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Highlights of the Issue

SABIS® Focus of Case Study for Harvard Business School

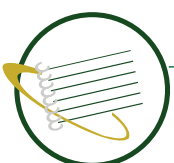
SABIS® - A Global Educational Venture From Lebanon is the title of the new case study published by the Harvard Business School highlighting SABIS® and its audacious strategic growth targets. The case study is aimed at business school students studying the growth and expansion of global entrepreneurial ventures.

Researched and written by Mr. Daniel Isenberg, PhD, former Harvard Business School professor and prolific author of case studies of global entrepreneurship, the SABIS® case study included interviews with SABIS® co-founders, Mr. Ralph Bistany and Mrs. Leila Saad, and SABIS® President, Mr. Carl Bistany.

Mr. Carl Bistany praised the value of this case study in exposing the success of SABIS®'s business venture. "We are very pleased to be featured in a case study for the Harvard Business School. SABIS® has treated education as a business since it started operating its first school in 1886," he stated. "It has always made sense to us to subject the industry to the same market forces that influence any other service industry. Our success, like any other burgeoning business, comes from meeting the needs and expectations of our customers

and staying on the cutting edge so that we can continue to meet their needs in the future."

Professor Isenberg concurred saying, "The very fact that SABIS® operates schools in 15 different countries, including eight charter schools in the US, yet was conceived of and started just outside of Beirut, Lebanon, shows the entrepreneurial spirit at its best and can serve as



Now Available Online

For more information on employment or alumni news within the SABIS® School Network, access our websites: <http://www.sabis.net>, <http://www.sabiscareers.com>, <http://www.iscalumni.com>

an inspiration to entrepreneurially-minded students everywhere in the world.”

The SABIS® case study premiered at Reykjavik University in Iceland on December 4, 2009.

It joins a pool of case studies about companies like Yahoo, Cisco, Procter & Gamble, Coca-Cola, and General Mills, all of whom have lent their experience to help mold future generations of global business leaders.

To read the SABIS® case study in its entirety, visit <http://harvardbusiness.org/search/sabis>.

SABIS® Co-Founders Visit Kurdistan



SABIS® Co-Founders with ISC-Erbil Student Prefects

SABIS® co-founders, Mrs. Leila Saad and Mr. Ralph Bistany, recently visited Kurdistan, where they toured the International School of Choueifat – Erbil and the SABIS® University as well as two of the three public-private partnership (PPP) schools operating in Kurdistan, the Fakhir Mergazori International School and Sarwaran International School. The co-founders were accompanied by SABIS® President, Mr. Carl Bistany, and Mr. Elie Sawaya, SABIS® UAE/Gulf Representative.

On their visit to ISC-Erbil, currently in its fourth year of operation with more than 1000 students, the co-founders were given a warm welcome. Student Life prefects along with ISC-Erbil Director, Dr. Humaira Bokhari, and Student Life Coordinator, Mrs. Rawiya Mahmoud, gave a tour of the school campus. The students took great pride in explaining the school operation, the various programs, and the role of the student prefects in supporting the administration, teachers, and students at ISC-Erbil.

While touring the ISC-Erbil campus, Mrs. Saad and Mr. Bistany observed SABIS Shadow Teachers® in action in KG2 as well as in the middle school. They also observed the high level of students’ engagement in numerous prefect positions throughout the school.

Mrs. Saad and Mr. Bistany’s trip to Kurdistan also included a day spent at the Fakhir Mergazori International School, which was the first PPP School in Kurdistan, and the Sarwaran International School, a second PPP school that was founded to educate children of martyrs. The co-founders visited several classrooms to observe instruction and the implementation of the SABIS Point System®. They also had the chance to meet with the administration, teachers, and students.



Mrs. Saad at Fakhir Mergazori International School

At the PPP schools, the co-founders were impressed by the strong spirit of achievement present, even in the newly-established Sarwaran International School. They were also pleased to see that the schools were instilling the SABIS® system in students from a very early age and laying the foundation for skills that will benefit them for years to come.

