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Headline News

SABIS® Celebrates 40 Years in the U.A.E.

To mark the 40th anniversary of its operation in the U.A.E., SABIS® hosted a gala dinner in Dubai on February 10, 2017. SABIS® co-founders Leila Saad and Ralph Bistany, as well as several SABIS® Board members, including SABIS® President Carl Bistany and SABIS® Vice President Victor Saad, warmly welcomed prominent guests including government officials, business associates, partners, school directors, staff, and alumni, all of whom enjoyed a gala evening filled with speeches, awards, and entertainment.



Pictured l. to r.: Serge Bakhos, Ralph Bistany, Abdullah Al Mazrui, Leila Saad, Victor Saad, Carl Bistany, and Ghassan Kansou

Speakers at the event included SABIS® Vice President Victor Saad, U.A.E. Minister of State for Youth and SABIS® alumnus Her Excellency Shamma Al Mazrui, and SABIS® President Carl Bistany. In his welcome speech, Victor Saad reflected on the network’s 40th anniversary in the U.A.E. *“Entering the U.A.E. was a turning point in the history of SABIS® and we will always be grateful for the hospitality, trust, and support of its authorities. In every sense, this country has been a second home for us, a prominent stepping-stone in our evolution, and it will remain deeply embedded in our hearts.”* In her speech, H.E. Shamma Al Mazrui, who is currently the youngest serving minister in the world, took the opportunity to thank SABIS® and her alma mater for equipping her with all the tools she needed to achieve success. Carl Bistany rounded out the speakers on the program by saying, *“SABIS® has been guided over the past 40 years by a mission to give students a high-quality education that prepares them for success regardless of what the future holds. Based on the success achieved by more than a generation of our students [in the U.A.E.], I can say with confidence*

that we have fulfilled our mission. We are proud of what we have accomplished here and are committed to continuing to empower students in the U.A.E. and around the world for generations to come.”

During the event, His Highness Sheikh Ahmed bin Saeed Al Maktoum presented SABIS® Co-founder Ralph Bistany, who has been a driver of the network’s U.A.E. development for 40 years, with an award in recognition of his **“unwavering lifetime commitment to enhancing education.”**

Guests were also treated to live entertainment. Perhaps the most memorable performance was put on by students from SABIS® schools in the U.A.E. including ISC-Dubai, ISC-Abu Dhabi, and ISC-Sharjah. Fifty (50) students in grades 5 to 9 moved the guests with a performance of Michael Jackson’s *Heal the World*.

SABIS®’s history in the U.A.E. dates back to 1976, with the opening of the International School of Choueifat – Sharjah. Today, the network operates 14 schools in the U.A.E. and educates close to 28,000 students there.

For highlights of the gala celebration, visit www.facebook.com/SABISUAE40thAnniversary.



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Students Break Records at 2017 SABIS® Regional Tournament

From April 21-23, 2017, the highly anticipated 11th SABIS® Regional Tournament took place at the International School of Choueifat – Muscat (ISC-Muscat) in Oman. The tournament, which is held every other year, attracted approximately 1,000 student athletes from 24 SABIS® schools in 14 countries around the world including Azerbaijan, Bahrain, Egypt, Germany, Jordan, Kurdistan, Lebanon, Oman, Pakistan, Qatar, Romania, Saudi Arabia, Syria, and the U.A.E.



Students, parents, coaches, and staff cheering on the athletes

The SABIS® Regional Tournament is a sports tournament that allows students in SABIS® schools to showcase their athletic talent, team spirit, and true sportsmanship through organized competitions. This year’s tournament included contests in 28 different categories in four sports: basketball, football, track & field, and swimming.

The event kicked off with an opening ceremony that welcomed all athletes and included VIP guests such as H.H. Al Sayyid Taimur Assad Tariq Al Said, Research Council, Assistant Secretary General in Communication, as well as members of the Ministry of Education and the Ministry of Sports, school owners, parents, community members, and more. Guests watched elaborate performances by the official Omani Air Force Marching Band, horseback riders, and ISC-Muscat students. Following the performances, the audience was addressed by Mrs. Fatma Abdulabbas Noorani, Director General of Private Schools at the Omani Ministry of Education, SABIS® Vice President Victor Saad, and ISC-Muscat School Director Armen Mansourian.



The dressage (horse show) at the opening ceremony

In his speech, Victor Saad urged *“all our treasured competitors who have traveled to be with us today to know that when they explode from the starting blocks, plunge into the pool, or score those vital goals, they will not just be doing so to raise flags, win medals, or please coaches[...] they will also be upholding timeless sporting values. Winning is, of course, important, but creating treasured experiences is of such greater worth.”*

The tournament was an unequivocal success, with students from SABIS® schools treating the audience to an awesome showcase of their strength, endurance, and athletic prowess. The competition was fierce and the judges were impressed by the high level of sportsmanship witnessed at the event. When

they weren't competing, students were busy cheering on their fellow teammates, making friends, and learning about new cultures.



Student athlete going for a lay-up during the basketball game

All participating schools had their share of victory as medals were awarded to winning teams for their hard work and success. In basketball, the audience witnessed close match-ups resulting in ultimate victory for the ISC-Cairo girls' team and the ISC-Choueifat boys' team. ISC-Koura boys and the ISC-Muscat girls dominated the football (soccer) pitch and came in first place in their competitions.



Strong save by a student athlete from one of the football games

The swimming and track & field competitions were fierce, with 10 new records set, three in track & field and seven in swimming, out of a total of 24 contests. Students from Egypt, Germany, Jordan, Saudi Arabia, Lebanon, Oman, Qatar, Romania, and U.A.E. brought their best to the competition and took home gold medals for their success. They also set a high bar for future competitors.



Student athletes racing to the finish line

In the closing ceremony, Neil Snooker, Deputy Regional Director of SABIS® schools in the Gulf region commented, "Regardless of whether you have won or lost, I commend you all for your team spirit, sportsmanship, and the mutual respect you have shown to one another. Congratulations to all of you as you are all winners [.....]. May you always reflect on this tournament in a positive way, and may the friendships made and lessons learned here endure."

To see more photos and watch videos from the 11th SABIS® Regional Tournament, visit regionaltournament.sabis.net.

The SABIS® Network Prepares for Expansion

Currently, the SABIS® Network has an active presence in 20 countries on five continents and serves over 70,000 students. Having started with one village school in a suburb of Beirut, Lebanon, the network actively seeks to expand the number of students who have the opportunity to achieve their full potential through the proven SABIS® Educational System™.

