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Highlights of the Issue

Bulgaria Hosts 18th Annual SABIS® Directors' Meeting



2014 Directors' Meeting attendees at the National Historical Museum in Sofia, Bulgaria

Under a theme of "Achieving Excellence for a Changing World," 90 school directors, senior SABIS® personnel, and members of the SABIS® Board met in Sofia, Bulgaria, for the annual, global SABIS® Directors' Meeting. The group met and participated in meetings and excursions in the Bulgarian capital city from July 7-10, 2014.

"A commitment to achieving excellence has been part of the SABIS® School Network since the first member school opened its doors in 1886," stated the SABIS® Co-Founders, Mrs. Leila Saad and Mr. Ralph Bistany, in their welcome message to attendees. "This unwavering commitment has played an important role in sustaining the success of SABIS® and that of each of the close to 65,000 students who will be enrolled in member schools through our global network in the 2014-15 academic year."

In preparation for the 2014-15 school year, the agenda for the four days of meetings included sessions focused on achieving excellence – "Celebrating Network Achievements," "Initiatives that Yield Excellence," and "The SABIS® Student Life Organization: A Key Component in Promoting Excellence," among others. Attendees also took part in breakout sessions

that covered issues related to achievement particular to their specific region.

The annual meeting culminated on July 10 with a keynote speech delivered by prominent education researcher, Eric Hanushek, the Paul and Jean Hanna Senior Fellow at the Hoover Institution of Stanford University in the U.S. Speaking about *"The Economic Value of High Achievement,"* Hanushek presented some of the findings of his work and showed the clear and undeniable impact that education can have on national and global economies.

Hanushek shared his impressions of the meeting and SABIS® following the event. *"While I had known of SABIS® for some 20 years, the Directors' Meeting provided me with a deeper and richer appreciation of the overall organization. First, each of the people I met from around the world displayed an unusual combination of friendliness, seriousness of purpose, and dedication to their mission. Second, through catching glimpses of the overall approaches to education, I could not help but believe that this model should be disseminated much more widely."*

Rested, rejuvenated, and enthused, attendees of the meeting departed ready to begin preparations for the new academic year.

To read more about how schools in the SABIS® School Network achieve excellence, read the latest press releases found on sabis.net at bit.ly/1wLdXRm.

SABIS® Global Network Welcomes New Member Schools

On September 8, 2014, SABIS® welcomed a new member to its global school network. The International Academy of Trenton Charter School, in Trenton, New Jersey, U.S.A., opened its doors to 354 students in Kindergarten through Grade 3. The school will open one additional grade level in each new academic year until it reaches a full K-12 offering.

The International Academy of Trenton Charter School is the first of several charter schools that are planned for the state of New Jersey. A second charter has been approved for Camden, NJ, and two additional charters, in Bridgeton and Atlantic City, are currently in the approval process.

"SABIS® is committed to providing educational options for children in districts where local public schools are underperforming," said Jose Afonso, Director of Business Development in the U.S. *"By opening schools in districts like Trenton, SABIS® is playing an important role in helping to improve the lives of children and communities. This is at the heart of our mission to change the world through education."*

Across the globe, in the Middle East, two additional schools join the network in 2014-15. In Jeddah, Saudi Arabia, SABIS® is poised to open its third member school in the country. The Jeddah Private International School (JPIS) begins operation in September, and in the U.A.E., the Military High School – Madinat Zayed, a new Public-Private Partnership (PPP) school, is set to open its doors.

Committed to make a difference in the world through education, SABIS® is pleased to welcome the new schools to its growing global network.

For enrollment information visit, iat.sabis.net (Trenton) or jpis.sabis.net (Jeddah).

SABIS® Signs Licensing Agreement with Vernare Learning



Powered by
SABIS®

SABIS® recently signed a licensing agreement with Vernare Learning, a new Charter School Management Organization that will manage a network of schools throughout the state of Missouri in the U.S. With a focus on academic excellence, Vernare Learning aims to operate green campuses that are designed to reduce the ecological footprint and provide healthy learning and play spaces.

Under its licensing agreement, Vernare Schools will be "Powered by SABIS®" and implement the SABIS® Educational System, a college-preparatory model with over 128 years of success in educating K-12 students.

"Vernare Learning is pleased to be collaborating with SABIS®," said Amber Simpson, CEO & Founder of Vernare Learning. *"SABIS®'s proven track record, tried and tested teaching methods, and challenging curriculum are the perfect match for the Vernare network of schools."*

Vernare Learning joins other U.S. schools that have partnered with SABIS® under a licensing agreement. The SABIS® Licensing Program includes rigorous, Common Core-aligned curricula, a comprehensive book series, proven teaching methodologies, an effective assessment system, teacher-support materials, innovative educational software, and ongoing access to educational experts.

"Our licensing program is designed to provide an effective, scalable solution to dedicated educators who want to make a difference and help students to reach their full potential," commented Mr. Ayham Ayche, SABIS® Manager – Business Development, who oversees licensing. *"Through a research-driven, college-preparatory curriculum and the implementation of engaging teaching methodologies, students are fully equipped to meet the challenges of a changing world."*

Vernare Learning is set to open its first school in the state of Missouri in the 2016-17 academic year and has plans to launch additional schools throughout the state of Missouri.

For more information about licensing the SABIS® Educational System, visit licensing.sabis.net. For more information about Vernare Learning, visit vernarelearning.org.

Testimonial

"BelovEd Community Charter School has exceeded my expectations. What a wonderful community and great learning environment for my daughter. I love the SABIS® Educational System."

— Parent of a student in a school licensing the SABIS® system in New Jersey, U.S.A.

2014 SABIS® EXTERNAL EXAM RESULTS CONTINUE TO BEAT GLOBAL AVERAGES

Every spring, students in SABIS® member schools apply their knowledge and test-taking skills to external examinations, and every year the results are impressive. Among the external examinations are the American Advanced Placement® (AP®) program, the British Advanced Level (A Level), and International General Certificate of Secondary Education (IGCSE), in addition to others. The latest results released were recently compiled and show that students in SABIS® member schools continue to outperform global averages.