The SABIS® co-founders also visited the temporary campus of the SABIS® University. The visit provided an opportunity to observe the training of local Ministry of Education (MOE) teachers. This training occurs as part of the PPP project and includes training of MOE

teachers in English proficiency, Information Technology, and the implementation of the SABIS Point System®. Mrs. Saad and Mr. Bistany also attended some classes and visited campus facilities.

The trip to Kurdistan culminated with a dinner for the staff of ISC-Erbil, both PPP schools, and the university. Those in attendance listened to an address by Mrs. Saad in which she praised their efforts and encouraged them to maintain the high standards that will help students there become responsible, world-class citizens.

For more information on SABIS® in Kurdistan, visit www.iscerbil-sabis.net, www.pppkurdistan-sabis.net, and www.sabisuniversity.net.

The ISC-Lahore Alumni Association: Fostering Friendship and Ideals



ISC-Lahore Alumni Reunion

Recently, a group of graduates from ISC-Lahore in Pakistan were looking for a way to revive school friendships and reconnect with their former classmates. They were also interested in networking with former classmates who shared the strength of ideals fostered by the school and promoting these ideals among their wider acquaintances. Working with ISC-Lahore faculty and staff, this engaged group of graduates established the ISC-Lahore Alumni Association as a means to accomplish all their goals.

By providing alumni with the opportunity to establish beneficial relations and ongoing communication, the ISC-Lahore Alumni Association perpetuates the ideals and strengthens the friendships formed at school. All former students of ISC-Lahore are eligible to be members and are entitled to all the rights and privileges of members of the association including the right to vote at all association meetings and to receive publications of the school and notices to the association's annual meeting.

"I aspire to give others the opportunity to attend ISC-Lahore. I hope to accomplish this by supporting the school by serving as the president of the ISC-Lahore Alumni Association," stated Mr. Mohsin Shah. Mr. Umer Sheikh, vice president, also expressed the importance of the association saying, *"Regardless of where we are today, we know scattered in all corners of the earth is a group of individuals with whom we once shared a classroom, a sport, a doodle we called art, and a laugh. Were it not for ISC-Lahore's Alumni Association, we would never be able to share these memories again."*

Despite its infancy, the ISC-Lahore Alumni Association has already had its share of accomplishments. It organized a farewell dinner in the honor of Mr. Mounir Geha, long-time ISC-Lahore Director. In addition, it held a grand ISC-Lahore Alumni Reunion on the school premises. The event was an opportunity for 250 graduates to reconnect with their classmates for the first time in years. A day prior to the event, a tree planting ceremony took place as a symbol of the alumni presence on campus. *"For us, right before our eyes, this is a proof of the achievements and successes of the students who continue to progress and grow and whose roots are with us. We're all proud to hear the stories and more plans and dreams to*



Tree Planting

fulfill," expressed Ms. Margo Abdel Aziz, ISC-Lahore Director.

To promote its activities and provide alumni with a forum to exchange views and ideas, the ISC-Lahore Alumni Association has also created a website that manages the members' directory, thus allowing members to search for others and communicate with them.

The association has made plans for a number of exciting future projects, including producing a magazine and organizing a variety of informal dinners for members. Most notably, the association intends to attract more and more alumni to come together under one umbrella where they can share experiences and work on promoting SABIS® beliefs and values to the new generations of ISC-Lahore students.

For more information on the ISC-Lahore Alumni Association, visit www.isclahore-sabis.net/alumni.

School "Powered by SABIS®" Reports Impressive Gains in First Year



Brooklyn Ascend Charter School Students Interacting with the Teacher in Class

After only a year in operation, the Brooklyn Ascend Charter School in Brooklyn, New York, the first school in the US to be "Powered by SABIS®," reported strong gains in student performance on the TerraNova, a standardized reading and math test. The school administered the exam to first- and second-grade students in the fall and to all students, including those in kindergarten, again in June of 2009.

A "norm-referenced test," the TerraNova compares the performance of students against a diverse sample of students nationwide in the same grade taking the test at the same time of year. Results for the school are expressed as percentiles in relation to all students taking the test nationwide. For example, a first-grader who scores in the 60th percentile is performing the same or better than 60 percent of first-grade test-takers. Students who remain at the same percentile from one test to the next are learning at a pace comparable to that of their peers nationally, while students who gain in percentile rank are learning at an accelerated pace.