The newest school to join the network will be the SABIS® International School – Costa Verde in Panama, which will open in September 2017 and welcome students in Pre-Kindergarten through Grade 4. The private, co-educational school, which will add a grade level in each year of its operation until it reaches a full Pre-K through Grade 12 offering, will offer English as the language of instruction, and all students will also learn Spanish on a daily basis.

The school, which is part of the Costa Verde Development Project and located ca. 30 kilometers west of Panama City, is situated on a 5.7 hectare campus. Construction is currently winding up on Phase I of new, state-of-the-art facilities that include academic buildings for Kindergarten and Lower School students, a mini-gymnasium and playground dedicated for Kindergarten students, a gymnasium and playground for Lower School students, and an administration building. Phase II of construction will take place as the school grows. Take a virtual tour of the proposed campus by [clicking here](#).



A rendering of the SIS-Costa Verde school campus

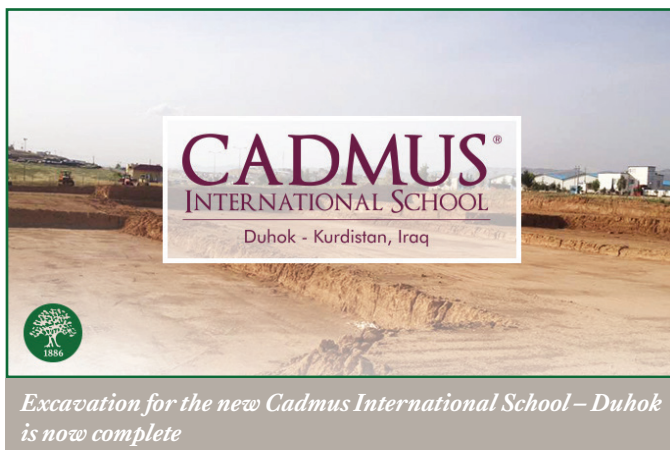
Preparation for the opening of SIS-Costa Verde has involved more than construction of the campus; SABIS® has also been busy hiring and training staff and teachers. As in all SABIS® schools, SIS-Costa Verde will implement the proven SABIS® Educational System™. This system includes a rigorous, international curriculum, proprietary teaching methodologies, SABIS®-generated books in traditional and E-format, frequent assessment, and an engaging SABIS Student Life Organization®. To ensure that all staff are familiar with the SABIS® approach, training has been ongoing since March 2017.

"The decision to open a school in Panama came about as a result of a growing demand from parents in the region for a top-quality, international education for their children," explained SABIS® President Carl Bistany. "We are pleased to meet this demand with the opening of SIS-Costa Verde in September and are confident that the school will help all students achieve their full potential."

Readers interested in learning more about SIS-Costa Verde should visit siscostaverde.sabis.net or call +507 209-2606 / 209-2609. To complete an application form and secure a place for your child, [click here](#).

Joining SIS-Costa Verde among the network's premium private international schools on the horizon are two new schools planned in Africa: The SABIS® International School – Nairobi (SIS-Nairobi) in Kenya and the SABIS® International School – Pretoria (SIS-Pretoria) in South Africa. With a target opening date of September 2018, construction of the SIS-Nairobi school campus is well underway. SABIS® is also currently in the process of acquiring land in South Africa to serve as the site of the SABIS® International School – Pretoria. Initial estimates have identified an opening date of September 2019 for the school. Both SIS-Nairobi and SIS-Pretoria are the product of Africa Crest Education (ACE), a tri-partite consortium that includes [Centum Investment Company](#), [Investbridge Capital](#), and SABIS®. Drawing on the expertise and experience of its partners, ACE is working to establish a number of SABIS®-managed schools across Africa.

Making a SABIS® education accessible to students throughout the socio-economic spectrum, SABIS® offers **Cadmus International Schools**, which are designed to serve aspiring middle-class parents who are value-conscious but not willing to compromise on quality. Cadmus Schools implement the same, proven SABIS® Educational System™, but do so at a lower cost due to more modest campus facilities. Cadmus International Schools are currently under development in Duhok, Kurdistan (targeted opening date of September 2018) and Cairo, Egypt (September 2019).



Excavation for the new Cadmus International School – Duhok is now complete

Plans are also underway for a Cadmus school in Baghdad, which will be located on the University of Baghdad campus, a beautiful landmark centrally located in the Iraqi capital. With an expected opening date of September 2018, Cadmus International School – Baghdad will accept students in Kindergarten through Grade 4 in its first phase, adding one additional grade level each academic year until it reaches a full K-12 offering. Read more about developments of Cadmus International School – Baghdad [here](#).

To stay up-to-date with the network's latest expansion news, follow us on our official [Facebook](#) page.



SABIS® Set to Inaugurate Teacher Training Center in Ukraine

This summer, SABIS® will officially inaugurate its new teacher training center in Ukraine. Based in Kiev, the training center will accept university graduates and prepare them to become teachers in SABIS® Network schools around the world.

The training center comes in response to the growing global teacher shortage and a general decline in the quality of university-level education programs. "SABIS® Network schools employ over 4,000 teachers," explained Carl Bistany, SABIS® President, "and it is becoming increasingly difficult to source qualified candidates. We are having to compete with the IT, banking, manufacturing, and other industries for highly resourceful individuals who will be best positioned to prepare our students for an unknown future. It is high time we create our own supply of competencies that can support the work we are doing around the world."

The teacher training center will offer university graduates a program that builds and strengthens their English language skills and teaches them the proper implementation of SABIS®'s proprietary teaching methodology. Starting in July 2017, the training center will launch with two cohorts of 15 trainees who will be trained over a period of one year.

The new teacher training center in Kiev is one of the many ways that SABIS® is working to expand the pool of effective, available human resources. If you are interested in learning more about the training center in Kiev or would like to apply, please send an E-mail to info@sabis.net.

Applications Now Open for Study Abroad Program in England

Nestled in the heart of the beautiful British countryside, Ashwicke Hall School in Bath, England, is "home away from home" for students who live and study on campus. In addition to day and boarding students, Ashwicke Hall School also accepts students from SABIS® schools around the world who enroll in the Study Abroad Program (SAP).



Ashwicke Hall School, Bath, U.K.

