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Highlights of the Issue



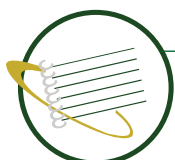
9th SABIS[®] Regional Tournament Attracts Over 1,000 Participants



Student athletes pose for a group photo at the 9th SABIS[®] Regional Tournament

Over 1,000 participants from 23 SABIS[®] member schools in 12 countries participated in the 9th SABIS[®] Regional Tournament on March 30-31, 2013. Held every other year and highly anticipated throughout the SABIS[®] School Network, the tournament was hosted by ISC-Dubai and ISC-Sharjah in the U.A.E. and brought together young athletes from SABIS[®] member schools in Bahrain, Egypt, Germany, Kurdistan-Iraq, Jordan, Lebanon, Oman, Pakistan, Qatar, Romania, and Saudi Arabia.

The tournament kicked off with a lavish ceremony which was attended by a number of officials and dignitaries including His Highness Sheik Mansoor bin Mohammed bin Rashid Al Maktoum, representing the Dubai Sport Council. To mark the beginning of the games, over 800 student athletes marched onto the field to the music of the U.A.E. Armed Forces Military Platoon.



During the opening ceremony, SABIS® Vice President, Mr. Victor Saad, addressed the students reminding them that through their participation, they would build confidence, resilience, teamwork, and many other skills that will enable them to thrive in life. Mr. Saad added, *“Good sportsmanship means winning without gloating, losing without complaining, and, most importantly, learning to respect our team mates as well as our opponents.”*

Throughout the two-day sporting event, SABIS® student athletes enthusiastically competed in a wide range of sports including swimming, basketball, soccer, sprint, relay, and long jump, and exhibited an overwhelming spirit of friendship and true sportsmanship. On the last day, medals and trophies were awarded to the winning teams amid much cheering and clapping from a large crowd of spectators. All SABIS® schools took something home with them as a token of their participation in the games. ISC-Cairo took home a total of 17 medals; ISC-Amman and ISF Germany a total of 12 medals each; ISC-Choueifat won a total of 6 medals; and ISC-Al Ain and ISC-Doha won a total of five medals each. Twenty-seven (27) more medals were shared among the remaining schools.

Students returned home with many great memories and are already anticipating the 10th SABIS® Regional Tournament, which is set to take place in Lebanon in 2015.



 100M Sprint Boys Under 16 in action



 50M Swimming Free Style Boys Under 16

SABIS® University Graduates First Cohort of Students

Five years ago SABIS® had the opportunity to expand its contribution to the rebuilding of Kurdistan by establishing SABIS® University in the region’s capital, Erbil. SABIS® had long aspired to share its no-nonsense approach to learning with students at the university level. The project, which had been a long-time dream of SABIS®, was conceived out of the vision of Prime Minister Nechirvan Barzani, who saw that the future of the region, its economic development, and growth was dependent on effectively preparing college graduates to be gainfully employed. In 2009 his vision became reality when SABIS® University opened its doors.

On June 29, 2013, SABIS® University graduated its first cohort of students. Eighteen (18) students enrolled in the university’s College of Education and 12 students from the College of Business and Management Studies earned a place in history as the first graduating class at SABIS® University. The cohort has invested four years of hard work under the tutelage of the university’s faculty and with the guidance of university administrators. They have acquired a strong base of knowledge in their field and developed essential workforce skills by completing coursework and internships. Walking across the stage at commencement exercises, they accepted their diplomas, more than just a piece of paper marking the passage of four years, but a symbol of education excellence and employability now and into the future.

SABIS® is a globally respected organization; its name associated with excellence stemming from a seriousness of purpose; namely to provide a high quality education that prepares its students for success. Drawing on a solid foundation of knowledge, academic mastery, and well-honed practical skills, SABIS® University students enter the workforce ready to take on challenges and effectively assume leadership positions. Drawing on a love of lifelong learning, students are equipped to remain on the cutting-edge by continually re-engineering their skills, deepening their knowledge, and extending the scope of their employability in a rapidly changing world.

For more information about SABIS® University, visit www.sabisuniversity.net.



SABIS® Poised to Expand in 16th Country



 SABIS® management pictured with members of the Costa Verde Development Project team

The global reach of the SABIS® School Network has expanded since the first member school was established in Lebanon in 1886. With initial expansion coming in Sharjah, U.A.E. in 1974, the organization soon extended its reach to include the U.K. in 1983, the U.S. in 1985, and then Egypt in 1995. In the years following the organization's establishment in Egypt, efforts have been underway to further extend the reach of the network and bring the proven SABIS® Educational System to more students around the world. Those efforts have paid off, with the organization's first school in Panama set to open in the 2014-15 academic year.

The city of La Chorrera in Panama will be host to the first SABIS® member school in Central America. The school will be part of Costa Verde, the largest privately-funded community development project currently under development in Panama, and will be located on a plot of land spanning 50,000m². The private, co-educational international school is tentatively set to open by serving students in Pre-Kindergarten through Grade 2 in its first operational year. Additional grade levels will be added in each subsequent year of operation until the school reaches a full Pre-K-12 offering. The school will aim to provide students in a 40 kilometer radius with access to a high-quality educational institution that will effectively prepare students with the knowledge and skills they need to achieve success in a changing world. A boarding component is also under consideration as part of the school model in the future.

Taking a nod from its public-private partnership in Kurdistan, Iraq, where SABIS® offers professional development opportunities to Ministry of Education teachers, SABIS® will also set out to engage in capacity building within the education sector in Panama.

