

## Are We Even At The Beach?

At the CAIS Board meeting, the generative discussion focused on one of the biggest questions facing our organization: should CAIS accredit online schools?

The concept of a completely online school elicits several questions: How do you define school? What is the difference between good online learning and high quality online learning? What are the risks of to our established schools – the K-12 research field is young and some results are mixed, including high attrition rates; additionally, the perception is that revenue, and not quality, is driving innovation?

Beginning in the fall of 2013, the CAIS Board began discussions of how to meet our vision of “shaping the future of education” given the proliferation of online learning. Kevin McHenry, Head of St Andrew’s College, has been chairing our Online Learning Steering Committee, and we have spent six month researching the landscape internationally to answer three questions. (In June, we will have a report on the other two questions - how do you accredit online and blended learning? What does the research say? But for the purposes of this article, I am sharing the question that has sparked the most debate).

We have made several assumptions:

- i. Online learning is part of our future.
- ii. CAIS Schools have a responsibility to provide high quality online learning as this is a necessary experience for students to be prepared for the future.
- iii. CAIS Schools are using some form of online learning; therefore, we need to include a new evaluation process to ensure current CAIS schools are providing the best quality learning.
- iv. CAIS Schools meet all National Standards.
- v. CAIS Schools are places where the majority of students spend their time as part of an in-person learning community.

These assumptions were developed as a starting point and CAIS has a role to play in helping our schools identify and enhance high quality online learning. The question of CAIS’ position creates much

debate – everyone agrees we need to do something, but no one agrees to what extent we risk the reputation of the organization – and our current schools – by going down the road of accrediting a new entity.

As someone who has now been to more than 150 independent schools in over seven countries, I have a worry about the future of education. Are our schools innovative enough? Sometimes I worry that we put our heads in the sand when it comes to the potential of online and blended learning. And other times I worry that we don’t have our heads in the sand – we aren’t even at the beach!

In the June 2014 edition of Harvard Business Review, Clayton Christensen categories innovation into three categories of innovation:

- Performance-improving innovation replaces old products with new and better models.
- Efficiency innovations help companies make and sell mature, established products or services to the same customers at lower prices.
- Market creating innovation transforms complicated or costly products so radically that they create a new class of consumers, or a new market.

This last category has two critical ingredients: enabling technology that drives down costs as volume grows. The other is a new business model allowing the innovator to reach people who have not been customers (often because they couldn’t afford the original product).

As summer approaches, and we have time – maybe even at the beach! – to ponder the future of education, I hope we examine opportunities for innovation and enhanced affordability in our schools. And then I hope we take some risks and implement those ideas. Our students need us to innovate; and our future students won’t exist unless we do.

**Anne-Marie Kee**  
*Executive Director, CAIS*

Dear CAIS Community,

As the Chair of the CAIS Board, I am pleased to provide you with three updates from our Board.

## **Governance**

Just as great schools require great boards, so too does our national organization. I am proud of the commitment of our board to date, and I am excited to ask your support in continuing to keep it strong.

CAIS' identity is reflected through strong governance. A majority of the directors are people who are independent of CAIS schools, that is not Heads of Schools, Chairs of Boards, directors, officers or employees of CAIS schools. The CAIS Board is committed to a thorough, consultative and transparent decision-making process while serving the best interests of member schools.

The CAIS Board is currently seeking suggestions for potential nominees. Typically, nominees are invited to join a Committee or Task Force in order to determine if there is a good match with the vision, mission and culture of CAIS.

Please contact the office or Peter Jewett (Chair of the CAIS Governance Committee) or me with any suggestions.

## **New Policy for CAIS Volunteers and Employees as well as participants at CAIS events**

Our emphasis on professional development is one of the reasons that our schools are outstanding, and we need to see an ongoing commitment to leadership development in our schools. Our mandate is to provide the best leadership development programs, including our CAIS events, Partner Conferences and Summer Leadership Institute.

Part of our commitment to excellence is to ensure that all participants feel safe. The Governance Committee has developed a new Policy on Workplace Violence, Harassment and Discrimination, which is posted on our website.