The SAP was initiated in 2013 and gives students enrolled in grades 7 through 9 (typically Levels I, J, and K) in any SABIS® school the opportunity to spend one or two full terms at Ashwicke Hall and then return to their home schools. For many students, this is a once-in-a-lifetime opportunity to experience life at a boarding school in the U.K. For parents, it is a welcome relief to know that their children are closely supervised by the dedicated Ashwicke Hall staff and do not have to worry about the disturbance to their studies, as the school follows the global SABIS® curriculum.

"When they come here, students learn independence, they broaden their minds, and benefit from the personalized attention that students in a boarding school enjoy," explained John Nicholson, School Director at Ashwicke Hall. *"Students who come here, particularly in Term 1, go back home with a very strong start to the academic year. We also cannot ignore the joy and magic of experiencing autumn and winter in the U.K.!"*

The SAP has been extremely popular in the network. Student feedback reflects their life changing experience at Ashwicke Hall:

"Thanks for the best term of my life! I will never forget this place!"
--Aly Adawy, Egyptian, ISC-6 October

"I had an amazing term! 'Family,' I'm going to miss you guys!"
--Alyssa Justo, Filipino, ISC-Khalifa City

"I'm going to miss you guys so much! Love you all. It was such an amazing term!" --Haya Al Qaisi, St. Kitts & Nevis, ISC-Amman

"We came as strangers and will leave as family." --Aditi Ajgaonkar, Indian, ISC-Doha

"Probably the best term ever!" -- Jullia Montejo, Filipino, ISC-Doha

"The best term ever!" -- Seif Fathallah, Egyptian, ISC-6 October

If you would like more information about the Study Abroad Program at Ashwicke Hall School, contact admissions@ashwicke.sabis.net. Enrollment for Term 1 of the 2017-18 academic year is now open. Apply online at ashwickehall.sabis.net.

Academics

Regional Academic Conferences Ensure Quality across Borders

As a global education network with an active presence in 20 countries on five continents, SABIS® has a reputation for excellence in education. SABIS® protects and strengthens this reputation across multiple borders by providing relevant, up-to-date products and services that suit students' varying needs. The SABIS® Academic Department plays a central role in delivering support to schools via the four SABIS® Regional Centers located in the U.S., the Gulf, Egypt, and the Levant¹. To facilitate the delivery and implementation of the latest SABIS® products and services, the SABIS® Academic Department holds a number of annual conferences.



Attendees at the Levant Regional Academic Conference pose for a group photo

SABIS® Educational Services in Adma, Lebanon, hosted the conferences for the Regional Center in Levant on April 11, 2017, and welcomed the Cairo team for the first time on April 28 and 29, 2017. The Gulf Regional Center's annual conference was held in the U.A.E. on May 8 and 9, 2017, and the Regional Center in the U.S. held two conferences, one in the U.S. from October 10-13, 2016, and one in Lebanon from March 27-30, 2017.

During each of these conferences, participants discussed curriculum updates, pacing charts, exam preparation, management, and content difficulty, as well as new IT tools and techniques to enhance student learning. The conferences served as a strategic opportunity, giving the SABIS® Academic Development team and staff at the Regional Centers the chance to discuss a wide range of topics including student and school performance or how to prepare students for ever-evolving national examinations. The conferences also gave attendees the opportunity to exchange views on how to enhance students' educational experiences.



The Cairo team poses for a group photo at SABIS® Educational Services in Adma, Lebanon

Following each conference, points of discussion and improvement are quickly transformed into action items that are carefully evaluated by teams of subject specialists and then assigned project owners and delivery dates.

“These conferences have proven to be an excellent opportunity for different teams at SABIS® to meet and delve into topics that ultimately help us keep up with students’ needs and requirements,” said Roy Bistany, Academic Operations Manager at SABIS®.

As a global network with an active presence on five continents, SABIS® is committed to delivering a high-quality education to all students. Through annual SABIS® Academic Regional Conferences, the organization can help ensure success across borders and equip students with the knowledge and skills they need to succeed in college and life.

For more information about the SABIS® Educational System™, [click here](#).

¹ The Levant is an approximate historical geographical term referring to a large area in the Eastern Mediterranean. Countries in the Levant are generally considered to include Cyprus, Egypt, Iraq, Israel, Jordan, Lebanon, Palestine, Syria, and Turkey.

The SABIS® Book Series: Driving Instruction in 7 Languages

As a global education network with a presence in 20 countries on five continents, SABIS® understands the importance of world languages as cultural and educational tools. Studying a world language has many benefits including improving memory and test scores, enhancing students’ cognitive skills, and strengthening students’ understanding of their first language. An additional benefit of studying a world language is the sense of appreciation that students develop for different cultures, nationalities, and races, effectively preparing them to better understand the world and compete on a global scale.

Students across the SABIS® Network learn through English as the main language of instruction; they also have the opportunity to round out their education through the study of a world language, often the mother-tongue language of the country in which the SABIS® school is located. The SABIS® Book Series plays an important role in helping students across all grade levels (Pre-school through Grade 13) realize the benefits of studying a world language. Teams of SABIS® professionals including curriculum developers, content specialists, graphic designers, illustrators, multi-media experts, and quality controllers conceptualize, develop, and produce world language books and supporting instructional materials written in seven different languages – Arabic, English, French, Kurdish, Portuguese, Russian, and Spanish. The SABIS® Book Series is also being expanded to include Azeri in the 2018-19 academic year.



SABIS® titles in the different languages taught in the network

The content of the world language materials in the SABIS® Book Series is developed to teach a broad range of essential language skills including reading comprehension, writing, vocabulary, grammar,

and, of course, pronunciation. The books also include the study of literature and well-known literary works. World language books also teach students about the culture, customs, geography, local fauna and flora, cuisine, and daily life associated with the language and region they are studying. The materials produced by SABIS® also take the learner beyond the mechanics of a language. Through historical readers, for example, students learn about significant historical people and events and are encouraged to engage in critical analysis. In reading these stories, students have the opportunity to explore the greater historical context in which the story takes place and reflect on the importance of family, loyalty, and honesty, among other values.

“In an increasingly global economy, we are acutely aware of the importance of educating and graduating students who are open to the world beyond their borders and accepting and tolerant of other cultures,” explained Ghassan Kansou, SABIS® VP - Academic Development. “Titles in the SABIS® Book Series are carefully written and developed to ensure that our students gain knowledge and perspective they need to succeed in an ever-changing world.”

The world language titles in the SABIS® Book Series help give students in SABIS® Network the skills they need to excel in their studies, understand and appreciate diversity, and compete and succeed on a global scale.