"We will be establishing a private school in Costa Verde, between Arraijan and La Chorrera," commented SABIS® VP of Operations, Mr. George Saad, *"and we will look to staff the school with the best-qualified and well-trained teachers from the local and international markets."* He continued, *"In other places we operate, we have had great success in bringing an added value in terms of professional development opportunities for local teachers. We look forward to doing the same in Panama, effectively creating a broader pool of strong teacher candidates from which to draw."*

Plans are also currently underway to build a SABIS® Central American Regional Center adjacent to the new school campus. The Central American Regional Center will join 4 others - in the U.S., Cairo, Lebanon, and the U.A.E. - currently serving schools in the SABIS® School Network. *"In Latin America, places like Panama, Brazil, Mexico, Columbia, Chile, rapid expansion and strengthening economies bring several opportunities for growth,"* stated Mr. Udo Schulz, SABIS® Senior VP International Business Development. *"The SABIS® school model in Panama will be an exciting step to support the need to better educate a broader spectrum of future professionals in support of this growth."*

Watch future SABIS® Newsletters for further developments in Panama!

SABIS® UK School Hosts Study Abroad Program

SABIS® students benefit in many ways from being a part of the global SABIS® School Network. They study an international, college-preparatory curriculum; they learn in environments which are focused on optimizing learning efficiency; and they benefit from the use of cutting-edge technology. Most recently, students in the SABIS® School Network added another benefit - the opportunity to participate in the SABIS® Study Abroad Program at the SABIS® International School - UK. In terms 2 and 3 of the 2012-13 academic year, interested SABIS® students in grades 7, 8, and 9 (Levels I, J, and K) relocated to the idyllic SIS-UK campus, where they lived as boarding students and had an experience of a lifetime.



 SAP students wearing the traditional "red nose"

Interested students attending SABIS® member schools were given the chance to apply for the program in the fall of the 2012-13 academic year. In order to qualify for consideration in the SAP, students had to show an overall passing average and active engagement in Student Life. Students also had to have a positive behavior record.

"The Study Abroad Program has turned out to be a resounding success," said Mr. Salah Ayche, SABIS® Executive Regional Director. *"We hosted over 94 students in Term 2 and over 110 students in Term 3."*

In an effort to extend the program to all students, scholarships were offered to those who met financial

criteria in addition to the general admission criteria, namely an overall average above 85/100; an excellent disciplinary record; and active involvement in the SABIS Student Life Organization®. As a result, 31 students in Term 2 received scholarships and 33 in Term 3.

“True to the mission of SIS-UK to cater to an international student body, we had students from 30 different countries enrol in the SAP;” commented Mr. Ayche. “They came from 22 different SABIS® member schools and had a life-changing experience by all accounts.”

The students were equally enthusiastic about their experience in the SAP. Here is some of what they had to say:

“The campus is wonderful; the landscape is so peaceful! You can take walks that are relaxing and the view is amazing. I really enjoyed the trips and the DJ nights. Also the school spirit that was created among all of us is an incredible experience. It is so good to experience being responsible for yourself. You get to know yourself better.”
-- Student from ISR, Germany

“Anyone who joins this program learned so many things and was able to become independent.”
-- Student from ISC-Ras Al-Khaima, U.A.E.

“I joined the program because I thought it would be an amazing experience, and it turned out to be one of my favorite experiences so far. I also came here to gain confidence, learn how to take care of myself, and learn how to act and speak with other people.”
-- Student from ISC-Sharjah, U.A.E.

“I basically thought it was amazing! It was an amazing opportunity and I liked it so much! The people we lived with were my favorite thing. We stayed together; we ate together; we were one big family. Brothers and sisters and staff.”
-- Student from ISC-Choueifat, Lebanon

“I joined the program to try the experience of being by myself for 11 weeks. I liked the green landscapes, the animals, the nature, the teachers, the friends, and the trips, of course. I liked everything!”
-- Student from ISC-City of 6 October, Egypt

As the Study Abroad Program draws to an end, SIS-UK will gear up for the new full year academic program set to begin in September 2013. *“It is still early to say but space allowing, we are planning to run the Study Abroad Program again from January 2014. So watch the website (www.sisuk-sabis.net) for updates;”* said Mr. Ayche.

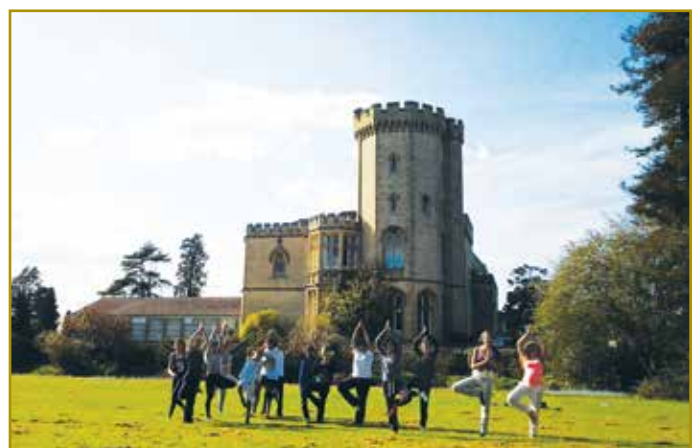
For more information about the full year academic program at SIS-UK, visit www.sisuk-sabis.net. Details about the 2013-14 Study Abroad Program at SIS-UK will be released in September 2014. Watch the SIS-UK website for information or ask your local administration.



