Of Garage Doors and Community

Someone once remarked that the decline of community in the United States began with the invention of the automatic garage door opener. In the old manual garage door days, one would drive up to the garage door, get out of the car, wave at the neighbor across the street and greet the friend next door, open the door, get back in the car and drive into the garage. Now, we push a button, drive into the garage, close the door and enter the house through the garage. The proliferation of “gated communities” and walls and fences around houses further serve to isolate us from one another, and from the broader community.

A more researched view of the loss of community is presented in the 2001 best seller by Robert Putnam, *Bowling Alone: The Collapse and Revival of American Community*. In it Putman reveals how we have become increasingly disconnected from neighbors and the community, creating a citizenry less empathetic toward others and less willing to unite in communities and as a nation.

In his new book, *The Red Pencil: Convictions from Experience in Education*, Ted Sizer advocates for schools that are communities, welcoming families with a variety of services. Independent schools have always placed community at the heart of their mission. A sample from member school statements include:

“A caring and supportive community”

“The founders were convinced that building a school community responsible to the larger community was essential in training future leaders.”

“Essential to the school’s purpose is the commitment to be a community that reflects and values diversity, respects individual differences, and responds to a changing, dynamic world.”

“We invite you to discover the rich and vibrant community.”

Our schools are not only strong communities themselves, but were pioneers in developing community service programs, programs that have only grown stronger with time. In an increasingly fragmented nation, our strong school communities not only support and nurture families, but model the importance of community involvement. In this new school year, we should celebrate and publicize this vital aspect and asset of independent schools.

— Mimi S. Baer, Executive Director
NAIS COMES TO SAN DIEGO!

For the first time ever, NAIS has chosen San Diego as the site for the 2005 Annual Conference. And, NAIS is offering all CAIS schools the NAIS member rate for registration! So save February 23-26 for this important event.


The Conference will also highlight schools that are committed to sustainability, including Lick Wilmerding and Midland.

Registration will open in October. Please see the NAIS website for more details and registration.

NAIS Events

People of Color Conference
December 2 - 4, 2004   Miami, FL
Faculty, administrators, and students are invited to the 2004 PoCC/SDLC Miami: Gateway to Multiculturalism. You can find a pdf of the conference preview on the NAIS website (www.nais.org), which includes information on speakers, events, hotels, and airlines, as well as registration forms. You may also register online at www.nais.org.

CASE/NAIS Conference
January 14 - 16, 2005   San Diego, CA
CSEE in California

Honor Code Conference
February 11-13, 2005

Join Dr. John Roberts (CSEE editor and Honor Code consultant) at Marlborough School for a thorough look at implementing and evaluating honor codes in independent schools. This workshop will look at how honor codes are implemented and evaluated. Plenary sessions will alternate with breakout-group sessions. Time will be built into the schedule for socializing, networking, and viewing the film "The Emperor's Club." Schools are encouraged to send teams, if possible (e.g., three students and one or two faculty members). For registration information visit www.csee.org.

Student Ethics Conference
August 2005

Stevenson School in Pebble Beach will host CSEE’s Student Ethics Conference In August 2005. Visit www.csee.org for details coming soon.

October Deadline!

Fulbright Exchange Program

The Fulbright Teacher and Administrator Exchange Program, established by an act of Congress in 1946, provides opportunities for teachers, administrators, and other school or college faculty to participate in direct exchanges of position with colleagues from other countries for six weeks, a semester or a year. Each U.S. school continues to pay the U.S. teacher’s salary and receives in return a highly qualified international teacher (paid by his or her own school). The program is open to educators of all levels from elementary to four-year institutions. There is no limit to the number of educators who may apply to the program from a single school, district or organization. Applicants from diverse backgrounds are encouraged to apply. For more information call 800.726.0479 or email fulbright@iie.org. Additional information is also available online at www.fulbrightexchanges.org. Applications must be postmarked by October 15, 2004.

Travel to Japan

Fulbright Memorial Fund (FMF)
Deadline to Apply: December 10, 2004

The Fulbright Memorial Fund (FMF) Teacher Program, administered by the Japanese-United States Exchange Commission and the Institute of International Education, and funded by the government of Japan, offers teachers and administrators of grades 1-12 an opportunity for a fully-funded three-week professional development opportunity in Japan. The program, commemorated in honor of the 50th Anniversary of the J. William Fulbright Scholarship, seeks to encourage a lasting, peaceful and fruitful partnership between the people of United States and those of Japan. Those interested may apply directly via online application (www.iie.org/fmf) or contact the Institute of International Education (888-527-2636 or fmf@iie.org) with questions or to request additional materials.