IT

New Solution to Optimize Student Use of Technology

Technology today is ubiquitous, impacting every aspect of our daily lives at home, at work, and at school. With even the most disciplined adult user tempted to use personal devices at inopportune times, it is easy to understand how students can be distracted by the Internet of Things available at their fingertips, especially in schools that actively use technology to deliver content.

As an education organization that is dedicated to the meaningful use of technology, SABIS® is acutely aware of the need for increased vigilance with the introduction of personal devices (i.e., tablets) in the classroom and has leveraged its IT Department to develop a Mobile Device Management (MDM) solution to monitor students’ use of devices and minimize off-task activity.

The MDM Solution — which was piloted in April 2017 at SABIS® Network schools in Lebanon, the U.A.E., Saudi Arabia, and Kurdistan — is an application that applies defined policies to student tablet use. For example, students were previously able to access all applications, the Internet, and settings on their tablets at all times. Now, with the new MDM solution, the SABIS® IT Department can determine which apps can be accessed and when, effectively minimizing distractions and off-topic activity on tablets during school hours.

Beyond limiting access to a tablet’s contents and settings, the MDM Solution can be tailored to specific students, classes, and sections, allowing schools to determine which applications are suitable. For example, exceptions can be made for students in a class that requires the use of the camera or video feature.

The MDM Solution also allows SABIS® schools to monitor unusual student activity such as deleting an application or being at school, but not logged in. This additional feature also helps schools follow up more actively on attendance and monitor students’ access to materials on their tablets in vacation periods.

SABIS® is ahead of the field as many schools struggle to find ways to keep students focused in today's increasingly tech-heavy classrooms. The new SABIS® MDM Solution is a perfect example of a tailor-made software solution that meets specific needs of schools and ultimately contributes to a heightened educational experience for each and every student in the network.

SLO®

Prefects Use AMPS to Streamline SLO® Management

The SABIS Student Life Organization® (SLO®) is an integral part of the SABIS® Educational System™ and plays a key role in every SABIS® school. This student-led society empowers students to contribute to the management of their school through participation in eight different departments – Academics, Discipline, Social Responsibility, Sports & Health, Management, Lower School, Activities, and Outreach. With the vast majority of students involved in SLO® in network schools, keeping track of everything that is going on is a big job.

Enter the **Activities Management Prefect-Driven System (AMPS)**, a software solution that was launched in 2008 to streamline SLO® operations in schools across the network.

AMPS facilitates the management of SLO® in many ways. It helps prefects schedule and manage activities as well as enroll students in SLO® activities. In SABIS® schools worldwide, prefects organize all activities related to SLO®. They manage logistics, run reports, keep track of attendance, and organize enrollment campaigns. In SABIS® schools with an active SLO®, prefects do all this for over 200 activities. Instead of managing a cumbersome paper-based enrollment process, students use the AMPS Enrollment Module to register students by name and grade. The time saved through AMPS gives schools more time to spend on developing students' life skills through programs and activities that prepare them for the future.

Once activities are up and running, prefects keep track of attendance daily using the AMPS Attendance Module. Through AMPS, prefects can track student participation in activities and effectively manage activities in all of the eight departments.

"Through SLO® AMPS Attendance, prefects no longer need to print out attendance forms with a checklist of all attending an SLO® activity. Rather, they now have the option of using this software on tablets to take student attendance in real-time on the system during any activity," said Mr. Roger Soweid, SABIS® Corporate Director – Student Life and Student Management.

Tracking SLO® merit points is a second important use of AMPS. Consider that every student follows a different schedule of SLO® activities. For every activity that students participate in, they receive SLO® merit points. That's a lot of points! SLO® prefects use AMPS to keep track of merit points for each student. These merit points reflect the scope and level of students' engagement in school and ultimately impact their admission to the university of their choice.

"AMPS is an important organizing tool for us," says Amin Abida, Grade 9 Management Department Prefect at ISF in Frankfurt, Germany. *"We use the Enrollment, Attendance, and Reports Modules to manage all our activities. We have around 203 activities taking place weekly, so registering attendance manually is always a challenge. With AMPS, no mistakes are made and no time is wasted."*

Thanks to AMPS, SLO® prefects in schools across the network can manage all activities and clubs on a daily basis and focus their time and energy on creating a positive, engaging school culture.

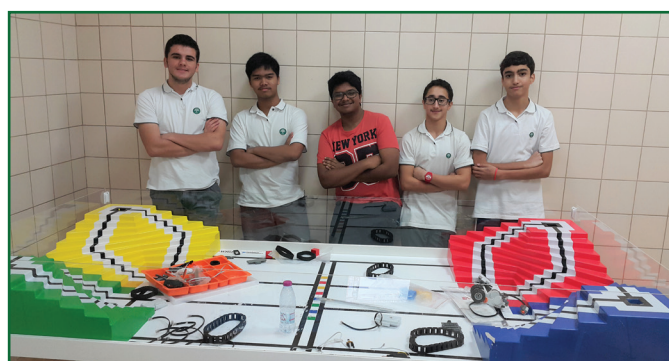
To learn more about the SABIS Student Life Organization® and the many ways it contributes to enriching students' lives, visit sabis.net.

Robotics Clubs Prepare Students for a Changing World

SABIS® Network schools provide students with a high-quality education that includes not only a solid academic foundation but also the skills that are needed to achieve success in a changing world. The SABIS Student Life Organization® (SLO®) makes an important contribution to the education provided in the network by strengthening students' knowledge and giving them a real-life context in which to develop the skills they will need in the future. The SLO® Robotics Club is an example of an SLO® activity that develops the knowledge and skills that are high in demand in today's rapidly changing world.

Students participating in SLO® robotics clubs throughout the SABIS® Network explore and develop the fundamentals of basic mechanics and use this knowledge to build machines. Students also learn to think outside of the box and be innovative; they also learn and practice programming skills. Robotics clubs help improve students' organizational, time management, and teamwork skills through real hands-on experiences. It is a place where students who are interested in science and technology can meet, socialize, and make new friends. With all these benefits, it's no wonder that robotics clubs are popular across the SABIS® Network.