SAP participants enjoy a day out on the London Eye



SAP participants build a snowman



SAP participants take their yoga practice outside

SABIS®

Educational Summer Camp 2013 Bath - England

www.sabis.net

4 - Week Program:
July 8th to August 2nd

For more information, www.sisuk-sabis.net/summer-camp
or refer to your local SABIS® School Administration

- ▶01 Academic Offerings
- ▶02 Sports and Activities
- ▶03 Cultural Activities and Trips



SABIS® Perspective Featured in Leading Industry Publications

As a cutting-edge education management organization with over 127 years of experience in both the public and private sector, SABIS® is regularly called upon to act as a resource for individuals and governments looking for ways to improve education standards. The latest organizations to request SABIS®'s perspective include the **International Finance Corporation (IFC)** and the **Harvard Business School**.

In Issue 8 of the IFC *handshake*, a quarterly journal on public-private partnerships, SABIS® President, Carl Bistany, was asked to speculate on behalf of SABIS® on what the criteria for judging a teacher's success would be in 2050. His response led a prestigious field of contributors that included U.S. Secretary of Education, Arne Duncan, and high-profile education advocate, Michelle Rhee.

"The way technology is moving, it's likely that learning [in 2050] will be imparted much more through students' use of technology and IT-related tools... [and] driven by teachers or some other sort of expert." He continued, *"There would still need to be a means of evaluating results and thereby gauging the effectiveness of the program and means of instruction... the top gauge of success needs to be results, results, results."*

The quarterly Harvard Business School *HBS Alumni Bulletin* is a second publication that recently featured SABIS®'s views on education. In the June 2013 issue, Senior Associate Editor, Garry Emmons published an article entitled "Five Bright Ideas" in which he reports on HBS alumni who "are influencing the way education does business." Emmons, who interviewed Harvard alumnus Carl Bistany, identifies SABIS®'s proven approach to classroom instruction - *"a cycle of Teach, Class Practice, Individual Practice, and Check"* - as one that incorporates a traditional approach with cutting-edge technology to reinforce the learning process.

The section of Emmon's article on SABIS® is aptly subtitled "Bright Idea: Back to the Future." The article concludes with a prognosis that reflects the organization's optimism toward its approach in meeting students' needs in the future: *"[The SABIS Point System®] is an approach, honed by decades of practice, that holds powerful promise for learning in the 21st century,"* Bistany said.

To access the IFC handshake issue, visit <http://cot.ag/X8IntD>. To access the HBS Alumni Bulletin, visit http://www.alumni.hbs.edu/bulletin/2013/june/five_bright_ideas.html.



Academic Conferences Ensure Ongoing Added Value

As a rapidly growing organization, SABIS® is committed to supporting its network of schools through the provision of educational products and services, enabling them to provide their students with a high-quality education. The SABIS® Academic Development Department plays an instrumental role in contributing to the growth and effective operation of member schools and licensees and ensures that the SABIS® Educational System continues to deliver a top-quality education to all students.

SABIS® REGIONAL CENTER CONFERENCES

In order to be equipped to meet the challenges that come from operating across several borders, SABIS® operates five Regional Centers which are located in the Levant (region including the countries bordering on the eastern Mediterranean Sea from Turkey to Egypt), Gulf, U.S., Cairo, and Erbil. With every SABIS® member school reporting to a Regional Center, the main role of each Regional Center is to ensure accurate implementation of the SABIS® curriculum in the schools it oversees.

To facilitate their support role, the SABIS® Academic Department holds a number of annual conferences for the Regional Centers. This year, conferences were held in Cairo, Lebanon, and the U.A.E. In Cairo, Egypt, 20 participants from SABIS® member schools met for a two-day conference on April 5 and 6, 2013. On April 19, 2013, SABIS® hosted a conference for the Regional Center in the Levant region. Thirty-one (31) SABIS® staff members, including members of the SABIS® Academic Development team, Regional Center AQCs, Academic Tasks Personnel, Center Coordinators, and Administrators from SABIS® schools across the Levant region met in the SES headquarters located in Adma, Lebanon. On May 20-22, 2013, SABIS® held a conference for the Gulf Regional Center in the U.A.E. Participants at all three conferences discussed and exchanged new ideas specific to their region. They also shared and explored ideas on how to keep the curriculum vibrant and exciting and how to ensure that school operations optimize student learning.

“The Regional Center Conferences allow SABIS® to make sure that the products and services it provides to member schools, and ultimately to students across the network, remain relevant, up-to-date, and suited to the varying needs of students in different parts of the world where we operate,” explained SABIS® Vice President - Academic Development, Mr. Ghassan Kansou.

SABIS® BI-ANNUAL CONFERENCE

In addition to the Regional Center conferences, SABIS® also held its Bi-Annual Academic Conference in March 2013 at the SABIS® Educational Systems, Inc. offices in Eden Prairie, Minnesota, U.S. Over a four-day period, 26 individuals from the SABIS® Academic Development teams in the U.S. and Lebanon met to discuss the mathematics, English, and science curriculum implemented in member schools in the U.S. Throughout the conference, the team analyzed best practices in preparing students for state exams, ensuring the alignment of the SABIS® curriculum with the ever-evolving U.S. Common Core State Standards, as well as pacing charts and SABIS® books.



↑ Participants at the Levant Regional Center Conference

Assisting each Regional Center in its role is the SABIS® Academic Development Department, which provides continuous support to centers on SABIS® books and resources, Core SABIS® pacing charts, lesson plans, curriculum-related issues, exam timetables, exam questions and databanks for exam creation, as well as customized programs for specific regions/schools.