CAIS is committed to providing, maintaining and promoting a safe workplace and ensuring that its employees, contractors, volunteers, event attendees, member representatives and visitors are treated with dignity and respect, and work in an environment free

from harassment in any form, including discrimination and violence or threats of violence. No employee, contractor, volunteer, event attendee, members representative, visitor or any other individual associated with CAIS shall subject any other person to workplace violence, harassment or discrimination or allow or create situations that allow workplace violence, harassment or discrimination to occur.

## **Heads And Chairs Conference – New Requirements And An Invitation**

The Board firmly believes that our annual conference is essential to our mission of continuous whole school improvement and should be of critical importance to ongoing membership. In the past, the attendance of Heads has been required, and Chairs have been invited.

As I wrote in January, the Board passed a resolution that now requires attendance of both Heads and a Board member (if the Chair is not available, s/he may appoint another Board member). With this in mind, we will issue a separate invoice for two attendees.

This spring, Bill Boyer, Head of Neuchatel College and Chair of our Program Committee this year, wrote to encourage all schools to include a third guest from every school. With our CAIS mission to be the standard of excellence in learning and leadership, I believe that we all have a responsibility to develop future leaders and hope you will seriously consider this invitation to bring one of your most senior leaders to Muskoka this fall.

In conclusion, I remain honoured to serve the work of the CAIS Board and staff, which ultimately serves the work of our schools and students. I look forward to meeting many of you at our Summer Leadership Institute at Ridley in July.

Thank you for your support of CAIS, and, on behalf of the entire Board of Directors, I wish you a happy and successful conclusion to your year.

Sincerely,

**Rob Cruickshank**  
*Chair of the CAIS Board*

## Adventures in Asia: CAIS Schools are Exploring Opportunities

Branksome Hall Asia opened its doors in Korea in 2012. Harrow now has a sister school in Beijing in addition to its locations in Bangkok and Hong Kong. Even Beijing International School is an initiative based on the International School of Singapore.

The market for international education in East Asia is growing as the expat community grows proportionally with foreign investment in all industries across the region. It is no exaggeration to say that CAIS schools are approached about potential partnerships in Asia every week. Well-known and experienced investors who promise they will pay for everything have presented visions ranging from direct replication of CAIS schools in Korea, Thailand, China and Hong Kong, to franchise-type arrangements, to simple "name rights" to enable investors to capitalize on established Canadian educational brands associated with excellence.

There are plenty of signs that the East Asian educational market is still in its gold rush stages. Over the past several years, more than 71% of Chinese parents have invested in supplementing their children's compulsory educations and the growth of private educational institutions from pre-schools through to universities has more than doubled the number of educational opportunities in the country since 2008.

On the surface, there's nothing not to like about educational culture in Asia. "We are talking about a culture that loves education and reveres teachers," says Collingwood School Head Rodger Wright. "It's a wonderful place to visit as a headmaster."

Stuart Grainger, Headmaster at Trinity College School has been there twice in the last three years and can only see the frequency increasing. "I've been advised that a representative from the school should be there twice a year while another school told me they are there three or four times a year."

The numbers paint a more conservative and careful picture of foreign investment in Asian education than the gold rush postcards might first suggest. According to the consulting company Deloitte, foreign investment in the Chinese education industry accounts for just 3/10 of one percent of all foreign investment in China. In 2012 China Venture, a government-sponsored consultancy tracking foreign investment, counted only nine deals totaling just US\$65 million. To give its membership a clear picture of what mem-

ber schools are experiencing in the region, CAIS obtained the services of freelance writer and researcher Kate Baggott to interview Heads of School who have recently travelled to the region as identified by CAIS Executive Director Ann-Marie Kee.

The full report is posted in [CAIS Connect](#) in Governance.

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## Enrolment Management

Janice Crampton (AISAP Executive Director) and Sarah Daignault (NBOA Founder) have met with CAIS Admissions Professionals this year to better understand the enrolment management landscape. They presented their findings at the CAIS Conference in May, and their presentation and sample documents will be posted this month in CAIS Connect.