Private School Affidavit

All private schools in the state are required by law to submit an affidavit prior to October 15 each year. The CDE website is now open for filing. Instructions and information are on the CAPSO website www.capso.org/sfprogs/psaffidavit.html.

Please note that although you complete the information online, the signed confirmation pages must be mailed to the Department of Education.

Why must an affidavit be filed?
• Establishes your school’s existence in the eyes of the state;
• Is necessary to legally exempt your school’s students from fulfilling the compulsory attendance requirement in a public (government) school (California Education Code Section 48222);
• Makes your (non-profit) school’s students and staff eligible to participate in and benefit from various state and federal programs and services. While actual participation in these programs is voluntary, the option to participate does not exist if a PSA has not been filed;
• Increases benefits available to private school students and staff through various tax-supported programs;
• Is required by law of all private schools.

Credential Information

To obtain a California teaching credential the state has:
• Waived the field experience or student teaching component requirement for private school teachers possessing a minimum of three years of full-time teaching experience in a regionally accredited private school.

• Waived the Single and Multiple Subject teacher preparation programs, including the field experience or student teaching component, for private school teachers with a minimum of six years of full-time teaching experience in a regionally accredited private school.

In California, the private school in which a teacher has acquired his/her experience must be accredited by the Western Association of Schools and Colleges (WASC). For more detailed information, visit www.capso.org/members/files/credentials.html.
CONFERENCES & WORKSHOPS

Trustee/School Head Conference
We are pleased to announce that Rob Evans, consultant to schools and organizations and Executive Director of the Human Relations Service, will keynote the 2005 Trustee/School Head Conference, January 22-23 at the Millennium Biltmore Hotel in Los Angeles. The Trustee Committee is planning over 20 workshop sessions.

Accreditation Workshops
Accreditation workshops will be held on Wednesday, November 10 in Los Angeles at The Mirman School and on Wednesday, November 17 in San Francisco at Brandeis Hillel Day School. The workshops for 2004-05 teams and chairs will be held from 9:30-12:00 and for schools being accredited in 2005-06 from 1:00-4:00. Please RSVP by contacting Molly Bogad at 310.393.5161 x 14, or register online at www.caisca.org.

Professional Days for Teachers
The Southern Professional Services Committee is planning programs for teachers in the academic disciplines, elementary grade levels, counseling and administration for the 2004-05 school year. A poster listing these programs will be sent to schools in October, and registration will be available on our website.

Northern Regional Meeting
The Northern Regional Meeting will be held on March 14 at Sacred Heart Schools in Atherton. The Northern Professional Services Committee is planning more than 150 workshop sessions for the one-day meeting. Faculty interested in presenting workshops should contact a committee member (see page 6) or Sandee Mirell (smirell@caisca.org) in the CAIS office.

CAIS WELCOMES NEW HEADS OF SCHOOL 2004-05
We welcome new and familiar faces to our schools:

Victoria Cloninger, St. Paul’s Parish Day School
Phillipe Dietz, International School of the Peninsula
Josh Karter, Georgiana Bruce Kirby Preparatory School
Lucinda Lee Katz, Marin Country Day School
John Lin, San Francisco Day School
Amy Richards, Crystal Springs Uplands School
Mike Riera, Redwood Day School
Eric Temple, The Carey School
John Wilson, Sea Crest School

Get Those Numbers Crunching

StatsOnline Announcement
Part I and II of the Stats OnLine Statistics surveys are now open on the NAIS website.

Salary and Tuition surveys are scheduled to close on September 27, 2004 at 5pm EST. The final Salary and Tuition data will be available through the benchmarking feature of Stats OnLine on October 18, 2004.

Enrollment, School Information, Financial Aid and Giving Surveys will close November 5, 2004. Data will be available to participating schools December 17, 2004.

For further assistance, contact surveyhelp@nais.org.
Looking Ahead: Independent School Issues and Answers

Second Edition

Editors Pat Basset and Craig Thorn IV have identified six hot topics to consider as we move to the halfway point of the first decade of the 21st century. They are finance, faculty, communication, curriculum, culture & community, and technology. The book contains more than sixty essays including two written by CAIS authors. In an essay titled “Eating Our Young or Crafting a Profession?” Sandee Mirell, CAIS Director of Professional Development, envisions using effective professional development as a tool in transforming schools, and Bill Lowman, head of Idyllwild Arts Academy, in “Strategic Financing: The Relationship Between Your Mission and Your Money,” offers a model for constructing a school budget that is linked to a school’s mission. Published last spring, the book is available from Avocus Publishing on the web at www.avocus.com.