↑ Participants at the Bi-Annual Academic Conference in Minnesota, U.S.



↑ Participants at the Cairo Regional Center Conference

The SABIS® View on Class Size

This article has been excerpted from a white paper entitled "The SABIS® View on Class Size."

Parents of all backgrounds from around the world share a common desire to provide their children with a quality education that positions them well for success and fosters healthy personal and academic development. While the objective is similar the world over, the educational approach parents consider most effective varies vastly depending on geographic region, wealth, and personal experience, among other factors, particularly with regard to expectations relating to class size.

Extensive research has been conducted over decades around the world in an effort to quantify the impact of class size on academic performance and personal development. Regrettably, rather than offering clarity, the research has proven to be inconclusive at best. There are as many reports that support the claim that student performance increases in small classes as there are reports to the contrary.

While the debate about class size has raged on without resolution, SABIS® has taken a different approach. Drawing on its long experience in education and an understanding of what parents want for their children's education, SABIS® set out to develop a system that could meet the expectations – targeted instruction in an efficient learning environment with high student engagement, rich interaction, and personal attention – a system that can nurture the skills needed to work well with individuals as well as groups throughout life. The result is the SABIS® Educational System, a system that delivers exceptional outcomes on all levels even as it sets out to change parents' paradigm about class size.



A SABIS® classroom

Unlike several educational systems around the world, SABIS® member schools do not form classes of students based solely on age or birthdate. Rather, SABIS® forms classes based on evidence of prerequisite knowledge, specifically in English and mathematics as identified for each student on diagnostic tests. These tests, which are

part of SABIS®'s non-selective admissions process, help each member school determine the best grade placement for every student. With evidence of the necessary background knowledge as a foundation, students in a SABIS® class can all learn and progress as a whole.

THE SABIS® CLASSROOM EXPERIENCE

Students in SABIS® member schools benefit from a system that views a successful learning environment as one in which students can learn the most in the least amount of time. Time is seen as a limited resource and one that must be maximized. In delivering instruction to students at all grade levels from first grade through high school, teachers in SABIS® schools implement the SABIS Point System® of instruction, which is based on the precise identification of measurable learning objectives, called "points," for every lesson and actively engages students in a *community of learners*.

In the SABIS Point System®, teachers present one point at a time and then ask the class to demonstrate their understanding of the concept through the completion of a written exercise. Next, moving from teacher-led instruction, the class engages as a *community of learners*, checking each other's work in small, manageable groups. One student in each group is selected to coordinate the group based on academic competence in the subject. This student oversees his/her own micro-community of learners, managing questions and offering further explanations (or looking to other group members to do so), when needed. The group leader also works in close coordination with the teacher, asking for support and keeping students on task until everyone in the group has shown mastery. Once the entire class has demonstrated mastery of the point, teacher-led instruction resumes and the learning cycle continues.

The purposeful composition of a "class," the implementation of the SABIS Point System®, and the carefully-designed components of SABIS® Educational System enable SABIS® member schools to deliver a high-quality education. Expectations are exceeded as students engage in efficient learning, participate as active, responsible members in a community of learners, and experience ample opportunities for self-development. Instruction is targeted and measurable; students learn sequentially, building a solid academic foundation. The learning environment is efficient, drawing not only on the teacher as an educator, but also on the rich potential present in a large pool of students. This pool contributes to the rich environment of learning and thus raises standards. Personal attention and interaction is frequent; in every lesson students have the opportunity to develop and practice essential life skills such as diplomacy, leadership, and teamwork. Finally, through high levels of student engagement in the learning process, classroom distractions are minimized. This approach, coupled with active monitoring of student learning and follow up, enables students in SABIS® member schools to learn more in less time and to do so most effectively in large classes.

For the full article on "The SABIS® View on Class Size," visit the [Downloads](#) page on www.sabis.net.



SABIS® E-Book Project Turns a Page

SABIS® is committed to investing in new technologies that bring added value to the SABIS® classroom by enhancing teacher efficiency and improving academic outcomes. Nowhere is this commitment more evident than in the SABIS® E-book Project, which is currently underway in the SABIS® Academic Development and IT departments.

The SABIS® E-book Project is not simply about digitizing SABIS® textbooks. It is a far more comprehensive project that involves the development of a myriad of features including interactive activities, simulations and animations that accompany each lesson, videos, interlinks to prerequisite material, and links to external resources that all work together to make SABIS® E-books an engaging educational experience.

The complex SABIS® E-book Project has been divided into three phases. The first phase, which is currently nearing completion, consisted of converting the physical books to digital books for Android, deciding on various audio and video clips, adding animations and interactions, introducing new types of interactive questions, and generating E-exercise books to enhance the student learning experience. The second phase involves the integration of E-books with the SABIS® software systems such as the ITL®, ILT™, and PrepList. The final phase will consist of finalizing security and management of the devices so that they are ready to be placed in the hands of students.

“An experienced team of conversion specialists was fully dedicated to providing the digital E-book services that would allow us to launch a pilot project in select schools,” explained Ms. Brigitte Matar, Manager of Books and Publishing Department at SABIS® Educational Services (SES) in Lebanon. Less than one year after its official launch, the SABIS® E-book Project entered a pilot phase at the SABIS® International School-Adma, where over 60 students in Grade 8 and 11 teachers were given ARCHOS tablets to access E-books covering all subjects in that grade.

