man because of the cultural, racial, and social norms of the time. The Jewish people generally refused to associate with the Samaritans. However, this Samaritan went beyond what was expected or required according to the norms of his day. He was compelled by a force greater than these. He might say that the love of God left him with no other choice.

Like the Jewish man in Jesus' illustration, many children have also been broken by the ills of their societies. They are severely wounded and may have even been abandoned by educators who deem them hopeless. Some educators might hope these children are not assigned to their classrooms. Their attitudes, like those of the priest and the Levy, suggest their belief that they are not responsible for fixing someone else's problems. While others may pass these wounded children by, God compels His educators to go beyond what is expected or required. God's agape love leaves His Christian educators with no other choice but to love through mercy. 

*Dr. Vernard Gant is the director of the ACE Student Success Center with the Association of Christian Schools International. Dr. Gant is a graduate of Columbia International University, Birmingham Theological Seminary, and Trinity University.*

# Legally Speaking

BY CEAI EXECUTIVE STAFF

## *CEAI* members ask ...

The answers or opinions expressed in this article are not intended to render legal advice. The factual and legal issues in each circumstance must be considered and may require the advice of an attorney.

Q

I have a student who somehow obtained my cell number and called me six times. I didn't answer the phone because I didn't recognize the number. However, he did leave one message. He sounded slurred and was using foul language. He then sent a text message that included swearing and name-calling directed at me. He hasn't outright threatened me, but I am very upset and feel harassed.

I contacted the school administration, and they suggested I contact the police. This same student has had previous issues, and the prior discipline was obviously not helping to curb this type of behavior. My principal is planning to call the parents today to inform them of the situation.

Do you have any additional advice?  
Is it worth calling the police?

A

I suggest you take the situation seriously and turn it over to the police. It sounds like you are indeed being harassed by a student. Since unfettered written assault can easily escalate to physical assault, I suggest you ask for police protection. You might even consider pressing charges if necessary.

I also suggest you ask the district to get involved because the district is responsible for creating a safe working environment for you as a teacher. As long as this child has access to you, you can claim you do not feel safe. In our current culture, action should be taken pre-violence. I suggest you overreact rather than underreact.

Beyond the safety concerns, consider the moral aspect of the issue. The child needs to understand that bullying and harassment are NOT acceptable behaviors.



Q

Even though I have earned excellent ratings on observations for over 11 years, I was just non-voluntarily removed from my classroom and given another assignment. Can my administrators demote me like this?

A

Yes, the courts have been clear that administrators do have the authority to reassign teachers as they deem best for the district. A transfer is difficult to fight unless it results in a demotion in pay, violates board policy, or breaks the negotiated agreement. If your pay remains the same, your transfer is not considered a demotion, even if it feels like it.

Q

I am a school librarian. Recently, my superintendent informed me that I must work one day a week in another school district. (I am currently employed by my home district full-time with full-time benefits.) The other district has said that they will pay my home district for one day of my salary per week and mileage. So basically, they are contracting my services through my home district. Is this legal? Can I fight this?

A

Legally, the district must honor your contract with compensation and benefits. You might want to check board policy on issues of assignment to make sure they have not violated any of their own policies. If they have, we can help you file a grievance. But, the courts have clearly ruled that your assignment is the prerogative of the administrators.

If they are within board policy, you could politely appeal, expressing any concerns you have. Just be sure not to refuse, which could be considered insubordination and result in termination.

Before you take action, you may want to determine if your district is trying to keep your full-time position rather than reducing you to part-time. Working full-time for one district is generally more of a benefit to you than working part-time for two different districts. It is possible that your superintendent is working with this other district for your benefit.

We will be praying for you and your situation. 🙏

Q

Students are allowed to use their cellular devices during non-instructional time in the middle school where I teach. If I am responsible for their care and safety during non-instructional time (lunch transition, restroom visits, and lunch time), can I be held responsible for what students are listening to, looking at, or texting during this time? Should I worry about legal ramifications if a student is engaged in activities such as bullying, sexting, taking photographs of others, or videotaping gatherings?

A

As long as your school holds an open policy for the use of cellular devices, your personal liability would be low, unless you knew something was taking place and you ignored it.

Since even unjust lawsuits get filed on occasion, coverage through CEAI for such a lawsuit would include unlimited legal consultation, legal representation, and damages up to \$2,000,000, whether you are found guilty or not.

Be at peace, and do your best under the circumstances ... even the Lord would expect no more.