Advanced Placement®

Advanced Placement® exams are generally taken by senior students just before graduating. The exams take place in May of each year over a two week period and include written, oral, and practical portions which are designed to assess student knowledge and retention of material covered over a period of one to two years of preparation.

In the spring of 2014, 839 students in SABIS® member schools took AP® exams in 26 subjects. A total of 2,227 exams were taken in 25 SABIS® member schools. Results showed that 81% of the examinations scored the highest marks of 3, 4, or 5, with 5 being the highest mark possible.

Advanced Level

Like AP® exams, British-based Advanced Level exams, or A Levels, are taken by students who will soon be completing their secondary education. The exams cover a two-year curriculum in a set subject and can include written, oral, and practical portions, with examinations scheduled over a period of one and a half months in the late spring each year.

In 2014, 265 SABIS® students took A Level examinations in 9 subjects including Arabic, Biology, Business Studies, Chemistry, Mathematics, Further Maths, Economics, and Physics. Results from the 349 exams taken showed that 83% of examinations scored passing marks of A* through C, with A* being the highest score. More remarkable than these results is that the global average of A*-C in the same subjects was only 63%.

International General Certificate of Secondary Education

Also a British exam, the IGCSEs are typically taken by students who are completing the 10th or 11th grade in SABIS® member schools. In some subjects such as world languages, IGCSE exams are also taken by students who are much younger. Like the AP® and A Level exams, IGCSEs cover material learned by students over a one to two year period and are taken over a period of one and a half months in the spring of each year.

In the spring 2014 examination session, 1,721 students from 20 SABIS® member schools took a total of 4,473 IGCSE exams in 33 subjects. Results showed that 89% of the examinations were awarded marks of A*-C in comparison to a global average of 82% in the same subjects worldwide.

For more information about SABIS®, visit sabis.net.

Testimonial

“SABIS® sets ambitious goals for its students. The program of study is intensive and rigorous and students are well prepared for external examinations, college admission, and college studies. Monitoring by means of frequent testing – though not necessarily your child’s favorite pastime – is an effective method resulting in regular study and accumulation of knowledge throughout the term. There is less “busy-work” and more focus on productive assignments.”

– Parent of a student at
SABIS® International School – Adma

Celebrating Network Achievements

Driven by a commitment to continually seek to set higher and higher standards, schools in the global SABIS® School Network have been helping students achieve excellence for the past 128 years. United by a shared philosophy, which includes a non-selective admissions policy and the implementation of the SABIS® Educational System, schools in the network have achieved an impressive and geographically balanced track-record of achievements.

United States

In the U.S., the SABIS® School Network includes 11 public charter schools and one private school, all of which are frequently recognized as top educational institutions.

- In the 2013-14 academic year, the International Academy of Flint (IAF) in Flint, Michigan, was named as a “Reward School” for meeting Adequate Yearly Progress (AYP) and “beating the odds,” showing that the school is finding ways to effectively overcome traditional barriers to achievement such as low economic status, race and ethnicity, or proficiency in the English language. The school was also ranked as the 4th best charter school in the state of Michigan and was recognized by *U.S. News and World Report* as being among America’s “Best High Schools.”
- The Linwood Public Charter School (LPCS), a school which joined the SABIS® School Network in 2009 as a middle school, was named as a “Top Gains School” for the second consecutive year in 2013-14. LPCS 8th graders outperformed their peers in all subjects in schools of a similar makeup in the Caddo Parish school district. They also outperformed students in other Recovery School District Louisiana schools statewide in ALL four 8th grade LEAP subjects.
- The SABIS® International Charter School (SICS) in Springfield, Massachusetts, the network’s longest running public charter school, was named among America’s “Best High Schools” for the 5th year in a row by *U.S. News and World Report*. The school also graduated its 1000th student and the 2014 graduating class at SICS collectively earned more than \$11.4 million in college scholarships.

- The International School of Minnesota (ISM) was listed on the “Challenge Index” ranking America’s most challenging schools by *The Washington Post*. ISM students take an average of seven Advanced Placement® exams before they graduate and 100% go on to attend college or university.

Europe, Egypt, Kurdistan, & Pakistan

The SABIS® School Network in Europe, Egypt, Kurdistan, and Pakistan includes 18 member schools including seven public-private partnership schools and two schools that license the SABIS® Educational System. Each of the schools earned impressive recognition in the 2013-14 academic year.

- Students at the ISF Internationale Schule Frankfurt-Rhein Main (ISF) in Frankfurt, Germany, swept the top spots at the Germany-wide American Library Spelling Bee competition in Karlsruhe in April 2014. The ISF winners of the top three places are all non-native speakers of English.
- At the International School of Choueifat – Lahore, all 22 students who took the French language proficiency exam, DELF, earned an A grade. Among the successful students was the only student in the whole of Lahore who took the DELF B1 exam.
- The International School of Choueifat – Erbil in Erbil, Kurdistan, Iraq, graduated its second class of seniors in 2013-14. Among the graduates were students who earned perfect 800s on their Scholastic Aptitude (SAT) I and II tests. One student, the class valedictorian, earned a perfect score on SAT II Chemistry, Physics, and Math.
- Two SABIS® member schools in Cairo were recognized by the Ministry of Education for their high level of engagement in social service. The International School of Choueifat – Cairo and the International School of Choueifat – City of 6 October organized fundraising efforts that raised enough money to fully furnish 12 classrooms in two Egyptian public schools and fund two summer camps for homeless children, three lifesaving heart surgeries, and over 600 medical check-ups for children in need. The schools also made donations to a local children’s hospital and a local orphanage.