“The E-book pilot kicked-off as expected,” said Mr. Elie Gemayel, Production Manager of Academic Development at SES. *“The students showed great excitement about using tablets to access their electronic books. Three weeks after the pilot launch, we gathered feedback from both teachers and students. They found many of the functionalities we introduced very helpful such as adding notes, videos about scientific lab activities, and other videos and animations that were developed by SES to facilitate the understanding of some complex concepts.”*

There are a multitude of benefits that can be derived from switching to E-books including environmental benefits from saving paper, as well as health benefits as a result of lighter school bags. The ultimate benefit is, however, as SABIS® sees it, the improvement the device will bring to the day-to-day educational experience. SABIS® E-books will improve academic performance by enhancing efficiency in the classroom, increasing the breadth of material that can be covered, and engaging students even more actively in the education process. By making the final product available to all SABIS® member schools in the near future, each and every child, no matter where they are in the world, will reap the full benefits of the technological investments and developments powered by SABIS®.



SABIS® student views the electronic bookshelf on his Android

Testimonials

“ I love the International Academy of Saginaw and I am constantly telling everyone I know that this is the school they should chose for their children. You make a huge difference in your students’ lives. IAS is way ahead of any other school in the area and I think it is great that you actually teach these kids rather than just talk about it! ”

Emma Faniel, grandmother of two students at IAS



SABIS Shadow Teachers® Contribute to Raising Academic Standards

Contributing as individuals to raising academic standards is an integral component of the learning process in the SABIS® Educational System. In all SABIS® member schools, students are encouraged to take an active role in their education and in helping their peers. Involvement as Shadow Teachers® is one of the ways many students raise overall standards.



 A SABIS Shadow Teacher® in action



 A SABIS Shadow Teacher® explains material to the class

"Shadow Teaching in SABIS® schools falls under the umbrella of the Student Life Organization® - Academic Department," explained Mr. Roger Soweid, SABIS® Corporate Director - Student Life and Student Management. "SLO® trains prefects to become effective teachers so that they can assist their teachers whenever the need arises."

In SABIS® classrooms around the globe, Shadow Teachers® are called upon in a number of circumstances. They may be called upon to assist a substitute teacher due to the absence of the regular teacher. By aiding the substitute teacher, the Shadow Teacher® steps in to make sure that new concepts are covered in the teacher's absence, thus minimizing the academic disruption. Shadow Teachers® are also called upon by teachers regularly to assist them in the classroom by taking the lead in teaching the material.

"Across the network, SABIS® member schools are reaping the benefits of Shadow Teaching," explained Mr. Soweid. "The main purpose of this program is to benefit the students. By ensuring continuous and seamless learning, the academic performance of the students does not suffer [in a teacher's absence]."

Students in SABIS® member schools agree with Mr. Soweid.

"I have been a Shadow Teacher® for a long time and it has made me committed to the subject I am teaching. Shadow Teaching® is a good opportunity for me to practice talking to an audience and it also strengthens the bond between the teacher and student. I love being a Shadow Teacher®. It is always nice to see that sudden spark of understanding after you have finished explaining a subject."

-- Shadow Teacher® at ISC-Doha, Qatar.

"Being a Shadow Teacher® is one of my best memories from this year. It strengthened my English, tested my understanding of problems, and gave me experience in teaching. It is not as simple as solutions to problems. Identifying the giving points students are likely to mix up and explaining in a clearer way can be challenging. This gives me a better understanding of the subject, what being a teacher is, and makes me want to be a professor in the future."

-- Shadow Teacher® at The International School of Minnesota, U.S.

"Being a Shadow Teacher® impacted me very positively. I learned what it's like being the teacher and what teachers go through. It made me more of a leader and taught me responsibility. Although it was a lot of hard work, I still enjoy it and I think it is so much fun."

-- Shadow Teacher® at ISC-Koura, Lebanon.

Students interested in becoming a Shadow Teacher® should contact their school's Student Life Coordinator for more information.



ISC-Cairo Raises Funds to Save Lives



 An ISC-Cairo student kicks off the 24h marathon

SABIS® believes that education has the power to change the world. Involvement in the SABIS Student Life Organization® (SLO®) is one of the ways students in SABIS® member schools learn about their role and responsibility to bring about change. Through involvement in SLO®, students can get involved in a multitude of community service activities that teach the value of becoming active, responsible global citizens.

One SABIS® member school that consistently makes a difference in its community is the International School of Choueifat-Cairo (ISC-Cairo) in Egypt. Most recently, the ISC-Cairo Student Life Organization® organized a 24-hour fundraising marathon to raise money for the Dr. Magdy Yacoub Heart Foundation, a non-profit, non-governmental organization that provides free, world-class cardiovascular medical services to the less privileged in Egypt and throughout the region.

Starting on Thursday, April 18, 2013, and for the next 24 hours, over 1,000 ISC-Cairo students participated in athletic contests (running races, basketball, dodge ball, football, and trampoline) to raise money. By 1 p.m. on Friday, April 19, the students had raised enough money from donations and sponsorships to cover the expenses of two life-saving cardiac surgery procedures.

“The aim of the marathon had been to raise enough money to fund a heart operation for one person. To do this, we needed to raise 60,000 Egyptian Pounds [just over 8,400 U.S. Dollars],” stated Nada Al Hady, Head of the SLO® Activities Department at ISC-Cairo. *“We ended up surpassing our initial target and were able to raise enough money to fund operations for two people!”* she added.

The students’ efforts did not go unnoticed; ISC-Cairo parents were deeply impressed. *“This event is very humbling and is a wonderful opportunity to serve the community. Our children and the school have set an example for us all and we are very happy to have had the opportunity to be part of this amazing feat,”* said one parent.