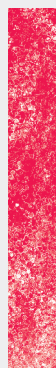
## Submit

To submit questions regarding school law issues relating to religious freedoms to experienced attorneys, visit *Ask an Attorney* on our website [ceai.org](http://ceai.org). For all other legal inquiries email [service@ceai.org](mailto:service@ceai.org). To submit questions regarding educational issues to our experienced educators visit *Ask an Educator* on our website [ceai.org](http://ceai.org).



DAWN MOLNAR  
MANAGING EDITOR  
*Teachers of Vision*

# Shoveling Snow



“Dear children, let us not love  
with words or speech but with  
actions and in truth.”

– 1 John 3:18, NIV

## DEAR READER FRIENDS,

This past winter was very hard on my parents. They both suffered with the flu and pneumonia, which eventually sent my mom to the hospital with a heart attack. During their battles with these aggressive viruses, we got a substantial snow. I didn't want my dad out in the cold while he was still struggling with pneumonia, so I headed over to his house to shovel his driveway. As I shoveled, I realized why I felt the need to be out in the cold throwing the snow off of my parent's driveway, and I was determined to let my dad know about it. When I finished, he met me in the garage and thanked me. My response surprised him.

“You know, I blame you for the hour I just spent shoveling your drive,” I said with a smirk and edge to my voice.

“What do you mean?” he asked with a confused look on his face. I could tell he was trying to figure out what would cause this sudden rudeness in his daughter.


“You're the one who taught me that love looks like shoveling snow,” I responded.

He scrunched his eyebrows and tilted his head. “Shoveling snow? When did I ever say that?”

I smiled. “You didn't say it. You showed me with your life.”

He grinned once he registered the compliment.

I felt honored and privileged to follow in my dad's “snow boot” steps that cold morning.

Just as my dad has modeled the true meaning of love for me, Christian educators have the opportunity to teach their students about love. No lectures necessary. Our students are learning what God's love looks like by watching us. Let's grab our proverbial snow shovels and put God's love into action in our schools. Let's show them God's love with our lives. 



# Janus v. AFSCME

We expect a ruling from the U.S. Supreme Court in June of this year that will have significant effects on public school teachers. Simply put, a favorable ruling in *Janus v. AFSCME* will likely free all teachers from forced unionism.

Educators in Right to Work states already have this freedom. But for educators in the following states, you will likely have new rights in June.

Alaska	Illinois	Montana	Oregon
California	Maine	New Hampshire	Pennsylvania
Connecticut	Maryland	New Jersey	Rhode Island
District of Columbia	Massachusetts	New Mexico	Vermont
Delaware	Minnesota	New York	Washington
Hawaii	Missouri	Ohio	

## Summary of benefits *likely* coming your way ...

- Current union members: you will now be able to join any association you wish, or none at all.
- Agency fee for "fair share" payers: you will be able to keep 100% of your union dues.
- Religious objectors: you will be able to keep 100% of your union dues.

**With a favorable ruling in the Janus case, no association will have a monopoly. All associations will have to compete for your membership. If not already a member of CEAI, here are some reasons to join:**

- \$2 million professional liability policy (double the amount many unions offer, and safe from unions withholding coverage if they don't support your actions).
- Job action protection: A local attorney to represent you (not the interests of your association) in the case of suspension, attempted termination, or other threat against your employment.
- Unlimited legal and educational consultation: Our legal team and educational consultants are available to you on an unlimited basis to answer your questions about the law, personnel issues, and even questions about teaching practice.
- Many other benefits, including our *Teachers of Vision* magazine, our website full of free resources, prayer support, local gatherings of Christian educators, and more.
- Most importantly, the knowledge that CEAI supports and defends you from a Biblical worldview, and none of your membership dues go to politics.

**Already a CEAI Member?**  
Share this with a colleague

**Not a CEAI Member?**  
Check out [ceai.org/join](http://ceai.org/join)  
Membership only \$239 a year

Check out articles and videos about this and other related topics at [ceai.org](http://ceai.org), click "Resource Center"



## CEAI MEMBERS TAKE NOTE:

We have transitioned to a new system.

## ACTION REQUIRED!



As of February 2018, you need to set up a login & password in our new system in order to renew your membership or update your information.

**If you have not already set up your login:**

- Go to: <https://ceai.org/renew-update/>
- Follow the instructions to set up your login

**When it is time to renew your membership:**

- Log into your account
- Follow the instructions on the Welcome screen