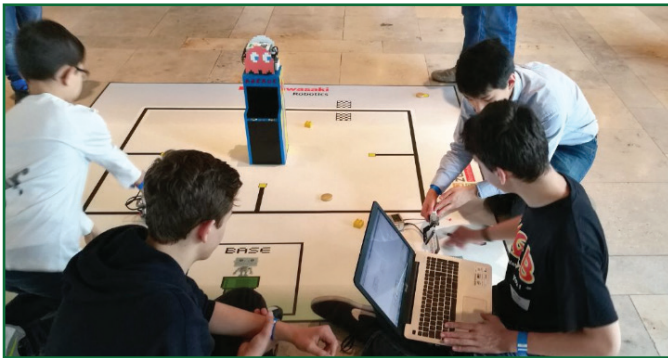
At the **International School of Choueifat – Doha (ISC-Doha)**, the robotics club was founded in 2014. The club, which is run by the SLO® prefects, is open to students in grades 9 and above and competes in annual robotics competitions in Qatar. In 2015, ICS-Doha robotics team won 2nd place at the Carnegie Mellon University-Qatar Botball Competition.



ISC-Doha Robotics Club

At the **International School on the Rhine (ISR)**, a SABIS® licensed school in Germany, the robotics club was founded in March 2016 for students in grades 7-9. The club successfully participated in a local robotics competition held on April 1, 2017, and practiced teamwork and working under pressure. *"In the robotics club, we as leaders learned to make proper use of our strengths and overcome our weaknesses by working as a team. We enjoyed challenging ourselves by programming our robots to solve real world tasks, like completing a puzzle, collecting objects,*

and racing against each other. We really enjoyed teaching the younger students how to program the robots and also learned a lot ourselves,” said Pia Herkenrath and Justus Ludwig, Grade 11 students at ISR.



ISR Robotics Club

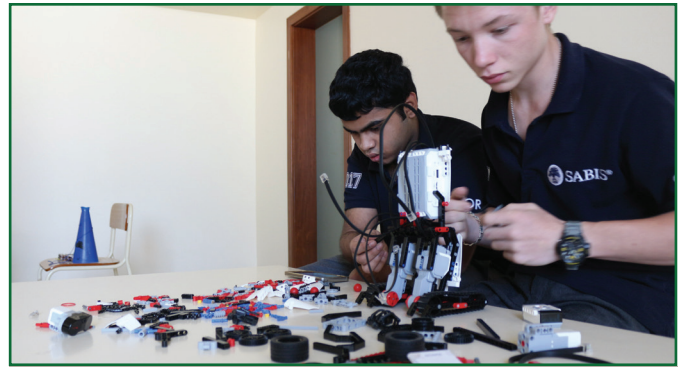
In the U.S., The International School of Minnesota (ISM), a private SABIS® school, and two SABIS® public charter schools have active robotics clubs. At ISM, the robotics club, which started in 2008, is open for students in grades 8-12. The club participates in up to four competitions each year and has twice won an invitation to compete in the “World Championships.” As for SABIS® public charter schools, the International Academy of Flint’s (IAF) robotics club was founded in 2013 for students in grades 9-12. Club members participated in a number of international competitions such as the First Robotics Competition, Autonomics Vehicle Competition, and RC Car Competition. At the SABIS® International Charter School (SICS), the robotics club, which was initiated by a small group of students, was launched in 2009 and is now open for students in grades 6-12. The students are involved in designing, building, and programming robots as well as participating in international competitions.



ISM Robotics Club

At the International School Frankfurt Rhein-Main (ISF), the robotics club was set up by an ISF 8th grader who wanted to bring robotics to the school in February 2016. Today, using the innovative VEX IQ, students in the club explore and develop the fundamentals of basic mechanics, which they learn in the ISF Middle School science program. They then program the machines with various integrated electrical sensors to create robots.

At the International School of Choueifat – Manama in Bahrain, the robotics club was launched during the 2016-2017 academic year for students in grades 8-12. Members of the club are actively engaged in building robots and machines and are passionate about bringing inanimate objects to life.



ISC-Manama Robotics Club

At Ashwicke Hall School in the U.K., the robotics club was created in Term 2 of the 2016-2017 academic year and included Study Abroad students in grades 7, 8, & 9. The purpose of this club is to give students an appreciation of how robotics and engineering contribute to everyday applications and for students to gain an insight into a range of related careers associated with robotics.

SABIS® schools around the world deliver a high-quality education in the classroom and through a multitude of interesting SLO® clubs and activities. By being involved in SLO® and having fun, students acquire and refine the skills, attitudes, and attributes that will give them an edge in the future.

Musicals Abound in the Network

In all SABIS® Network schools, students are encouraged to develop an appreciation of performing arts. They are encouraged to find their voice and participate in school musicals and staged performances, where they gain confidence, develop strong friendships, and learn to appreciate the beauty of music and theater.



SIS-Adma students perform Beauty & the Beast

This academic year was a particularly active and exciting one with a number of schools across the network putting on musicals that captivated their audiences. In Lebanon, over 100 students in grades 4-11 at the SABIS® International School – Adma performed *Beauty & the Beast* to packed audiences. All proceeds were donated to the Children Cancer Center of Lebanon (CCCL), which supports and treats children with cancer in Lebanon.

The famous musical *Annie* was brought to life on the International School of Choueifat – Choueifat stage. Grade 3 to 8 students practiced tirelessly for the show throughout Term 1 and were supported by the school’s Drama Committee — made up of

the Deputy Director, drama teacher, music teacher, and Student Life Coordinator — which helped students by preparing their costumes and setting the stage for the musical performance.



Annie brought to life at ISC-Choueifat

For its part, the International School Frankfurt Rhein-Main in Germany held its first Broadway Cabaret Concert this year! Students in grades 7 to 11 performed clips from different Broadway musicals such as: *Footloose*, *Jekyll & Hyde*, *Mamma Mia*, *Bonnie & Clyde*, *The Sound of Music*, *In the Heights*, *White Christmas*, *Spring Awakening*, and *American Idiot*. Performers rehearsed diligently every week during SLO® or free periods in preparation for the concerts.



ISM students perform Mary Poppins

The International School of Minnesota in the U.S. also held one of the most famous musical shows: *Mary Poppins*. Forty-seven (47) cast members, including students from grades 2 to 12, rehearsed for eight weeks after school and on weekends in preparation for the show. “It was the best experience of my life! I made new friends, became more self-confident, and developed my performing skills,” said Chris Truong, an ISM 11th grader who participated in the show.

SABIS® schools around the world offer students an education that includes an appreciation of fine and performing arts. By encouraging students to participate in stage performances, including plays and musicals, students have fun while developing self-confidence and learning how to manage stress and work with others.