The marathon was officially kicked off by Dr. Aneesa Hassouna, Executive Director of the Dr. Magdy Yacoub Heart Foundation, who said a few words of welcome and appreciation. The welcome was followed by an appearance of the SABIS® Regional Tournament record-breaking ISC-Cairo relay team, who ran onto the football pitch proudly bearing the SABIS® flag. Shortly thereafter, the track was filled with marathon participants. Throughout the night, there were 90 SLO® prefects running on track on a rotation basis. By 6 a.m. the next morning, students were already enjoying a morning bonanza with bouncy castles, an Easter egg hunt, and a performance by the ISC-Cairo Gymnastic Club. The day was wrapped up with great performance by the ISC-Cairo Glee Club and finally, a word from the School Director, Dr. Michael Giddings, who thanked the community for their generosity and support.

Through ISC-Cairo’s outreach efforts, students develop a sense of empathy for others, realize that the welfare of their community is a shared responsibility, and learn that ***it really is possible to make a difference.***

For more information about the Dr. Magdy Yacoub Heart Foundation or for information on how to donate to the foundation, visit www.myf-egypt.org/index.php.

For more information about the International School of Choueifat-Cairo, visit www.iscegypt-sabis.net.



 A group of young ISC-Cairo students participating in the fundraising event



SES HR Department Actively Participates in University Job Fairs across Lebanon

Throughout the year, SABIS® recruiters allocate a large portion of their time to finding the best applicants available for vacant positions within the SABIS® School Network. One of the strategies that recruiters rely on in Lebanon is to participate actively in job fairs organized on university campuses across the country. This year, SABIS® recruiters participated in nine university job fairs in order to select applicants best-suited for full-time vacancies as well as candidates for the summer SABIS® Internship Program. Over a marathon three-week period, the SABIS® HR recruitment team set up shop at top universities in the country and met with over 500 eager students from the American University of Beirut (AUB), the Lebanese American University (LAU), Balamand University, L'Université Saint-Esprit de Kaslik (USEK), and the Lebanese University.



SES recruiters talk to interested students



SES Human Resources staff at a university job fair

“The various job fairs that are organized by universities are a great opportunity for us to market SABIS® and reach a large number of talented students and graduates,” explained Senior Recruitment Officer at SABIS® Educational Services, Ms. Fadia Issa. *“We are also able to talk to potential candidates and answer their questions, which is a great opportunity to fill vacant positions in our internship program as well as permanent full-time vacancies. We often flag good applicants that we want to proceed with on the spot,”* she added.

This year, SABIS® recruiters are also looking to select six suitable candidates for the newly launched SABIS® Training Program in the IT Software Development Department, an intense four-week program in which participants will be given the opportunity to experience authentic working conditions, participate in hands-on workshops, and complete on-the-job assignments. *“We are very enthusiastic about our new training program and we are looking forward to welcoming the new interns,”* said Mr. Serge Bakhos, SABIS® Group Vice President – Information Technology, Book Publishing and Creative Design. *“Unlike our regular internship program, this tailor-made training program is designed for fresh graduates who have completed their university studies and would like the opportunity of transitioning from the training program into a full-time position in our department.”*

With over 5,500 individuals employed in SABIS® member schools in 15 countries on four continents, there are regular vacancies within the network. To find out more about the latest vacancies in SABIS®, visit www.sabiscareers.com.

Testimonials

“ I consider the visit to ISC-Lahore as one of the best learning experiences of my life. Not only did I gain a wealth of experience and knowledge from the visit, but I also spent quality time with my team members and your staff, who were all amazing in their own ways. It was my great pleasure and honor working with such experienced people. **”**

Zulfiqar Salim, member of AdvancED Accreditation Quality Assurance Review team after visiting ISC-Lahore



SAGA Launches First Virtual Chapter in the U.S.

The SABIS® Alumni Global Association (SAGA) is committed to reaching out to SABIS® graduates worldwide and providing them with the support they need to maintain the friendships and ties they formed throughout their school years. In keeping with this commitment, SAGA is lending support and encouraging graduates to create new chapters for fellow alumni who live in the same geographical area.

Several SABIS® member schools have already established their own regular chapters, but more recently, SABIS® graduates living in Georgia, U.S. and attending the Georgia Institute of Technology, got together and launched the first “virtual chapter” with the support of the SAGA team.

“With the large network of alumni and the support of the SABIS® SAGA team, we know that this virtual chapter will create a lot of new opportunities,” said Ms. Gunce Yalcin the chapter’s president and herself an ISC-Abu Dhabi graduate. *“We are like a family who supports its members when they are away from home.”*

Like regular chapters, the virtual chapter in the U.S. is guided by a mission to connect SABIS® alumni at the local, regional, and national level and to strive to create networking opportunities. Its main objectives are to gather SABIS® alumni under one entity, help and support graduating students who are studying in the U.S., and identify job opportunities for its members.

However, unlike regular chapters, virtual chapters exist only online. This option is a good alternative for alumni who may live relatively far apart, travel frequently, or due to increasingly demanding lifestyles, may not have the time to attend annual meetings and complete legal and financial requirements as per the local jurisdiction.



Chapter at Large
Georgia, USA
335317 Georgia Tech Station
Atlanta, 30332
Georgia, USA

By opting for a virtual chapter, members are subject to a minimum number of requirements that entail fewer formalities and no financial obligations.

Besides the financial and legal requirements, chapters, both regular and virtual, serve the same purpose. *“In the end, it was about finding the most convenient way to gather all the alumni who share similar educational backgrounds and memories. By establishing this chapter, we now have a large network of professional contacts, which will create a multitude of opportunities,”* stated Gunce Yalcin.