MENA Region

The SABIS® School Network in the MENA region is comprised of 21 private member schools and two public-private partnership schools. The schools’ achievements in the 2013-14 academic year are impressive, some of which include:

- The SABIS® member schools in the U.A.E. have built an impressive track record of success on The College Board Advanced Placement® exams. Forty (40) percent of seniors in 2013-14 were named as AP Scholars, an impressive achievement given that the schools implement a non-selective admissions policy.
- Results released from ISC-Dubai students who took the 2012 PISA test showed that if ISC-Dubai were a country, the school would have ranked 2nd out of 65 countries in math and 1st in reading and science.
- Students from the International Schools of Choueifat in Lebanon earned recognition as part of the Model United Nations and Model Arab League competitions. Several students from each of the three member schools in Lebanon earned awards and scholarships as a result of their performance. One student from ISC-Choueifat was selected to be one of only 12 students on a delegation representing Lebanon at the Model Arab League competition in New York.
- Like its sister schools in Egypt, the International School of Choueifat – Amman worked to support good causes in their community. Through fundraising efforts, ISC-Amman

raised over \$30,000 to support the King Hussein Cancer Foundation. A video about their efforts can be viewed at: <http://bit.ly/1rYcC99>.

Driven by a commitment to continual improvement, the schools in the SABIS® School Network are well-positioned to continue their track record of success in the 2014-15 academic year. Watch for the latest updates on network achievements in the coming months. To receive SABIS® Press Releases throughout the year, send an E-mail to pressreleases@sabis.net.

SABIS® Releases New Titles in the SABIS® Book Series



New titles in the SABIS® Book Series

When SABIS® member schools opened their doors at the start of the 2014-15 academic year, students around the world were welcomed back to school with a number of new and appealing textbooks including English Literature, mathematics, science, and world languages. The new titles will join a comprehensive range of SABIS® books used in the classrooms of all SABIS® member schools.

SABIS® Vice President – Academic Development, Mr. Ghassan Kansou, explains: “A number of the books within the series were revised in order to meet new Common Core State Standards (CCSS) [in the U.S.]. As education bodies around the world update their curricula, we at SABIS® are able to meet the new requirements quickly and effectively.”

In addition to textbooks revised for the new CCSS, SABIS® has also updated the world languages series. Although the language of instruction in all member schools is English, the SABIS® Educational System emphasizes world languages as part of its rigorous curriculum. All students in SABIS® member schools learn a second language, in addition to English. The SABIS® Book Series reflects this requirement and includes a number of titles that ensure that students learn and master a second language. This year, SABIS® has updated its Spanish, French, Arabic, and Kurdish titles to ensure that students can meet the requirements of state and national exams.

The SABIS® Book Series currently includes more than 1,800 titles in seven languages, namely English, French, Arabic, Spanish, Kurdish, Portuguese, and the universal language of mathematics.

SABIS® Holds Summer Academy for PPP Teachers



Participants at the SABIS® Summer Academy pose for a group photo

In line with its commitment to raise overall education standards around the world, SABIS® held its annual three-week Summer Academy for English teachers from seven public-private partnership (PPP) schools in Kurdistan. Twenty-nine (29) English teachers from Fakhir Mergasori International School, Sarwaran International School, Sardam International School, Kalar International School, Suleimaniah International School, Soran International School, and Zakho International School traveled to Lebanon to attend the training from June 30 to July 18, 2014.

Over the three-week period, attendees participated in extensive training in the delivery of the new English curriculum as well as in the use of the SABIS Point System® for the effective delivery of academic material. Training also focused on the further development of attendees' English language skills. The focus and content of all sessions were in line with SABIS®'s commitment to contributing to capacity building in Kurdistan as a means to contribute to shaping the future of the region.

"The participants gained valuable exposure to the curriculum they will be teaching in the upcoming academic year as well as training from seasoned teachers within the SABIS® School Network," said Ghassan Kansou, SABIS® Vice President – Academic Development. *"I am confident that, upon their return, the teachers will be even more confident and effective in the classroom."*

During their stay in Lebanon, participants had the opportunity to experience the sights and sounds of their host country with visits to historical sites. The program culminated with an award ceremony at which SABIS® President, Mr. Carl Bistany, presented participants with certificates of program completion.

For more information about SABIS® member PPP schools in Kurdistan, visit pppkurdistan-sabis.net.

IT News

SABIS® 360 Introduced in the Network

In all SABIS® member schools, the performance of students in all grade levels is closely monitored by Academic Quality Controllers (AQC's), administrators dedicated solely to tracking student performance. AQC's in each member school analyze student performance, identify any "gaps" before they form, and coordinate efforts to ensure that the needs of each student are met.

In order to equip AQC's to fulfill their role in a timely, efficient, and reliable manner, SABIS® places a number of tools at their fingertips including hundreds of reports from the SABIS® School Management System (SSMS) and the SABIS® Tracker, a customizable data-mining tool. The SABIS® 360 is the latest addition to the resources available to AQC's across the global network.

The SABIS® 360 was developed to increase school performance by tracking students' progress closely, promoting efficient decision making, and providing for efficient analysis of exams. It identifies potential issues based on pre-defined measures such as exam performance that is less than the pre-defined average for a class or an individual student. The 360 then presents the relevant information in a dashboard format so that AQC's can zero in on issues and plan appropriate follow-up to resolve issues.

"SABIS® 360 is one of the various tools that has been developed in order to support the role of AQC's in their pivotal role," explained Ms. Magalie Naime, Regional AQC. *"It is a tool that cuts down on the length of time required for exam analysis, and by saving that time, AQC's can channel more effort into implementing action plans and following up on their effectiveness."*

Made possible through SABIS®'s commitment to ongoing R&D, SABIS® 360 has been through a rigorous development process including a pilot phase during which the new tool was made available to AQC's in select member schools. AQC's who were involved in the pilot phase were extremely pleased with the new tool.

"SABIS® 360 has organized my way of looking at exams. I can now concentrate on the follow up rather than the exam analysis itself. This tool has brought our work to a totally new level," said Mr. Elie Massaad, Secondary School AQC at ISC-Choueifat.

Students are the ultimate beneficiaries of the SABIS® 360 as the tool further directs administrators' attention on potential issues and reinforces everyone's efforts to ensure that "no one fails in peace." According to Ms. Diana Abdel Samad, Primary School AQC at ISC-Choueifat: *"SABIS® 360 has become my reference point in many aspects. This is a tool that supports me in doing all I need to do for the benefit of my students."*

The SABIS® 360 will be made available to all SABIS® member schools in the 2014-15 academic year.