The Brooklyn Ascend Charter School, which has been drawing on all aspects of the SABIS® Educational System, including curriculum, books, methodologies, training, exams, and technological tools, has shown strong early results. *"The SABIS® Educational System is fueling our early success,"* said Mr. Steven F. Wilson, President of Ascend Learning. *"Brooklyn Ascend Charter School is off to a strong start, as is our second school, Brownsville Ascend. Our third school, Bushwick Ascend Charter School, has just been chartered. We are eager to demonstrate a model for closing the achievement gap that can be sustained and scaled without limitation."*

As reported by Ascend Learning, over the course of their first year, Ascend first-graders rose from the 21st percentile in reading in the fall (79 percent of their peers were better readers) to the 53rd percentile in the spring (above the national average), a 32-point climb in nine months. In math, they jumped from the 22nd percentile to the 57th percentile, a 35-point gain.

Ascend second-graders also made great advances: 38 points in reading (from the 24th percentile to the 62nd) and 32 points in math (from the 24th to the 56th percentile). After one year at the school, second-graders were performing, across the subjects, as well as or better than 59 percent of their peers nationally. Expressed as grade-level equivalents (GLE), second-graders began the year reading at 1.3 (equivalent to the average first-

grader in December) and ended at 3.8 (typical of a third-grader in May). They made 2.5 years of progress in one year.

Kindergartners also made strong strides in their first year of formal schooling, ending the year on average at the 63rd percentile in reading and the 62nd percentile in math.

Located in Ocean Hill-Brownsville community of Brooklyn, New York, the Brooklyn Ascend Charter School opened in September 2008 with an enrollment of 213 students in grades K-2 and currently boasts an enrollment of 249 students in K-3 and a waiting list of over 1,400. Brooklyn Ascend was joined by Brownsville Ascend Charter School in September 2009 as the second school "Powered by SABIS®" in the US. Both schools implement the SABIS® Educational System and strive to provide students with a high-quality education that closes the achievement gap.

For more information on the SABIS® licensing program, visit www.sabis.net/licensing. To learn more about Ascend Learning, visit www.ascendlearning.org.

All SABIS® Charter Schools Achieve AYP



Operating in the public sector and striving to provide a high-quality education in schools of choice, SABIS® US charter schools recently had reason to celebrate. All six of the eligible SABIS® US charter schools met Adequate Yearly Progress (AYP) for 2008-09, demonstrating that students in these schools met the state-defined standards of academic achievement in reading, language arts, and mathematics.



SABIS® US Schools' Directors with their AYP Award and the SABIS® US Corporate Support Team

The SABIS® charter schools that met AYP include:

- SABIS® International Charter School - Springfield, MA, offering grades KG - 12
- Holyoke Community Charter School - Holyoke, MA, offering grades KG - 8
- International Academy of Flint - Flint, MI, offering grades KG - 12
- International Academy of Saginaw - Saginaw, MI, offering grades KG - 5
- Milestone SABIS® Academy of New Orleans - New Orleans, LA, offering grades KG - 8
- SABIS® International School - Phoenix, AZ, offering grades KG - 8

Mr. George Saad, SABIS® Vice President - Operations, commended the efforts deployed at SABIS® schools to earn this distinction. *"We are pleased that all of our eligible charter schools met AYP. Our entire team of stakeholders continues to work very hard to achieve the highest academic standards and to deliver on our mission and our promise year after year,"* he said.

In addition to determining a school's success in achieving proficiency in reading, language arts, and mathematics, AYP includes efforts to narrow the achievement gaps of students who are economically disadvantaged, students from major race and ethnic groups, students with disabilities, and students with limited English proficiency.

The AYP distinctions capped a year of unprecedented recognition for SABIS® charter schools. Two SABIS® schools, the SABIS® International Charter School (SICS) in Springfield, Massachusetts, and the International Academy of Flint (IAF) in Flint, Michigan, finished among the top 3% and 10%, respectively, of the best high schools in the nation as defined by *U.S. News and World Report*. In addition, results on the Massachusetts Comprehensive

Assessment System (MCAS) showed SICS to have effectively closed the achievement gap within the subsections of ethnicity and income.