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## Foundations

In the past few years, a number of schools have inquired about the pros and cons of a school establishing a separate foundation, or about various aspects of governing the school's foundation in cases where the school already has established a foundation. When CAIS did its governance survey in 2011, 34 of the 59 responding schools said they have a legally-constituted foundation but only 25 of 34 were governed independently from the school's Board of Governors.

Peter Jewett is chairing a Task Force that met this Spring that includes Martha Tory, John Anderson, Eric Roher, Tina Woodside, and Struan Robertson. The full report will be released in the fall, but here is one fascinating fact: none of the 50 highest endowed US schools have foundations.

According to the results of our Parent Motivation Survey (2013) the top five educational goals parents have for their children are:

- To develop strong character, morals and values (71%)**
- To be prepared for a post-secondary education (60%)**
- To have a well-rounded education (44%)**
- To be constantly encouraged to succeed (40%)**
- To develop a lifelong love of learning (39%)**

Our schools are designed to serve students and when we serve students well, we achieve these goals. The Accreditation process ensures that students and parents receive the very best from CAIS schools.

But that is only one side of the equation: schools also benefit from Accreditation. In a survey conducted last year, 95% of participants in the process described it as "extremely beneficial" or "beneficial." Here are some comments made by Heads about taking their school through an Accreditation visit:

*We are excited about what this is going to do for our school.*

*Our leadership team appreciates the direction provided in the report.*

*From start to finish this was a positive experience.*

*The Visiting Committee showed great respect and professionalism.*

*This is a great report that is going to be really helpful to our school going forward.*

Gathering feedback—both positive and negative!—has been a key goal for this year of visits. How are we undertaking this review?

- Collection of responses from Heads
- Collection of survey data from Internal Evaluation Coordinators and other school leaders
- Collection of survey data from Visiting Committee members

Eight schools were visited this year and their experiences will be recorded for our research. This means feedback collected from:

- 8** School Heads
- 8** Internal Evaluation Coordinators
- 3** Accreditation Coordinators
- 16** Heads who sat on Visiting Committees
- 49** Visiting Committee members

A final report will be generated from the discussions, interviews and survey data we have accumulated that will help us improve this process for schools.

## What is on the immediate horizon?

We are putting together the Visiting Committees for the thirteen schools which will undergo Accreditation Visits in 2014-2015. Membership on a Visiting Committee provides excellent professional development. It's hard work, but there's also great collegial team building that goes along with it! In addition, you are contributing to the ongoing development of our schools.

## CAIS by the Numbers

Compiled below are several statistical measures on the [cais.ca](http://cais.ca) website between January and April 2014. We have also included several social media metrics.

- CAIS Website Views – **287,322**
- CAIS Website New Visitors – **47,114**
- Careers Page Views – **127,584**
- Home Page Views – **62,050**
- Professional Development Page Views – **25,305**
- School Directory Page Views – **22,599**
- CAIS Students Page Views – **5,339**
- Top 10 Advantages of Independent Education Page Views – **3,932**
- National Sports Tournaments Page Views – **1,600**
- Member logins – **3,482**
- CAIS Twitter – **967** followers
- CAIS Boarding Twitter – **521** followers

## The CAIS Sweet Spot: Where Research, Professional Development and Accreditation Connect

What's my favourite CAIS moment? Day three of any Accreditation Visit. That's exactly when, in the hands of our schools, three of our strategic goals are met: research, professional development and accreditation. I call this the CAIS sweet spot because at that point, we are "shaping the future of education" together. Through this year with CAIS I have seen, over and over again, professionals coming together for the collective betterment of our schools and our students. It's been a privilege to work with so many smart, passionate and dedicated educators. Thank you for everything you have contributed this year to our community of schools.

CAIS recognizes the value of volunteer efforts on behalf of the national organization. This past year, with the hard work and commitment of our volunteer Visiting Committee members from across Canada, CAIS completed eight accreditation reviews.