If you would like to establish a SABIS® chapter in your area, please visit www.saga.sabis.net/saga-network/chapters/create.



Ms. Gunce Yalcin, President of the first virtual SAGA chapter





7 View of the Mount Auburn International Academy in Ohio, U.S.

Mount Auburn International Academy

Mount Auburn International Academy (MAIA) is a college-preparatory, tuition-free, public charter school in Cincinnati, Ohio, and is a member of the global SABIS® School Network. MAIA first opened its doors in the fall of 2008 to students in Kindergarten to Grade 9. For each subsequent year of operation, the school added one grade level until it reached a full K-12 program in the 2011-12 academic year. The school serves the children of families who reside in the inner city neighborhoods of Cincinnati and has a current enrollment of 476 students. Ninety-two (92) percent of its student body comes from low-income households. Despite many challenges, MAIA has made its mark on the academic map in Ohio and is proving every day that quality education is not a luxury that is elusive to large sections of society.

“We aim to provide a quality education while equipping our students with the academic and social skills they need to bridge the gaps in our communities,” said Ms. Wissam Sabbagh, MAIA School Director.

ACADEMIC ACHIEVEMENTS

Like all members of the SABIS® School Network, MAIA implements the SABIS® Educational System, a comprehensive academic program that includes a challenging college-preparatory curriculum, proven teaching methodologies that engage each student in a community of learners, active monitoring of student progress, and ongoing individualized follow-up, all of which prepare students for successful admission to college or university and position them for future success. Replicated in both public and private schools, the SABIS® Educational System brings a high-quality education to students from a wide range of socio-economic backgrounds in many countries around the globe.

At MAIA, students are provided a safe, disciplined, and positive environment that encourages learning and responsible behavior. Over the past four years, MAIA has reaped the benefits of the SABIS® Educational System and has made steady academic gains on the Ohio Achievement Assessments (OAA) and the Ohio Graduation Test (OGT). In the 2011-12 academic year, 6th grade students at MAIA out-performed the state in mathematics on the OAA, and MAIA 11th graders out-performed the state in four out of five OGT subjects. The school also earned “Continuous Improvement” status in the 2011-2012 Academic year. “Continuous Improvement” is the third of 6 categories

ranging from “Academic Emergency” to “Excellent with Distinction” that are used to reflect the school’s performance.

Drawing on a strong academic foundation, MAIA students are well-prepared for life after high school. In May of 2012, the school graduated its first class of 12th graders. *“Celebrating our first graduation was a monumental moment for us,”* stated Ms. Sabbagh. *“I am very proud of each and every one of our graduates and am confident that every year we will continue to graduate more students equipped with the knowledge, resources, and experiences necessary to excel in college and beyond.”*



7 MAIA students raise awareness about breast cancer

SABIS STUDENT LIFE ORGANIZATION®

SABIS® believes that education is not limited to the classroom. By joining the SABIS Student Life Organization® (SLO®), an integral part of the SABIS® Educational System, students in all member schools have the opportunity to develop their academic, managerial, organizational, and leadership skills in a variety of academic and non-academic activities. These include activities such as peer tutoring, planning athletic activities and social events, organizing community service projects, and being involved in the school newspaper and school yearbook.

All MAIA students in grades 5-12 are encouraged to join SLO® and play an active role in their education, in creating a positive school atmosphere, and in getting involved in their community. Students are given opportunities to manage departments by becoming prefects, or they can

participate in clubs, events, and extracurricular activities. By working with, and complementing the efforts of, the administration and academic staff, prefects and SLO® participants add value and dimension to themselves.

“Student Life is a place where students can be themselves and make a difference,” stated one MAIA student.

SLO® at MAIA engages more than 30 students who hold administrative positions as junior, senior, or deputy head prefects. Together this year they organized a number of events including a breast awareness campaign, school dances, pep-rallies, and a show about African-American history that was preceded by a dinner prepared by the school’s Cooking Club. The SLO® also rolled out a number of school community projects; one of which involved students painting the playground and a mural. MAIA student volunteers also continued to volunteer in coaching and mentoring activities at the school. By getting involved in such projects, students learn to take pride in their community, in their school, and in their education. *“Student Life is a place for students to express themselves and take leadership in a meaningful way for things they are interested in,”* said one MAIA staff member.

MAIA is a member of the global SABIS® School Network. Along with all SABIS® member schools, MAIA delivers outstanding results year after year and graduates new generations of students who are ready to face the challenges in college and beyond.

For more information about MAIA, visit www.maia-sabis.net.



MAIA graduates its first cohort of students in 2012



Grade 3 students at MAIA painting the school playground



Student volunteer coach with his team

Testimonials

“Reading [From Village School to Global Brand: Changing the World through Education] has been truly an inspiration in many ways: regarding my ideas on education (which it changed and enriched and spurred), but also on other aspects of life, such as passion, hard work, and values. It has been a special journey for me.”

Marina Prati, Lead Spanish translator of SABIS® Book



Elvin Caldwell, International Academy of Flint, Class of 2007



Elvin Caldwell

Elvin Caldwell graduated from the International Academy of Flint (IAF), a member of the SABIS® School Network, in the summer of 2007. Following graduation, he attended Kalamazoo College in Michigan, where he pursued a degree in history and political science. Today, Elvin has come full circle; he is currently employed as the Student and Recruitment Coordinator for SABIS® Educational Systems, Inc., and the entire SABIS® community is thrilled to welcome him back.