Established in 1886, the SABIS® School Network currently spans 15 countries on four continents and educates more than 56,000 students worldwide. The SABIS® Educational System prepares all students for admission to college, fosters a lifelong interest in learning, develops responsible world-class citizens, and blends quality education with traditional values of hard work and responsibility for self and others.

For more information about SABIS® US charter schools, visit www.sabis.net.

SSMS Tracker Optimizes Monitoring of Students' Progress



To complement its dynamic educational system, SABIS® has developed a myriad of educational technology tools that increase learning efficiency, optimize students' results, and in turn raise academic standards. One such tool that will bring a breakthrough in educational technology is the SSMS Tracker.



After months in development, the SSMS Tracker was introduced in the fall of 2009 as a multifunctional tool that will revolutionize student data tracking and generation. With its powerful functionalities, it can monitor students throughout the year in various areas such as attendance, discipline, or academic performance.

The SSMS Tracker enables the user to view data about any aspect of students' behavior and learning at any time. Whether school administrators want to track students' daily attendance and infraction records or exam results, the SSMS Tracker enables easy access to wide-ranging data for analysis. Once data has been viewed and analyzed, school administrators can take the necessary action to deal with any uncommon conditions detected by the SSMS Tracker. They can meet with students to discuss and consider solutions and keep parents informed through automated letters that outline their child's performance.

Following up on students' progress is also made more efficient as school administrators can be prompted by reminders and alerts, which save the time and effort of tracking students manually. Through the comprehensive follow-up that the SSMS Tracker facilitates, students are not allowed to fail in peace; they can benefit from proactive support and advice on how to improve their performance and/or adjust their behavior. Through the SSMS Tracker, parents can experience and gauge the true added value of a SABIS® education. They can feel confident that their children's learning, retention, and behavior are being efficiently monitored at all times.

Testimonials

“ I have settled in really well at university and physics courses have been very interesting for me! My first few lab reports (which count towards our degree) have been fantastic! I have scored 90%, 100%, and another 100%! The professors were quite impressed when they saw my lab work. I have been elected the academic representative for the physics department! And again, the student union officers were quite impressed by my experience as the Academic Head Prefect.”

Tania Zahidi, ISC-Ruwais Graduate Student at University of Bath

Testimonials

“ I alluded to Student Life in an interview for 2 different things (one for a job, one for a student group at university) and I got into both! This is exciting because freshmen aren't usually so special. Thought you should know that people are quite interested in Student Life! ”

**Rachel Geistfeld, ISM Graduate
Student at Northwestern University**

SABIS® Professional Development Institute Lays Foundation for Network-Wide Training Program



With the aim of promoting high standards and providing uniform training for new and existing employees, the SABIS® Professional Development Institute was recently established to provide comprehensive training programs for teachers, directors, and managerial staff in SABIS® schools worldwide. By equipping SABIS® schools with training programs, materials, and tools, the institute will facilitate strategic growth of the organization. *"We established this institute to help fulfill our goals of ensuring quality and efficient training, which will be used across the board to standardize the training programs and material for the SABIS® School Network,"* said Mr. Johnny Harb, SABIS® Corporate Operations Director.



Training Objectives of the SABIS® Professional Development Institute

SABIS® has a track record of success that can be attributed to the comprehensive SABIS® Educational System and its consistent implementation. *"The SABIS® School Network has been growing at a remarkable rate over the past few years, and it will surely continue, meaning the number of new staff will continue to increase dramatically,"* commented Mr. Harb. *"This institute is not only timely, but a necessary expansion of our training efforts to make sure new staff are successfully acquainted with SABIS®, allowing them to better contribute to helping our students achieve their full potential."*

The institute plans to offer training in different phases, starting with academic course delivery, followed later by soft skills courses, and computer-based training. The institute has identified key areas in which to begin offering training as they directly impact school operations and the licensing expansion program. With time, the institute will expand its programs to include all aspects of school management.