Thank you to the following **65** Visiting Committee members:

### **Trinity College School, Port Hope, ON**

#### **Chaired by Jim Power, Upper Canada College, ON**

Carol Grant-Watt, West Island College, AB  
David Burton, Brentwood College School, BC  
Denise LaMarche, St. Michaels University School, BC  
Christina Barwinski, St. John's-Ravenscourt, MB  
Chantal Gionet, Pickering College, ON  
Dean VanDoleweerd, Rothesay Netherwood School, NB  
Courtenay Shrimpton, St. Andrew's College, ON

### **Crofton House School, Vancouver, BC**

#### **Chaired by Deryn Lavell, The Bishop Strachan School, ON**

Kathy Nikidis, Miss Edgar's and Miss Cramp's School, QC  
Chris Stafleu, Holy Trinity School, ON  
Sarah Craig, Branksome Hall, ON  
Lois McGill, Balmoral Hall, MB  
Chris White, Crescent School, ON  
Elizabeth Neil-Blunden, Lower Canada College, QC  
Heather Clayton, St. Michaels University School, BC  
Amanda Thorne, St. Andrew's College, ON  
Jim Laplante, Upper Canada College, ON

### **Hillfield Strathallan College, Hamilton, ON**

#### **Chaired by Bill Jones, Strathcona-Tweedsmuir School, AB**

Hal Hannaford, Selwyn House School, QC  
Stuart Ferrie, TMS School, ON  
James Hay, The Sterling Hall, ON  
Virginia Ronning, St. Michaels University School, BC  
Nancy Boyle, Cushing Academy, USA  
Des Burke, Holy Trinity School, ON  
Donna Boreham, TMS School, ON

Kim MaGee, Retired, The Bishop Strachan School, ON  
Susan Hazell, Collingwood School, BC  
Leanne Foster, St. Clement's School, ON  
Laurie Faith, Montcrest, ON

### **St. Andrew's College, Aurora, ON**

#### **Chaired by Tom Matthews, St. George's School, BC**

Blayne Addley, Halifax Grammar School, NS  
Jewell Kennedy, Appleby College, ON  
Brendan Lea, The Bishop Strachan School, ON  
Cheryl Murtland, St. Michaels University School, BC  
Blake Gage, Brentwood College School, BC  
Theresa Blake, Appleby College, ON  
Mark Watson, Selwyn House, QC  
John Naugler, King's Edgehill School, NS  
John Lynch, Crescent School, ON

### **Somersfield Academy, Bermuda**

#### **Chaired by Jim Officer, St. George's School of Montreal, QC**

Ed Kidd, Ridley College, ON  
Tanya Moran, Rothesay Netherwood School, NB  
Danielle Hourigan, Hillfield Strathallan College, ON  
Giles Pinto, Branksome Hall, ON  
Andrea Fanjoy, Kingsway College School, ON

### **The Priory, Montreal, QC**

#### **Chaired by David Thompson, Montcrest School, ON**

Will Mitchell, Bishop's College School, QC  
Jennifer Wilkie, Armbrae Academy, QC  
Cathy King, Lakecrest St. John's Independent School, NL  
Sarah Fast, West Point Grey Academy, BC  
Fern Suckonic, Robbins Hebrew Academy, ON

### **Island Pacific School, Bowen Island, BC**

#### **Chaired by Cathy Thornicroft, St. Margaret's School, BC**

Wendy Hector, Southridge School, BC  
George Rutherford, Retired, Holy Trinity School, ON  
Alanna Wellwood, Strathcona-Tweedsmuir School, AB

### **Holy Trinity School, Thornhill, ON**

#### **Chaired by Chris Shannon, Lower Canada College, QC**

Bud Patel, Brentwood College School, BC  
Alex Milroy, Ashbury College, ON  
Stephen Anthony, West Point Grey Academy, BC  
Michael Dilworth, Montcrest School, ON  
Jake Burnett, Glenlyon Norfolk School, BC  
Val Donahue, Shawnigan Lake School, BC  
Shailau Spivak, Hillfield Strathallan College, ON  
Sandrine Berezowski, Lycee Louis Pasteur, AB

Participation on a Visiting Committee team is considered to be one of the best forms of professional development and networking. If you are interested in joining a team, please connect with your Head of School and complete the application form [here](#).

**Jo-Anne Kingstone**  
*Director of Programs*

In January we provided an update of Professional Development activities through the fall—here we are, almost at the end of the CAIS PD season, and the results of member commitment to ongoing professional development is one worth celebrating. In fact, it is worth noting that our overall member participation has seen an increase of over 10% since this time last year.