If you would like to know more about the many events that take place across the network, [click here](#).

SABIS® Alumni Global Association (SAGA)

SAGA Chapters around the World

The SABIS® Alumni Global Association (SAGA) is an organization that unites graduates from all SABIS® schools. With graduates living and working around the world, SAGA includes “chapters-at-large,” which bring the benefits of membership to alumni living in the same area.

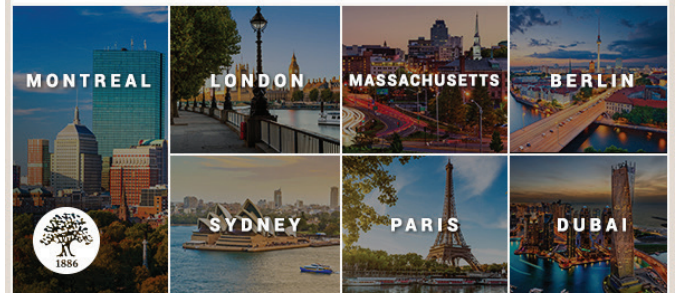
A chapter-at-large is a geographic association that allows alumni living and/or studying in the same geographic area to stay in touch. Alumni are not automatically added to a chapter-at-large; they need to join a chapter depending on their region of residence. A SABIS® alumna/alumnus or a group of graduates can submit a request to SAGA to start a chapter-at-large in their place of residence by contacting support@saga.sabis.net.

Chapters, similar to alumni associations, can organize special interest groups within the chapter. These groups can be of a social (hiking group, Thursday night movie group, etc.) or professional (SABIS® Engineers, SABIS® Doctors, etc.) nature. Groups can then organize regular events related to their interests.

If you are a SABIS® alumni currently living in Montreal, Canada; London, U.K.; Berlin, Germany; Sydney, Australia; Paris, France; or Dubai, U.A.E., join the chapter-at-large in your area today!

STAY CONNECTED WITH SABIS®

Join your respective alumni chapters
now open in the following places:



To learn more about SAGA chapters and associations, visit saga.sabis.net.

HR

SABIS® Streamlines Recruitment Efforts

With over 8,000 employees in SABIS® Network schools around the world, finding and hiring the right talent is a top priority for SABIS® recruiters. In addition to recruiting eligible candidates through SABIS® Careers (careers.sabis.net), recruitment teams organize and attend job fairs.

In spring of this year, SABIS® recruiters attended numerous job fairs at top universities in Lebanon including Notre Dame University, St. Joseph University, The American University of Beirut, University of Balamand, The Lebanese American University, and The Lebanese University. They also hosted job fairs in Qatar, Oman, Bahrain, Amman, and Saudi Arabia.



SABIS® booth at a university job fair in Lebanon

In the U.S., representatives from SABIS® schools attended job fairs at local colleges and universities in an effort to attract new graduates. Some schools also hosted their own job fairs on their school campus.

At job fairs, recruiters meet with individuals interested in working in the network and are able to screen a large number of candidates in brief, face-to-face interviews. Recruiters also deliver information about SABIS®, SABIS® schools, and the recruitment process.

Resonance from attendance at job fairs this year has proven to be strong for SABIS® recruiters, who have seen an increase in the number of applicants who log on to and register with SABIS® Careers within one week of job fairs.

“SABIS® Careers is a single-source, real-time system that has helped automate critical workflows and manage applicant information. SABIS® Careers is also reassuring to applicants who know that their application has been processed by receipt of confirmation at the end of the application process.”

– Seán Cooney, SABIS® Recruitment Director for the U.A.E., Oman, Qatar, and Bahrain.

“I applied for my current position at SABIS® through SABIS® Careers. The application process was quite straightforward [...] and I was invited for a face-to-face interview soon after I applied.”

– Maya Khoury, Project Management Assistant in the SABIS® Academic Development Division.

As a growing organization, SABIS® is constantly updating and refining its strategy to ensure that it is able to find and attract talent around the world. To find out if there is a vacancy in SABIS® or in a SABIS® school in your area, visit careers.sabis.net.

Feature School

ISF International School Frankfurt Rhein – Main



ISF International School Frankfurt Rhein - Main, Germany

Located in Frankfurt, Germany, ISF International School Frankfurt Rhein-Main (ISF) is a member of the global SABIS® Network. The school was founded in 1995 by the city of Frankfurt, the state of Hesse, and several multinational corporations in order to meet the needs of the growing international community in the area. The private, co-educational, day school enrolls students from Kindergarten (age 3) through Grade 12 and implements the SABIS® Educational System™. Over the 22 years of its operation, ISF has established itself as one of the top international schools in Frankfurt.

Academic Achievement

As a member of the global SABIS® Network, ISF gives students a solid academic foundation and the essential life skills needed to achieve success. The school’s outstanding performance on a variety of external, international exams — including U.S. Advanced Placement® (AP®), International General Certificate of Education (IGCSE), and the International Baccalaureate (IB) — speaks volumes. In IGCSE, the school’s 5-year average of A*-C is 91%; in AP® exams, the school’s 5-year average of exams scoring 3, 4, or 5 (the top scores) is 97%; and the pass rate for the IB Diploma averages 98%!

ISF students are regularly recognized for their external exam performance. This year alone, four ISF students received Cambridge Outstanding Achievement Awards for the highest mark in Germany in English Literature, mathematics, economics, French, and physics.

University Acceptances

Having shown outstanding academic achievement, ISF students are accepted to top universities around the world, including the prestigious University of Cambridge and University of Oxford. Around 20% of the ISF graduates choose to stay in Germany and pursue their studies at German universities. What is particularly interesting is that of those students who choose to stay and pursue their studies at German universities, only half of them are native German-speakers. The remaining half have the level of fluency required thanks to the high level of German proficiency they acquired during their time at ISF!

(At ISF, the main language of instruction is English, with German classes taught daily to all children [including those in Kindergarten] from beginner to native-speaker level. Students choose French or Spanish as a third language of instruction beginning in Grade 6.)

The majority of ISF students wishing to pursue studies at a German university do so by earning the full IB Diploma (i.e., studying and passing six subjects concurrently). This qualifies ISF graduates for general admission to any German university faculty or subject (Allgemeine Hochschulreife), and as long as certain criteria are fulfilled, ISF students can obtain an "Abitur" equivalent from the Ministry of Culture in Wiesbaden with their IB Diploma.

[Click here](#) for a full list of ISF's Class of 2016 university acceptances.