Technology News

CAIS Goes Web-based to Serve you Better
But, Your Help is Needed!

Making major progress for member services, Molly Bogad, Director of Member Services, spent the summer with experts engineering better ways to create “virtual communities.” CAIS has six listservs as well as full, web-based direct access to CAIS data for all member schools. All Heads of School should already have a website username and password. We ask that every school continue to “fill in the blanks” in our new database so that we can more directly communicate with the correct contacts from your school. Also, please pass on the word about our six listservs:
1. Heads Discussion Group (restricted to heads of schools ONLY)
2. Assistant Head Discussion List
3. Development Officers’ Discussion List
4. Business Officers’ Discussion List
5. CAIS Board Chair Discussion Group
6. Admission Discussion List

Those faculty/staff members entered into our online database under the corresponding categories as of July 1, 2004 were registered for the appropriate listserv. For listserv-related inquiries, please e-mail mbogad@caisca.org.

Going “Web-based” Means Organized

After months of behind-the-scenes labor with a band of cyber-wizards, CAIS is emerging with a fully operational web-based data management system! It will add reliability, flexibility and efficiency to the accreditation process. Schools can now update school information online, and electronically nominate faculty and administrators for visiting teams. Visiting team members and team leaders can log into the CAIS website and electronically complete evaluation forms. CAIS staff can now easily access the entire database from any location, enhancing our “virtual office” capacity. The assembling of visiting teams should be speedier than before. The new CAIS web-based data management system is a major achievement for the association, and signifies our continued dedication to strengthening the accreditation process. Please contact Molly Bogad at mbogad@caisca.org if you have forgotten your password to the database.

NEW ADDRESS & WELCOME!

Welcome to new provisional member...

Julia Morgan School for Girls
5000 MacArthur Park Boulevard
P.O. Box 9966
Oakland, CA  94613
510.632.6000 (tel)
510.632.6301 (fax)
CAIS Announces the 2004-2005 Committees....
Thanks to all the people who donate their time and expertise to CAIS committees.

Southern Professional Services Committee

Stephen Bloodworth, Administration
Mayfield Junior School

Maria Pannell, Counseling
Mayfield Junior School

Victoria Olividoti, Early Childhood
The Pegasus School

Anne Graybeal, English
The Webb Schools

Matthew Kline, Intermediate Grades
Turning Point School

Amy U. Lewis, Languages
The Webb Schools

Joann Davis, Library
The Archer School for Girls

Daren Starnes, Math
The Webb Schools

Brent Block, Performing Arts
Polytechnic School

Susan Cole, Physical Education
The Buckley School

Deborah Dowling, Sciences
Harvard-Westlake School

Shelby Brown, Social Studies/History
The Archer School for Girls

Donald Seymour, Technology
Berkeley Hall School

Pam Posey, Visual Arts
Crossroads School

Northern Professional Services Committee

Clair Ward, Administration
The Phillips Brooks School

Erin Bringham, Counseling
Menlo School

Alicia Sheridan, Early Childhood
Children’s Day School

Anna Howe, English
French-American International School

Andrew von Mayrhauser, Intermediate Grades
Head-Royce School

Bridgett Longust, Languages
Menlo School

Mark Fink, Library
The Athenian School

Kyle Barriger, Math
Castilleja School

Ahmed El-Gasseir, Performing Arts
Bentley School

Ray Wilson, Physical Education
The Athenian School

Robin McGlohn, Sciences
Menlo School

Karen Bradley, Social Studies/History
Head-Royce School

Anne Marie Schar, Technology
Mid-Peninsula High School

Dana Hart-Stone, Visual Arts
Santa Catalina School

Trustee Committee

Sue Shoemaker Adams, Trustee
Lick-Wilmerding High School

Paul Chapman, Head of School
Head-Royce School

Corry Dekker, Trustee
Bentley School

Judith Glickman, Head of School
La Jolla Country Day School

Coreen Hester, Head of School
The Hamlin School

Paul Horovitz, Head of School
The Buckley School

Mark Lauria, Headmaster
Foothill Country Day School

Bob Levin, Trustee
Turning Point School

Gretchen Milligan, Trustee
Marlborough School

Judy Sherman, Trustee
Marin Academy