Here's a summary:

**1.** The National Engagement Forum (NEF) series focused on member generated topics. Here are some of the outcomes:

- An updated CAIS Risk Management document that provides guidelines and recommendations for best practices when taking students off-site for activities
- Enrolment Management resources
- Continuation of the Excellence in Learning discussion begun at the 2013 Summer LI; resources posted on CAIS Connect
- Introduction of school-based forum discussions about women and leadership

**2.** Similar to the NEF, our CAIS webinars addressed current trends and concerns for schools. Offerings through the winter included:

- Canada's Anti-Spam Legislation—facilitated by Deloitte, the presentation includes a CAIS Schools Toolkit
- Data Analysis for Student Learning—a tracking program undertaken with NAIS that will make data and comparative analysis more streamlined and easy to access
- Admissions series with a focus on marketing and enrolment management

All webinar recordings and presentation slides are available in the [CAIS Connect](#) section of our website.

We are currently building our selection of webinar and forum topics for next fall— we would love your ideas about what should be included. Contact Sheri Little with your suggestions at [slittle@cais.ca](mailto:slittle@cais.ca).

**3.** Partner Conferences bring affinity groups together for professional development. This year we saw increases in participation—confirmation that our members like to gather, share ideas and learn from experts.

In just under 20 days, close to 400 participants gathered in 6 different locations across the country to participate in leadership based professional

development. They heard from university professors, educational psychologists, risk management consultants, IT innovators, marketing experts and change leaders.

All conference materials are posted in [CAIS Connect](#).

**4.** In January we officially launched CAIS Connect—a portal on our website which houses resources for all 12 of our National Standards and past issues of CAIS Top 12. In addition, all Partner Conference presentations are posted there.

CAIS Connect is also a place to find exemplars for best practices shared by member schools. Thirty schools have submitted resources since January! This kind of sharing is inspiring.

If you have a program that works, share it with your colleagues through CAIS Connect. Send submissions to: [ggelinasbrown@cais.ca](mailto:ggelinasbrown@cais.ca).

**5.** Succession planning is a focus for all Boards and good governance models include a program for leadership sustainability. In Canada, we need to build leadership capacity in our schools. The Leadership Institute (LI) serves this goal. In the past three years alone, 10 of our LI and Next Steps grads have been named Head of a Canadian school.

*Registration for this summer's LI is filling up fast! To find out more about any one of the four strands being offered and to register, simply click on the program of your choice:*

[Heads Institute](#)—for current Heads

[Power to Change](#)—for members of the leadership team

[Leadership Institute Diploma](#)—for aspiring leaders

[Athletic Directors Forum](#)—for leaders in athletics

**Jo-Anne Kingstone**  
Director of Programs

**Thank you to our National Engagement Forum Leaders, who engaged over 100 colleagues across Canada this year in our brand new program. Thank you for your leadership and inspiration!**

Martha Perry, Principal, St. Clements School

Ian Kennedy, Head of Collingwood's Wentworth Campus

Michaele Robertson, CAIS Board, Partner—Leading in the Knowledge Age (LIKA)

Scott McLarty, Owner and Principal Consultant, Safe Side Consulting

Janice Crampton, Executive Director, AISAP

**CAIS would also like to recognize the following planning committee members' contributions for our partner conferences:**

### Junior & Middle School Leaders Conference

Jean Bigelow, Junior School Principal, Glenlyon Norfolk School

Jake Burnett, Middle School Principal, Glenlyon Norfolk School

Xavier Abrioux, Director of Middle School, St. Michaels University School

Nancy Richards, Director of Junior School, St. Michaels University School

### Senior Student Leadership Conference

Santhe LeBlanc

Sarah McLean

Phil Webster

Matthew Boroditsky

Andreas Dutz

Quinton Huang

Palmer McCutcheon

Liam McGillivray

Tristan Taylor

### University Guidance Professionals Conference

Jennifer McDonald, Balmoral Hall

Kevin Solinsky, St-John's-Ravenscourt School

### IT Leadership Conference

Mary Anne Ballantyne, Co-Chair, The Bishop Strachan School

Terence Carty, Branksome Hall

Tammy Earle, Rothesay Netherwood School

Charles Fowler, Royal St. George's College

Jim LaPlante, Co-Chair, Upper Canada College

Justin Medved, The York School

Brenda Montgomery, Selwyn House

Jason Rogers, Principal, Rundle College Academy

Bob Tarle, TFS-Canada's International School

Marco Zimbalatti, The Sterling Hall School

### Business Professionals

Don Hincks, Chair, Meadowridge School.