Music, Arts, & Sports

Beyond academics, ISF offers students enriching music, arts, and sports programs that allow them to develop into well-rounded individuals with a wide range of interests and passions. ISF students are offered the opportunity to learn how to play musical instruments, express themselves through art, and participate in afterschool sports clubs.

The ISF Music Department hosts a variety of concerts allowing students the opportunity to perform regularly and develop their artistic skills. In the middle school, the "music ensemble" program has proven to be a great success, exposing students to a wide range of musical instruments such as the guitar, keyboard, string, or woodwind instruments. Older students perform "salon concerts," which are modeled after the historical tradition of the artistic salon, an event at which new music, art and works of literature are presented to patrons and other artists, usually in a private home.



ISF music ensemble performing to an audience of friends and family

ISF students also have the opportunity to take part in annual musical and theatrical productions. Some of the best shows have included *The Mad Adventures of Mr. Toad*, *Beauty & the Beast*, *The Rivals*, *Grease*, *Mama Mia*, *We Will Rock You*, and *The Fantasticks*.



Students performing at the ISF salon concert

ISF also offers students an enriching arts program that helps develop their appreciation for visual art. Throughout the year, student artwork can be seen displayed beautifully around the school in celebration of students' artistic talents.



ISF students exploring colors through painting

ISF students are also encouraged to participate in sports. They can choose from a wide variety of sports including swimming, basketball, badminton, gymnastics, indoor hockey, football, and volleyball. After-school sports, run by the ISF Sports Club (ISF Sportverein Sindlingen), ensure that the fun does not end with the school day!



The ISF football team poses for photo

SABIS Student Life Organization®

Alongside enriching art, music, and sports programs, ISF students also enjoy an active and engaging school life. Students are encouraged to join the SABIS Student Life Organization® (SLO®) and with 8 SLO® departments — Academics, Discipline, Management, Sports & Health, Activities, Outreach, Lower School, and Social Responsibility — there is something for everyone!

At ISF, the SLO® Academic Department plays a particularly valuable role, encouraging students to take an active role in their education as well as the education of their peers. Shadow Teaching® is the perfect example of how this is realized in the school.

Shadow Teachers® are students who volunteer to prepare a lesson ahead of time and deliver the prepared material to the class with the support of their teacher and SLO®. Any student can be a Shadow Teacher®, provided they have proficiency in the subject material, a willingness to learn independently, and the ability to work with the class teacher to ensure the delivery of a good lesson.

This year, ISF held its first Shadow Teaching days in Term 1. Over 150 students from Grade 3 up to Grade 12 prepared and delivered lessons over a two-day span. The experience was a huge success and inspired many students to volunteer to be Shadow Teachers®.

Another way the SLO® Academic Department helps students at ISF is through Power Study Sessions. These sessions are offered to all students in grades 5 through 12 and are organized and delivered by students who are willing and able to offer assistance in English, German, math, science, and social studies. If students have questions, they simply approach these “expert students.” If the expert is unable to answer a question, a teacher is on hand to act as back up.

Giving Back: The Kenya Project

Contributing to the lives of those less fortunate has been part of the fabric of ISF since the school’s inception and continues today through several different projects both on a local and global scale. The longest-running ISF community service project is the ISF Kenya Project e.V., which started in 1999. The ISF Kenya Project aims to raise funds for the operation of the Chitsanze Primary School, a rural, co-educational school serving about 300 students in Kindergarten through Grade 8.

ISF students work to raise funds to help pay for school operating expenses and much-needed school supplies. To date, ISF funds have helped pay for the installation of a water tank, the construction of sanitary facilities, roof repair, and the purchase of basic medical equipment at the school, as well as build classrooms, a staff room, a library, and an administration office. Most recently, funds raised by ISF went toward the construction of a shaded area for parent-teacher meetings and a fence to secure the entire school compound.



Smiling faces at Chitsanze Primary School in Kenya

Inkwell

Another notable project that takes place at ISF is the *Inkwell*, a school magazine that is produced annually and showcases students’ creative writing, artwork, and photographs.

The *Inkwell* is produced by an editorial committee consisting of students in grades 11 and 12. These students enjoy the real-life, hands-on experience they live when putting the *Inkwell* together. From gathering work that is submitted, to short-listing, selecting, and editing the articles, these students carry a large and wonderful responsibility. From there, the text is handed over to other students who design and lay out the magazine.



The 2016 edition of the Inkwell

A Supportive Environment

With families from more than 50 different countries around the world, ISF is a close-knit community and a home away from home. While the entire ISF community is involved in welcoming new families and helping them settle in, the ISF Parent Network (PN) plays an integral role in welcoming new families and helps them integrate into the school community.

Parent volunteers from 32 different nations act as country representatives, helping new families settle into their new community. These parents also organize numerous events throughout the year including Halloween parties, International Day, “Fasching” (Carnival), and the annual ISF Sommerfest.

At ISF, everyone is involved and dedicated to the welfare of the students and their success. With a history of success that extends over 22 years, ISF equips students with a solid academic foundation and the life skills needed to achieve success in university and beyond.

If you would like to learn more about ISF, visit isf.sabis.net.

“The 3 years spent at ISF have given my son an excellent platform to propel him into the world outside school when he joins university in the fall of 2017.”

— ISF parent

Alumnus in the Spotlight

Majd El-Harasis, ISC-Amman, Class of 2009



Majd El-Harasis

Majd El-Harasis has made the most out of his time since graduating from the International School of Choueifat – Amman in 2009. He earned a Bachelor of Science degree in Pharmacology in 2013 and in 2015 was awarded a medical degree with triple distinction – medical science, clinical science, and clinical practice. He earned multiple awards and prizes in route to his medical degree and held a cumulative rank in the top 2% of his medical school class. He has been involved in medical research, been published multiple times, and has presented his work at conferences in the U.S. and Europe. Today, he is doing his residency at the world-renowned Mayo Clinic in Rochester, Minnesota, U.S.

How did he become such an accomplished individual? Majd's story takes us back to 2001, when he started as a 5th grader at ISC-Amman. He started at the SABIS® Network school in Jordan when he was 10 years old, having previously studied at a U.S. public school that he loved. During his time at ISC-Amman, Majd acquired a depth of knowledge that he'd not previously experienced. "While studying calculus and chemistry, we did not conform to a particular examination syllabus [such as A-Level or SAT]; rather, the SABIS® syllabus gave me a deeper understanding of the subject area," he remarks. "This allowed me to sit and excel in both the A-Level and SAT exams and opened up the opportunity to studying in both American and British universities." As a student at ISC-Amman, he also developed what he says is "one of the most useful habits" – studying consistently and regularly throughout the year "thanks to the constant AMS tests."