SABIS® Begins Introducing E-Books in Member Schools

As an industry-leader in the use of technology in education, SABIS® is committed to ongoing research and development of new ways to enhance the learning process and improve student outcomes. In line with this commitment, in 2012 SABIS® began a long-term project to develop E-books for use in member schools. Now, in the third year of the project, the organization is poised to roll out E-books on a limited scale in the network.

SABIS® E-books are not simply digitalized versions of the over 1800 titles in the SABIS® Book Series. The SABIS® E-book series goes beyond this content to include interactive digital features such as animations, videos, audio recordings, glossaries, and hyperlinks to enhance the learning process while, at the same time, maintain the efficiency and integrity of the traditional book format.

The long-term E-book project was designed to include thorough development and pilot phases. Extensive development work was done in year one, and in the 2013-14 academic year, the fruits of development were piloted in selected member schools.



Students using E-books in class

“During the pilot phase, over 80 students in Level K (equivalent of Grade 9) and 11 teachers at SIS-Adma in Lebanon were given tablets to access E-books covering all subjects in that grade,” explained Ms. Brigitte Matar, Head of Book Publishing Department at SABIS® Educational Services. “The feedback from students and teachers alike was extremely positive and helped guide our efforts in improving and streamlining the overall E-book experience.” She continued, “Now, we are poised to implement phase one of the roll-out plan. During this phase, SABIS® will introduce E-books in levels E, G, and K (grades 3, 5 and 9) in the SABIS® International School – Adma, the International School of Choueifat – Choueifat, the International School of Choueifat – Dubai, and International School of Choueifat – Abu Dhabi.”

During phase one of the roll-out, participating schools will provide SABIS® with feedback based on their students’ experience with the tool. SABIS® will, in turn, use the feedback to fine-tune the E-books at these grade levels and continue development work on E-books at other grade levels.

Parents and students at member schools participating in the phase one roll-out have received information about the required technical devices (tablet) for each student and will be informed by their school’s administration two weeks in advance of the roll-out.

Watch future issues of the SABIS® Newsletter for continued updates on the SABIS® E-book project.

SABIS Student Life Organization® News

SABIS® Worldwide Student Life Training Camp 2014



SABIS® Worldwide Student Life Training participants pose for a group photo in front of The Acropolis in Athens, Greece

From July 15-24, 2014, 100 individuals from SABIS® member schools in North America, Europe, North Africa, Asia, and the Middle East participated in the annual SABIS® Worldwide Student Life Training Camp (SLTC). Held in Athens, Greece, the camp included student representatives from SABIS® member schools and Student Life Coordinators (SLCs), all of whom came together for 10 days of training, cultural exploration, and fun.

Camp participants took part in training sessions every day. The sessions were presented by a combination of individuals including Mr. Roger Soweid, SABIS® Corporate Director – Student Life and Student Management, and Student Life Coordinators (SLCs) and were designed to help focus attention on elements needed to achieve success in the coming academic year.

“The main purpose of the SABIS® Worldwide Student Life Training Camp is to ensure that selected prefects and Student Life Coordinators are equipped with the relevant tools to infuse their schools with the right spirit and in the process take their SLO®s to a different height through training in life skills such as communication, team-building, and positive thinking,” explained Mr. Soweid.



A group of camp participants during a workshop held in the fresh air

In addition to the numerous and varied workshops, the participants also enjoyed the exploration of cultural and historic sites of Greece including The Acropolis, Plaka Market, Cape Sunio, and Greek Islands of Aegina, Poros, and Hydra.

Student feedback from the 2014 SLTC was overwhelmingly positive.

"I'm taking all the positive thoughts and ideas and will try to apply all the lessons that I've learned to my school and to my life." -- Margarita Kuzina, ISC-AI Ain, U.A.E.

"The Student Life Training Camp is a life changing experience; it is such a blessing to have the opportunity to interact with schools all over the world and grow as a leader." -- Jillian Allen, International Academy of Flint, U.S.A.

"This is the best experience in my life as it taught me a lot of things that will help me not only to improve my school but also to improve myself and my life. And I will do my best and try to apply all of the amazing ideas that I have gained in the camp to improve my school and make a change. I will also try to tell the students more about what I have learned from the presentations." -- Lamis Sallam, ISC-City of 6 October, Egypt

"The camp was an experience like no other. It has inspired me with new ideas that I would like to implement in my school." -- Hrithik Reddy, ISF, Germany

"I'm taking back with me everything I learned from the training sessions and I'm going to use that knowledge to work on myself as a person and try to spread as much knowledge and positivity as I possibly can to the people around me. Moreover, with the skills I acquired at this camp, I am more than sure I can help make a positive change at my school and this is truly my most important goal."
-- Amir El Asmar, ISC-Choueifat, Lebanon

"The camp was great. I wish I could stay here longer. But I realize it is time to go back to school and change the world." -- Nathan Johnson, SABIS® International Charter School in Springfield, Massachusetts, U.S.A.

Students were not the only ones to leave the camp motivated and enthusiastic about the year ahead. Student Life Coordinators were equally enthusiastic:

"I am walking away with a deeper understanding of how we can inspire and motivate others to be a part of an organization whose aim is to make school a positive experience for all and to help students achieve success by being positive, spreading goodness, choosing our attitude, and recognizing that the power resides within each of us."
--Gina Martin-Ryan, SLC at SABIS® International Charter School in Springfield, Massachusetts, U.S.A.

"Meeting other SLCs and discussing our experiences gave us a multitude of new ideas that we can implement in our respective schools to enrich SLO®. The SABIS® Worldwide Student Life Training Camp is a reservoir of power that constantly feeds us." --Tony Tannous, SLC at ISC-AI Ain, U.A.E.

Motivated, excited, and full of new ideas, the participants returned from the camp committed to making a difference and improving

SLO® in their respective schools. A number of SABIS® member schools will be holding mini camps allowing the participants to share their experiences and what they have learned with their peers.