Kelly Chow, Mulgrave School

Phil Graham, Shawnigan Lake School

Richard Jones, Collingwood School

Michael Murgatroyd, St. Michaels University School

Susan Mueller, Crofton House School

Julie Scurr, Queen Margaret's School

John Wiggins, West Point Grey Academy

### Admissions Professionals

Heather Kidd, Albert College

Maggie Houston-White, Havergal College

Michael Roy, St. Andrew's College

Kathy LaBranche, Trinity College School

### Athletic Directors Forum

Richard Cohee, Forum Chair, St. George's School

Susan Beazley, Armbrae Academy

Fraser Bertram, Crescent School

Doug Caines, Holy Trinity School

Leanne Dietrichm, St. John's-Kilmarnock School

Sarah Neeff, Miss Edgar's & Miss Cramp's School

Andre Simard, Stanstead College

Kim Walsh, King's-Edgehill School

Without the commitment of our volunteer organizers, the CAIS Partner Conferences would not be possible!

### Sheri Little

Conference Coordinator



### A little bird told me...

*Starting in June 2014, CAIS member schools who post jobs to the Career section of our website will also receive the added benefit of a tweet from our @CAIS\_Schools Twitter account linking directly to the job posting. This will help maximize the exposure of the job opportunity for your school.*

In 2010, I was 23 years old and sitting at the St. Andrew's College archives table with the leaders from the Canadian boarding school community. This original Steering Committee, chaired by Guy McLean, then Head of Appleby, included Heads, Chairs and Admission Directors from boarding schools across Canada – and it was intimidating.

In those early meetings, I didn't speak. I took notes furiously as the group confronted major strategic tensions facing our proposed pilot project. It was exciting to be in the room – the fly on the wall – to listen to them tackle the big issues facing the start-up of a pilot project. I had very little to contribute besides my fascination with the conversations I was overhearing.

Those conversations have resonated with me over the four and a half years I have worked on the Boarding Project. Specifically:

- Guy McLean committed Appleby to the Project, despite the fact that enrollment wasn't down at his school. He believed that every school would benefit from this collaborative initiative and said "if we are going to do this, we are going to do it well."
- Jeff Chisholm, Chair of the Board for St. Andrew's cautioned us about caving to pressures to produce short-term metrics and suggested that what we were embarking on would take a long-term vision. Jeff infamously told us "this isn't minute rice".
- Paul Hickey, Chair of the Board of Lakefield College challenged us to think about the long-term brand building potential of the Project—and that we needed to begin by building a brand before we did anything else. He asked us in the early days "if we had a billboard about boarding school in Canada right now, what would it even say?"
- David Hadden, the then recently retired head of Lakefield and the strategic advisor to the Project kept coming back to engagement: "How are we going to engage our membership and communicate and demonstrate value—and what could happen to the health and sustainability of boarding schools in Canada if we don't act now?"

Surrounded by these passionate, intelligent and committed volunteers, I eventually learned to speak up. I learned how to listen. And I watched very carefully as the core values underlying our early conversations - responsibility, collaboration, engagement, respect, entrepreneurialism, credibility, sustainability - as com-

municated by people like Guy, Jeff, Paul and David, developed into guiding principles for our initiative.

Our first strategic document distributed to schools in June 2010 included a quote from a business management academic at McGill University, Henry Mintzberg: "in order to be effective, strategy should involve intuitive glimpses of possibility". The bold vision of that first iteration of the Steering Committee saw the glimpses of possibility and pushed us to be strategic enough to harness them. It is because of their vision that our schools continue to see value from the CAIS Boarding Project.