In his new role, Elvin acts as an ambassador for SABIS®. He travels across the U.S. in places where the organization is looking to open new schools to spread the word about SABIS® and promote the SABIS® Educational System to potential students and parents. *“IAF changed my life,”* said Elvin, *“and I want to share this experience with as many people as I can.”*

From the moment he joined IAF in 2000 as a young 10-year old boy, Elvin quickly became an active member of the Student Life Organization®. *“Through Student Life I organized community service projects and events for the SLO®. These activities instilled in me a sense of social justice and character,”* claims Elvin. *“While I was an SLO® prefect, I served food to the hungry, engaged in cleaning up campaigns in the community, passed out supplies to those in need, raised money for those less fortunate, rang bells for the Salvation Army, tutored those in academic despair, and created fun and positive events for the students younger than me,”* he continued. Elvin was also very active in sports at IAF. He played basketball, wrestled, cheered, and ran cross country and track. He received 12 varsity letters, a distinction of excellence, for basketball, track, and cross country in addition to many other awards. He was also captain of the cross-country team, basketball team, and track team.

The SLO® is an integral part of the SABIS® Educational System. At every SABIS® member school, students are encouraged to join the SLO® where they have the opportunity to learn social, ethical and moral values, become active and constructive members of the community, develop leadership skills, and form circles of lasting friendships. By developing a broad range of abilities and experiences, students learn to be effective and valuable team players and become more likely candidates at top universities around the world.

Elvin certainly seems to agree. *“IAF has shaped the person I am today and defines the person I strive to be,”* he said. *“I gained many skills at IAF but the most important and life changing one is my sense of social justice and cultural integrity, which I learned through Student Life,”* he said. *“At IAF I learned to focus and remain steadfast in the daily pursuit of excellence.”* In the future Elvin aspires to go to law school and become a successful attorney. We wish him all the best!



SABIS® is a global education management organization that manages Pre-K and K-12 schools worldwide. The network is comprised of schools in 15 countries on four continents. Since the first school was founded in 1886, SABIS® has graduated thousands of students who have joined top universities around the world.

MEMBERS OF THE SABIS® SCHOOL NETWORK

MIDDLE EAST REGION: The International School of Choueifat - Sharjah, U.A.E. | The International School of Choueifat - Abu Dhabi, U.A.E. | The International School of Choueifat - Al Ain, U.A.E. | The International School of Choueifat - Ras Al Khaimah, U.A.E. | The International School of Choueifat - Dubai, U.A.E. | The International School of Choueifat - Umm Al Quwain, U.A.E. | The International School of Choueifat - Doha, Qatar | The International School of Choueifat - Ruwais, Abu Dhabi, U.A.E. | The International School of Choueifat - Muscat, Oman | The International School of Choueifat - Manama, Bahrain | The International School of Choueifat - Abu Dhabi Khalifa City "A", U.A.E. | Abdul Aziz International School - Riyadh, Saudi Arabia | The International School of Choueifat - Choueifat, Lebanon | The International School of Choueifat - Koura, Lebanon | The International School of Choueifat - Amman, Jordan | The International School of Choueifat - Damascus, Syria | SABIS® International School - Adma, Lebanon | The International School of Choueifat - Erbil, Kurdistan, Iraq | The International School of Choueifat - Suleimaniah, Kurdistan, Iraq | The International School of Choueifat - Dream City, Erbil, Kurdistan, Iraq | The International School of Choueifat - Dubai Investments Park - Dubai, U.A.E. **PPP Schools:** Military High School - Al Ain, U.A.E. | 7 Schools - Erbil, Kurdistan, Iraq **EGYPT:** The International School of Choueifat - Cairo, Egypt | The International School of Choueifat - City of 6 October, Egypt **PAKISTAN:** The International School of Choueifat - Lahore, Pakistan **NORTH AMERICA:** The International School of Minnesota - Minneapolis, Minnesota, U.S.A. | SABIS® International Charter School - Springfield, Massachusetts, U.S.A. | International Academy of Flint - Flint, Michigan, U.S.A. | SABIS® International School - Phoenix, Arizona, U.S.A. | Milestone SABIS® Academy of New Orleans - New Orleans, Louisiana, U.S.A. | Holyoke Community Charter School - Holyoke, Massachusetts, U.S.A. | International Academy of Saginaw - Saginaw, Michigan, U.S.A. | Mt. Auburn International Academy - Cincinnati, Ohio, U.S.A. | Linwood Public Charter School - Shreveport, Louisiana, U.S.A. | International Preparatory Academy - Detroit, Michigan, U.S.A. | Brooklyn Ascend Charter School - Brooklyn, New York, U.S.A. (Licensed Member School) | Brownsville Ascend Charter School - Brooklyn, New York, U.S.A. (Licensed Member School) | Bushwick Ascend Charter School - Brooklyn, New York, U.S.A. (Licensed Member School) | BelovED Community Charter School - Jersey City, New Jersey, U.S.A. (Licensed Member School) **UNITED KINGDOM:** SABIS International School U.K. - Bath, England **GERMANY:** ISF Internationale Schule Frankfurt-Rhein-Main - Frankfurt, Germany | ISR Internationale Schule am Rhein in Neuss - Neuss, Germany **ROMANIA:** Cambridge School of Bucharest - Bucharest, Romania **UNIVERSITY:** SABIS® University - Erbil, Kurdistan, Iraq

Disclaimer: As SABIS® is a global organization operating in several countries, English usage in the SABIS® newsletter may vary depending on the style used (U.S./ U.K.) in the region represented.