A group of participants visiting ancient ruins in Greece

For more information about the SABIS® Worldwide Student Life Training Camp, including a photo gallery documenting the daily activities and events that took place throughout the camp, visit sltc.sabis.net.

Making a Difference

ISM Makes a Difference in Ecuador

The potential to make a difference in the lives of others drives not only SABIS®, but also schools within its global school network. By participating in a multitude of community service activities, students in SABIS® member schools develop into compassionate individuals who understand the value of being active and responsible global citizens.

The International School of Minnesota (ISM) is a private SABIS® member school located in Minnesota, U.S.A., and it is currently starting its 30th year in operation. The school has a long history of giving back to the local and the global community and regularly explores new opportunities to give back. The school's most recent community service initiative partnered them with "Free the Children," an organization that seeks to provide all children in the world with the opportunity to achieve their full potential.

In its efforts to support "Free the Children" and its "Adopt-A-Village" program, throughout the 2013-14 school year, ISM organized a number of fundraising activities. "Through various fundraising activities and projects, the ISM community was able to collect close to \$20,000 to help support the village of Mondana, Ecuador," stated Mr. Stephan Michaud, ISM Student Life Coordinator. "The collected funds were used to build school facilities and support education and health in Mondana."

The year-long fundraising efforts culminated in a trip in July 2014 organized by ISM's SABIS Student Life Organization® (SLO®) to Ecuador, where two parents, two members of ISM staff, and five ISM students spent eight days helping the Mondana community on the Napo River in the Amazon with the construction of a school kitchen which will feed over 150 students during the academic year.

“Being able to be part of making the world a better place and supporting communities in need around the world was truly inspiring and we are proud to make a difference in the lives of others,” said Michaud.

Carmen Chavez, a Grade 10 student at ISM, was extremely pleased upon her return home from the service trip. “The people I met in Ecuador were so happy even though they had so little. They all work together to help their community grow. It just seemed like everyone there loved each other. Despite their situation, they were all happy and smiling. I am privileged to have been able to meet and help these people. They have taught me so much.”

ISM students, parents, and teachers will return to the Amazon during the 2015 summer to continue supporting the Mondana community. For more information about ISM, visit ism-sabis.net. For more information about Free the Children’s Adopt-A-Village program, visit freethechildren.com/international-programming/adopt-a-village/.



ISM students during their trip to Ecuador

HR

Homegrown Talent: An Enabler of Excellence

As a successful, global organization on a growth path, SABIS® is committed to identifying and developing strategies to effectively facilitate expansion. One central strategy is to develop promising employees and prepare them to take on new positions as opportunities arise.

“Homegrown talent is a crucial enabler of excellence,” explained Mr. Joe Achkar, SABIS® Group Vice President – Organization Development. “Discovering talent within our network, identifying their strengths and their development needs, and investing in these needs is, in the long run, a guarantee that as we grow we will deploy the right people quickly and without significant disruption to the organization.”

At SABIS®, the effective development of high potential employees goes beyond professional development programs. It includes self-directed learning, on-the-job development, mentoring, and coaching as well as assignments, projects, and job rotation as a means to challenge and motivate individuals.

“The SABIS® School Network includes over 5,500 individuals who are employed in member schools and regional and corporate offices,” stated Mr. Achkar. “That is 5,500 people who each possess unique strengths and talents. By tapping into that talent pool and actively developing people’s skills,

SABIS® can effectively meet current needs as well as fuel growth on the horizon.”

Examples of talent development abound in the network, which educates close to 65,000 students in schools located in 15 countries on four continents. Take Mr. Stephan Kleynhans as one example among many. Kleynhans started working at the International School of Choueifat – City of 6 October in Egypt in 2005 as an economics and business studies teacher. In 2006, he became the Student Life Coordinator at ISC-City of 6 October. SABIS® and local school administrators quickly identified Kleynhans as an individual who had both the potential and desire to take on more responsibility. Over his nine years in the network, he was promoted to the Project Coordinator – Student Life, and most recently, he was moved into the position of Acting Director at the International School of Choueifat – Erbil in Kurdistan, Iraq, where he will be leading the school’s 2000-strong community in the implementation of the SABIS® Educational System.

Looking to the future, with new member schools in the works in various parts of the world including the U.A.E., Saudi Arabia, Azerbaijan, Turkey, Panama, and Brazil, SABIS® is committed to growing its human resources, one of its strengths as a network, so that the organization can continue to bring a top-quality education to an increasing number of students around the globe.

To explore opportunities for growth within the SABIS® School Network, speak with your school’s HR Officer. To view job vacancies in the network, visit careers.sabis.net.

“Any company aiming to grow—and, in particular, to grow on the global stage—has little hope of achieving its goals without the ability to put the right people on the ground, and fast.”

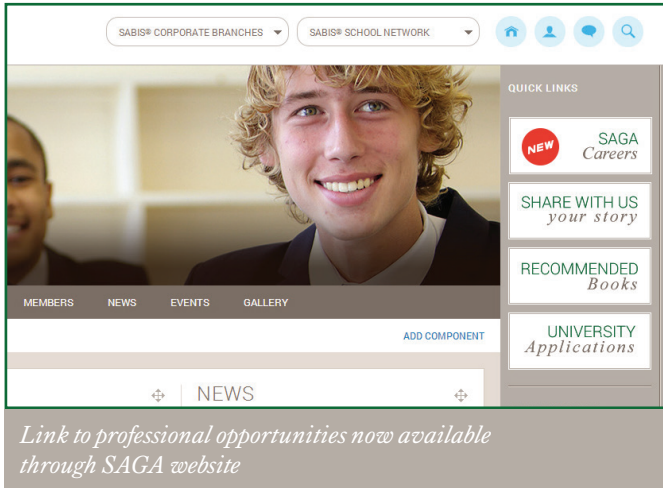
— Douglas A. Ready and Jay A. Conger, *Make Your Company a Talent Factory*, Harvard Business Review.