In that first document, we asked schools to imagine the year 2020 – to see the possibilities a collaborative initiative could create, and to prioritize an investment in the future of our schools. This vision motivated our team, our Steering Committee, and our members to act, to engage, and to continue to look towards the future.

Like a start-up, we began with an idea – that our schools were better together than they were standing alone. Together, as a national community, we created something where nothing existed before. Our early goals were to create things like a brand, a website, digital content that was relevant and useful to schools, a recruitment program and agent strategy, and smart partnerships that saw us maximizing the efforts of affiliate organizations instead of duplicating. We worked hard – and very deliberately to meet those goals.

Now we are seeing results we had only hoped for in such early stages of the Project. We have agents contacting us about referrals for students who are looking for boarding schools – and can pay full fees! We received a government grant to fund our marketing efforts in the international marketplace. We sit on DFAIT's National Education Marketing Roundtable and have a voice at the government level. We gained recognition and credibility for the vision of the Project – TABS has recently launched their domestic task force (NABI) that was inspired, in part, by the deliberate collaboration of CAIS Boarding Schools.

Under the leadership of David Robertson (Head of School, Shawnigan Lake), the Boarding Project is now also focusing on helping schools feel prepared to meet the changing landscape of boarding. David's first "Boarding Summit" in 2013 was designed to confront the issues facing all of our schools – together. It is yet another demonstration of the power we have when we are unified. It was so exciting to be at Shawnigan that day and feel the energy of the room.

As I move on to my new role, I am extremely grateful to the smart, engaged and committed people I have had the privilege to work with within the CAIS boarding community. I am particularly grateful to the team of Admission Directors across the country who are working around the clock - and around the world - to fill their own schools, who still manage to carve out time to talk about the Boarding Project. Whether we were on a conference call here at home or sitting around the hotel lounge in Kazakhstan, Turkey, Vietnam, Mexico, Bermuda, Barbados – your commitment to engaging in the conversation and contributing to something bigger than your own school and your own job has inspired me.

Thank you – truly – to the members of our Steering, Thought Leadership, Recruitment, Marketing and Agent Committees, and to each Head, Chair, Admission, Marketing, and Business Officer who have supported me, our team, and continue to see the value in the long-term vision of this Project.

I feel so lucky to have had this opportunity - as my first real job. I'm so optimistic about the next phase of this Project, and I look forward to helping to contribute - with a bit more of a voice!- from the other side of the table.

**Sarah Milligan**  
*Director, CAIS Boarding School Project*

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## Boarding Update

At the Admission Conference, I introduced Janice Greenshields, who will join us in September as the Coordinator of the CAIS Boarding Project. Janice brings years of recruitment and marketing experience in the Canadian summer camp industry as well as insights into marketing Canada internationally through her upbringing as a child of a diplomatic family. Our team is looking forward to her energy and enthusiasm for this project.

To bridge the gap between Sarah's departure and Janice's arrival, I am really pleased to announce that Louise Paoli di Prisco has accepted a short-term contract as the Interim Coordinator of our Boarding Project. With over twenty years of experience in the CAIS community and an extensive background in recruitment and marketing, Louise will be an asset to the Project over the summer months. Her major projects include organizing the recruitment programs for

2014/2015, managing our social media, and supporting Janice's transition.

Effective immediately, all questions regarding the Boarding Project programs should be directed to Louise at [lpaoli@cais.ca](mailto:lpaoli@cais.ca). Welcome Louise!

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## Upcoming Events

### LEADERSHIP INSTITUTE

Don't miss out on this summer's Leadership Institute from **July 2-6, 2014** at Ridley College.

Embrace the opportunity to learn from leaders and recognized experts and enjoy meaningful engagement with colleagues who are also motivated and passionate about independent school education. Registration is still open. To view the master schedule please [click here](#).

If you have any questions related to the LI please contact Sheri Little at [slittle@cais.ca](mailto:slittle@cais.ca).

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# LEADERSHIP INSTITUTE

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Developing Leaders For Canada's  
Best Independent Schools.

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## CAIS MIDDLE SCHOOL CAMP

### Middle School Student Leadership 2014

Tuesday, September 23 – Friday, September 26, 2014  
Location: Onondaga Camp