(Majd was a highly successful student academically. He scored top in Jordan on IGCSE Chemistry; he earned the 5th highest

score in the world on his IGCSE Mathematics exam, 8th in the world on IGCSE Computer Studies, and scored in the top 10 in the world on AS Physics and Chemistry. He also earned perfect scores on SATII Chemistry and Math.)

The time Majd spent at ISC-Amman also broadened his horizons and helped him develop a global understanding. He studied world history, Arabic social studies, Arabic, and French. He also had the opportunity to meet people from many different cultures and participate in community service, which helped him better understand the cultural and psycho-social nuances in the Middle East. "I return to the U.S. now full of knowledge and full of language and life skills, and I'm so proud that as a physician I can use these skills every day as I talk to and interact with patients from all walks of life," he says.

Like many accomplished SABIS® alumni, Majd was actively involved in the SABIS Student Life Organization® while at school. He started as a peer tutor, which he quickly learned gave him a chance not only to help others, but also reinforce his own understanding of subjects. He eventually went on to become the Head Prefect as an 11th grader after attending the Student Life Training Conference. In his various roles in SLO®, Majd learned about leadership and management. He also developed confidence, particularly in public speaking. "I utilize the skills I learned [in SLO®] when giving presentations at medical and surgical conferences or even giving clinical decision-making presentations as an internal medicine resident."

Upon graduation from ISC-Amman, Majd narrowed down his many acceptances to either pre-medicine at Yale in the U.S. or the Imperial College London School of Medicine, which accepts only 21 international students per year. He chose Imperial and the rest is history... well, it's actually medicine, and at one of the world's best medical facilities!

We look forward to following Majd's continued success and wish him all the best as he finishes his residency. With all that he's accomplished already, the sky is the only thing that will limit how far he will go.

If you graduated from a SABIS® Network school, you can connect with Majd and other successful SABIS® alumni through the SABIS® Alumni Global Association. Go to saga.sabis.net to register today!

"I utilize the skills I learned [in SLO®] when giving presentations at medical and surgical conferences or even giving clinical decision-making presentations as an internal medicine resident"

– Majd El-Harasis



SABIS® is a global education network that has an active presence in 20 countries on five continents. Schools in the SABIS® Network operate in both the public and private sectors and educate over 70,000 students.

Based on a proven, proprietary system, SABIS® Network schools provide students with a top-quality education that prepares them to meet the challenges of a changing world.

Members of the SABIS® Network

AMERICAS PRIVATE SCHOOLS: The International School of Minnesota – Eden Prairie, Minnesota, U.S.A. | **CHARTER SCHOOLS:** SABIS® International School – Phoenix, Arizona, U.S.A. | Linwood Public Charter School – Shreveport, Louisiana, U.S.A. | Holyoke Community Charter School – Holyoke, Massachusetts, U.S.A. | Collegiate Charter School of Lowell – Lowell, Massachusetts, U.S.A. | SABIS® International Charter School – Springfield, Massachusetts, U.S.A. | International Academy of Flint – Flint, Michigan, U.S.A. | Mid-Michigan Leadership Academy – Lansing, Michigan, U.S.A. | International Academy of Saginaw – Saginaw, Michigan, U.S.A. | International Academy of Atlantic City Charter School – Pleasantville, New Jersey, U.S.A. | International Academy of Trenton Charter School – New Jersey, U.S.A. | Mt. Auburn International Academy – Cincinnati, Ohio, U.S.A. | **LICENSED SCHOOL:** Empowerment Academy – Jersey City, New Jersey, U.S.A. | **EUROPE PRIVATE SCHOOLS:** Ashwicke Hall School – Bath, England | ISF International School Frankfurt Rhein-Main – Frankfurt, Germany | **LICENSED SCHOOLS:** International School on the Rhine – Neuss, Germany | Cambridge School of Bucharest – Bucharest, Romania | **AFRICA PRIVATE SCHOOLS:** The International School of Choueifat – Cairo, Egypt | The International School of Choueifat – City of 6 October, Egypt | **ASIA PRIVATE SCHOOLS:** SABIS® SUN International School – Baku, Azerbaijan | The International School of Choueifat – Lahore, Pakistan | **MIDDLE EAST REGION PRIVATE SCHOOLS:** The International School of Choueifat – Manama, Bahrain | The International School of Choueifat – Amman, Jordan | The International School of Choueifat – Dream City, Erbil, Kurdistan, Iraq | The International School of Choueifat – Erbil, Kurdistan, Iraq | The International School of Choueifat – Sulaimani, Kurdistan, Iraq | SABIS® International School – Adma, Lebanon | The International School of Choueifat – Choueifat, Lebanon | Leila C. Saad SABIS® School El-Metn, Lebanon | The International School of Choueifat – Koura, Lebanon | The International School of Choueifat – Muscat, Oman | The International School of Choueifat – Doha, Qatar | Jeddah Private International School – Jeddah, Saudi Arabia | Abdulaziz International Schools – Al-Wadi, Riyadh, Saudi Arabia | Abdulaziz International Schools – Al-Sulaimaniah, Riyadh, Saudi Arabia | The International School of Choueifat – Damascus, Syria | The International School of Choueifat – Abu Dhabi, U.A.E. | The International School of Choueifat – Abu Dhabi Khalifa City, U.A.E. | SABIS® International School – Yas Island, Abu Dhabi, U.A.E. | The International School of Choueifat – Ajman, U.A.E. | The International School of Choueifat – Al Ain, U.A.E. | The International School of Choueifat – Dubai, U.A.E. | The International School of Choueifat – Dubai Investments Park, Dubai, U.A.E. | The International School of Choueifat – Ras Al Khaimah, U.A.E. | The International School of Choueifat – Sharjah, U.A.E. | The International School of Choueifat – Umm Al Quwain, U.A.E. | **PPP SCHOOLS:** 7 Schools – Kurdistan, Iraq | Military High School – Al Ain, Abu Dhabi, U.A.E. | Ruwais Private School – Ruwais, Abu Dhabi, U.A.E. | Military High School – Madinat Zayed, Abu Dhabi, U.A.E. | Military High School – Al Dhaid, Sharjah, U.A.E.

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