SAGA

SAGA Website Launches New Careers Module

Since the launch of its new design in April 2014, the SABIS® Alumni Global Association (SAGA) website has continued to introduce new modules and services designed to meet the needs of its growing membership. The latest feature to be introduced to the site is SAGA Careers, a module to assist members in their job search.

The SAGA Careers module originated out of a commitment to facilitate SAGA members' search for jobs in today's increasingly competitive job market. The module currently includes open positions in schools across the SABIS® School Network as well as in all of the three, independent SABIS® corporate headquarters in the U.S., Lebanon, and the U.A.E. Additionally, SAGA members can sign in to the site and post information about available positions in their organizations.



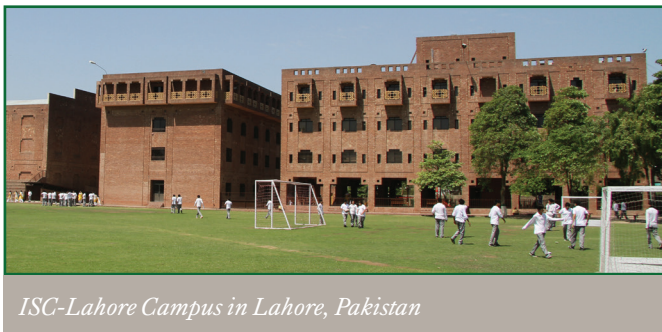
Link to professional opportunities now available through SAGA website

“SAGA Careers offers opportunities both within the global SABIS® School Network and elsewhere,” explained Dr. Zahi Ramadan, SABIS® Operations Director – Higher Education. “As a fast-growing organization and school network, SABIS® always has new opportunities that open up and there is a great value added to hiring individuals who have knowledge of the SABIS® Educational System. Beyond that, SAGA members have access to a wealth of information about job opportunities outside of SABIS®.”

The SAGA Careers module was officially launched in September 2014 and is available to all SAGA members. To access the module, log on to saga.sabis.net and click on the SAGA Careers tab.

Feature School

The International School of Choueifat – Lahore



ISC-Lahore Campus in Lahore, Pakistan

Located in Lahore, Pakistan, the International School of Choueifat – Lahore (ISC-Lahore) opened its doors in September 1992 as an independent, co-educational day school. Today, 23 years later the school has an enrollment of over 900 students in Kindergarten through Grade 12 and has a reputation for providing its students, aged 3 to 18+, with a top-quality international education that prepares them to achieve future success.

In addition to educating students from Kindergarten through graduation, ISC-Lahore also offers a Playgroup Program for pre-Kindergarten-aged children. Operating for two hours daily from March through May, the program offers toddlers the chance to take part in a variety of educational activities, exposes them to many aspects of school life, teaches them to follow a routine and listen to instructions, and introduces them to phonics and math, all in preparation for a smooth and happy transition into life in Kindergarten.

Raising Academic Standards

Like all SABIS® member schools, ISC-Lahore implements the SABIS® Educational System, a comprehensive and challenging academic program with an internationally-oriented curriculum that emphasizes the core subjects of English, mathematics, and world languages.

Supporting ISC-Lahore students in their acquisition of the English language in a country where English is not the mother tongue and public libraries are scarce, ISC-Lahore offers the Accelerated Reader Program. As soon as students are of an age to read independently – as early as Kindergarten – they are introduced to exciting Accelerated Reading books, acquiring English language comprehension skills as well as a lifelong love of reading and learning.

A number of academic programs at ISC-Lahore ensure that all students, from a very young age, take their education seriously and take an active role in helping their peers excel academically. Students who master particular subjects regularly volunteer as Shadow Teachers®, positioning them to assist their teachers by taking the lead in presenting material in class.



Shadow Teacher® at ISC-Lahore

“Shadow Teachers® play a vital role in my classes. Their efficiency enables the class to stay on track. They help me make sure that the students' work is completed and up to the mark,” said a Primary School English Teacher at ISC-Lahore.

During the 2013-14 academic year, ISC-Lahore operated the school for three consecutive days using only Shadow Teachers®. One hundred and forty (140) Shadow Teachers® in grades 4 to 12 ran all the lessons, demonstrating strong classroom management and efficient use of the latest classroom technology.

Students at ISC-Lahore have another opportunity to contribute to raising overall academic standards in the school. They can also volunteer as peer tutors, helping their fellow classmates to fill gaps in their knowledge base. Through both Shadow

Teaching® and peer tutoring, students at ISC-Lahore play an important role in raising academic standards at the school and develop essential life skills.

Achievements

Through the rigor of the SABIS® Educational System and its rich curriculum, ISC-Lahore students are prepared to excel on external exams. In the 2013-14 academic year, 89% of ISC-Lahore students in Grade 12 were awarded AP® Scholar, Scholar with Honor, or Scholar with Distinction awards.

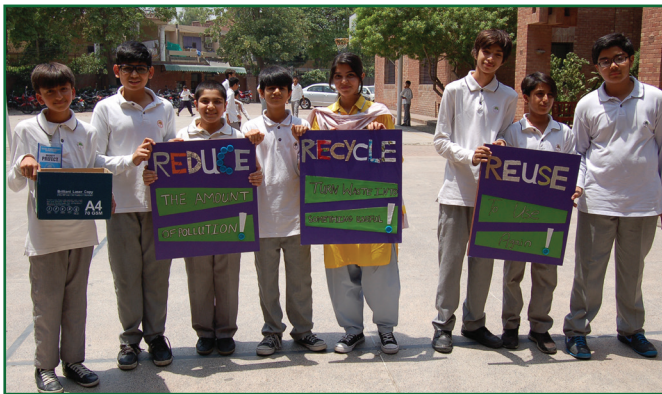
On British-based external exams taken in the Spring of 2014, 80% of ISC-Lahore students earned grades of A*-C on their GCE O Levels and IGCSEs. On the Diplôme d'études en langue française (DELF) exams, 22 out of 22 students from ISC-Lahore who took the DELF test in April 2014 scored A with one student becoming the only candidate in the whole of Lahore to earn an A on the DELF B1 exam.

Equipped with outstanding results, ISC-Lahore students go on to attend the most prestigious universities around the world including the University of California at Berkeley, McGill University, Stanford University, Royal College of Surgeons in Ireland, and the Agha Khan University to name a few.

"The 3Rs Campaign (Recycle, Redo, Reuse) we launched at the beginning of the year was a huge success," explained Ms. Margo Abdel Aziz, ISC-Lahore School Director. "At ISC-Lahore we are committed to raising environmental awareness. From a very early age, our students are exposed to hands-on activities on diverse topics ranging from renewable energy, biodiversity, climate change, sustainable development, and environmental law."



A group of ISC-Lahore prefects pose for a photo



ISC-Lahore students participate in a recycling campaign

Raising Environmental Awareness

In addition to instilling a lifelong love of learning, ISC-Lahore is also committed to helping students develop a love and respect for their environment. In line with this commitment, ISC-Lahore signed a Memorandum of Understanding (MoU) with the World Wildlife Fund for Nature (WWF) Green School Program in Pakistan at the onset of the 2013-14 academic year. Through the WWF-Pakistan Green School Program, ISC-Lahore students receive regular insights into the eco-dynamics and environmental challenges faced at a global and national level and develop an understanding of their role as custodians of valuable natural resources. Through participation in an array of very exciting environmental projects and activities including Eco-Magazine, Nature Photography, Documentary Making, ISC-Lahore students develop an acute awareness of the importance of living in harmony with nature.

ISC-Lahore also rolled out a successful recycling campaign designed to teach students that every little bit counts and that it only takes small changes in daily life to make an impact on the environment.

An Active SLO®

The active SABIS Student Life Organization® (SLO®) at ISC-Lahore offers students a large number of opportunities to explore their interests and talents. Through SLO®, students can participate in a wide range of activities and clubs outside the classroom that include sports, music, drama club, embroidery, and board games.

The ISC-Lahore soccer team, ISC-Relentless, proved at the Karachi United Tournament that it has the will, determination, and skills to conquer all obstacles. In 2013, ISC-Relentless brought home the Lahore School Championship trophy. ISC-Relentless qualified for the final match in Karachi, where they came in second place in the Schools Football championship for the whole of Pakistan.

Academic events are also an important part of the activities on offer. The SLO® Academic Department organizes an annual spelling bee as well as a number of math quizzes. ISC-Lahore students also have the opportunity to participate in SABIS® School Network academic events, such as the SABIS® STARS tournament, a biennial contest that challenges students' knowledge and critical thinking skills through debate, public speaking, spelling bee, science fair, and advertising. In participating in the 2014 SABIS® STARS tournament, ISC-Lahore won second place in the advertising, public speaking, and science fair competitions and third place in the art category.

In addition to academic and sports activities, the SLO® organizes numerous projects and social activities with the aim of giving back to the community. The first bake sale that was organized by the 2014 graduating class surpassed all expectations, with half the proceeds donated to a local charity that works with handicapped children.

Through SLO®, students create a community in which each and every individual can grow, excel, and take pride in their

individual and collective accomplishments. According to one student in Grade 11, “The SLO® is a place of happiness, a group of friends, a helping hand, and a safe haven. It is more than an organization to us students; it is both a second family and a second home.”



ISC-Lahore students during the SABIS® STARS debating competition

Through a comprehensive educational program, ISC-Lahore provides its students with multiple opportunities to acquire knowledge, explore their interests, and give back to the community. ISC-Lahore graduates are well-rounded individuals who are ready to achieve future success and become global citizens of the world.

For more information about ISC-Lahore, visit isclahore.sabis.net.

Alumni in the Spotlight

Sharang Biswas, International School of Choueifat – Abu Dhabi, Class of 2008

Sharang Biswas enrolled in the International School of Choueifat–Abu Dhabi (ISC-AD) in the U.A.E. as a 3rd grader and graduated in the summer of 2008. At ISC-AD, Sharang grew up around students from different countries, cultures, and religious backgrounds and learned to celebrate cultural diversity in the student body. Originally a young and shy student, Sharang soon developed into a confident, well-rounded, and curious young man who set out to learn more about both the arts and the sciences.

During his time at ISC-AD, Sharang excelled academically and earned the highest mark **in the world** in International General Certificate of Secondary Education (IGCSE) Physics in 2007. For his performance, he was awarded the HH Sheikh Maktoum Bin Mohammad Bin Rashid Al Maktoum Cambridge Award, which is given students who perform outstandingly on IGCSE exams. Sharang attributes his success on external exams to the SABIS® approach to teaching. “SABIS®’s key strength is how basic, key concepts are taught until they are mastered by each and every student,” he explains.

As a student who identified strongly with the SABIS® approach to teaching, Sharang decided to help his fellow students master concepts. He joined the SABIS Student Life Organization® (SLO®) Academic Department and became a peer tutor, helping his classmates master challenging material. Not only did his involvement in SLO® help improve his classmates’ skills, it also helped him develop as an individual. Reflecting on his role in the SLO®, Sharang says, “My experience as a peer tutor really helped me break out of my shell and develop my interpersonal skills. I’ve since used those skills in the artistic work that I create, which heavily features theatrical and performance elements.”

Once at university, Sharang drew on his strong academic foundation to help him successfully complete a Bachelor of Arts degree in Engineering Sciences at Dartmouth College, a private, Ivy League research university located in the U.S. He followed up his first bachelor’s degree with another in Biotechnology and Biochemical Engineering. Having satisfied his interest in engineering-related studies, he decided to develop his creative side and is currently pursuing a master’s degree in Interaction Design and Creative Technology at the Tisch School of the Arts, New York University (NYU).

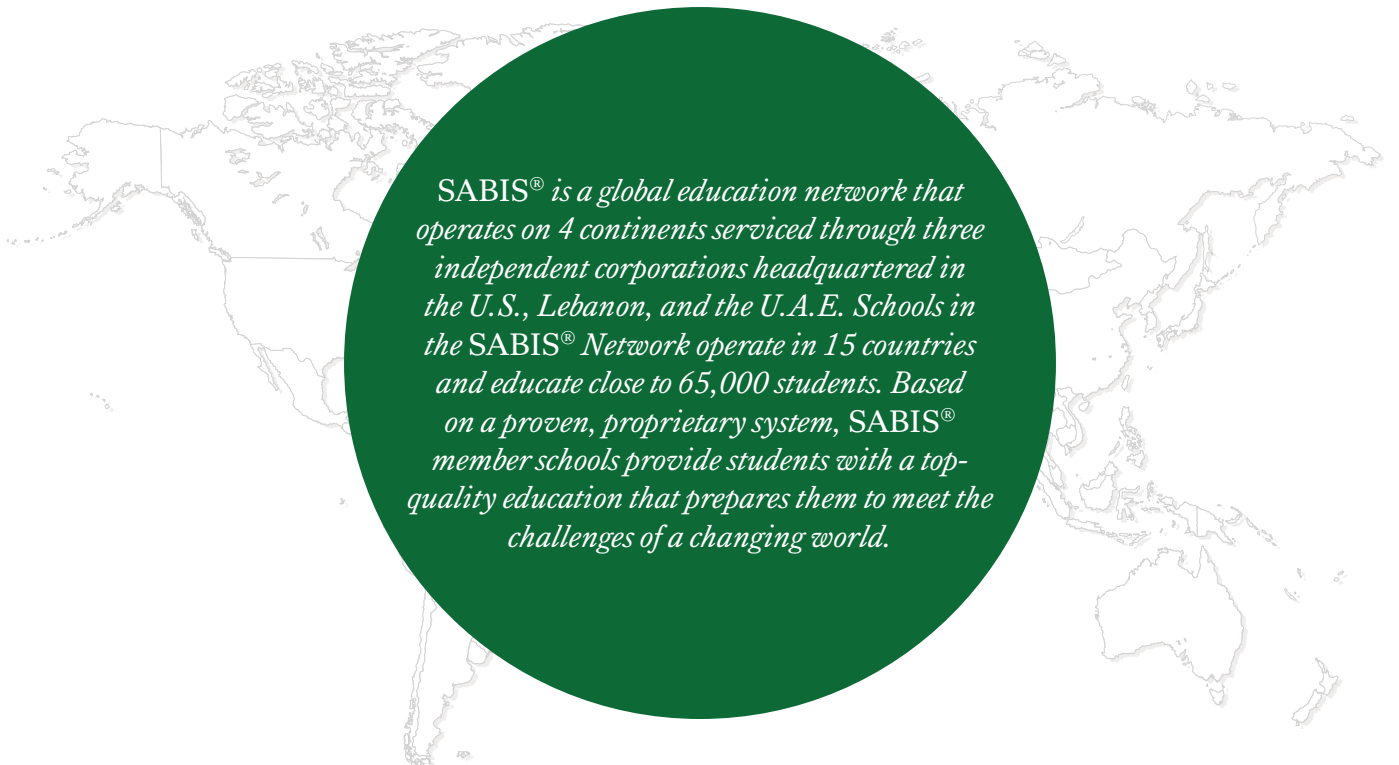


Sharang Biswas, ISC- Abu Dhabi, Class of 2008

In July 2014, Sharang performed an improvisational drawing-storytelling piece at the Museum of the Moving Image in New York. He has also completed a multimedia, interactive theatrical play at the Brick Theater in Brooklyn. He is currently the Solow Art and Architecture Intern in Digital Learning at the Metropolitan Museum of Art, focusing on game design for art education.

Having built on the knowledge and skills he acquired as a student at ISC-AD, Sharang has a world of opportunities open to him. We wish him all the best in whatever path he chooses – the arts or engineering.

Graduates from SABIS® member schools can connect with classmates through SAGA, the SABIS® Alumni Global Association at saga.sabis.net.



SABIS® is a global education network that operates on 4 continents serviced through three independent corporations headquartered in the U.S., Lebanon, and the U.A.E. Schools in the SABIS® Network operate in 15 countries and educate close to 65,000 students. Based on a proven, proprietary system, SABIS® member schools provide students with a top-quality education that prepares them to meet the challenges of a changing world.

Members of the SABIS® Network

NORTH AMERICA PRIVATE SCHOOLS: The International School of Minnesota - Minneapolis, 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. | Lowell Collegiate Charter School - Lowell, Massachusetts, U.S.A. | SABIS® International Charter School - Springfield, Massachusetts, U.S.A. | International Preparatory Academy - Detroit, Michigan, 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 Trenton - New Jersey, U.S.A. | Mt. Auburn International Academy - Cincinnati, Ohio, U.S.A. | **LICENSED SCHOOLS:** BelovED Community Charter School - Jersey City, New Jersey, U.S.A. | **EUROPE PRIVATE SCHOOLS:** SABIS International School U.K. - Bath, England | ISF Internationale Schule Frankfurt-Rhein-Main - Frankfurt, Germany | **LICENSED SCHOOLS:** Internationale School on the Rhine - Neuss, Germany | Cambridge School of Bucharest - Bucharest, Romania | **NORTH AFRICA PRIVATE SCHOOLS:** The International School of Choueifat - Cairo, Egypt | The International School of Choueifat - City of 6 October, Egypt | **ASIA PRIVATE SCHOOLS:** 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 - Suleimaniah, Kurdistan, Iraq | SABIS® International School - Adma, Lebanon | The International School of Choueifat - Choueifat, Lebanon | SABIS® School El-Metn - Dhour El-Choueir, 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 | Riyadh Private International School - Al Wadi, Riyadh, Saudi Arabia | Riyadh Private International School - 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 "A", 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 - Erbil, Kurdistan, Iraq | Military High School - Madinat Zayed, Abu Dhabi, U.A.E. | Ruwais Private School - Ruwais, Abu Dhabi, U.A.E. | Military High School - Al Ain, U.A.E. | **UNIVERSITY:** SABIS® University - Erbil, Kurdistan, Iraq