The training material is being developed with the help of a detailed course of action, which includes compilation, evaluation, and restructuring of all existing training courses, creation of standardized materials, and production of DVD courses for follow-up training. The SABIS® Professional Development Institute aims to implement the new training in its corporate headquarters and later across the network.

The mission of the SABIS® Professional Development Institute is to support SABIS® and its network of schools by providing training programs to schools' administrators, teachers, and corporate staff.

For more information, visit www.sabis.net.



ISM Against Hunger Project

Active involvement in community service is an important component of the Student Life Organization in SABIS® schools around the world. This year, SABIS® schools in the US, Europe, the Middle East, and North Africa have embarked upon inspiring community service projects to contribute to the improvement of the lives of others and instill in students moral, ethical, and civic values that will help them become responsible world-class citizens.

In the US, SABIS® schools are making great efforts to contribute to their communities. Students in the one private school and eight public charter schools in the US have been actively engaged in giving back by contributing to a number of worthy causes. World hunger was the cause tackled at The International School of Minnesota (ISM), where they cooperated with ImpactLives, a Minnesota-based non-profit organization, to pack 285,000 meals for people in need in the Dominican Republic. Breast cancer was the cause supported at the Mount Auburn International Academy (MAIA) in Cincinnati, osteosarcoma and the Jeff Hugo Foundation benefitted from student engagement at the SABIS® International School (SIS) in Phoenix, Arizona, and diabetes got the attention and focus of fundraising efforts at the International Academy of Saginaw (IAS) in Michigan.

Contributing to the improvement of the local community was also high on the agenda of SABIS® US schools. At the International Academy of Flint (IAF) in Michigan, students participated as bell ringers for the Salvation Army. In Holyoke, Massachusetts, at the Holyoke Community Charter School (HCCS), students set out to help the local Shriners Hospital by collecting soda pop tabs. And at the Milestone SABIS® Academy of New Orleans (MSANO), as in several other of SABIS®'s US schools, efforts were made to collect food for those in need.



MAIA Clothing Donation Drive

SABIS® schools in Europe, ISR Internationale Schule am Rhein in Neuss (ISR) and ISF Internationale Schule Frankfurt-Rhein-Main (ISF), have also been striving to make positive contributions to society. For the past several years, students and staff at ISR and ISF have shared their talents and resources to improve the education of students in Kenya through the non-profit charity 'Stichting Saida Msambweni.' Funds provided by ISF and ISR have gone to help construct classrooms, supply libraries, and purchase school supplies for school age students near Mombasa.



ISC-Cairo Grade 12 Bake Sale

In the Middle East and North Africa, SABIS® schools have been making a difference in their own communities. Students of the International School of Choueifat-Cairo (ISC-Cairo) spent time in a small village planting trees and building a brick fence. The school's SLO™ has also been organizing events for the many orphanages they visit each year, in addition to an Orphans' Field Day and weekly bake sales. This remarkable compassion for others was also coupled with a commitment to help cancer patients. For this cause, ISC-Cairo and ISC-City of 6 October students joined forces to raise money for the Children's Cancer Hospital Foundation. As a result

of their efforts, the hospital recently announced that it will be naming a part of its facility after the two schools.

Community service at the International School of Choueifat-Dubai (ISC-Dubai) has also been taking off. ISC-Dubai students have been frequently volunteering at Sheikh Khalifa Medical City (SKMC), which is considered the first formal volunteer service program in the UAE, where the school's prefects accompany patients and assist with setting up a patient library, among other activities.

Being engaged in the process of building a solid academic foundation, SABIS® students have also found opportunities to share their academic skills with others. Students of the International School of Choueifat-Erbil (ISC-Erbil) have been investing their skills, knowledge, and enthusiasm to assist other students in the local community. Every Saturday, a dynamic group of Shadow Teachers® from ISC-Erbil provides support to the students of the PPP Fakhir Mergasori School in both English and math, using the SABIS Point System®. Similarly, at ISR in Germany, a student-sponsored tutoring program was recently established to provide Saturday support for students in the German public school system.

These various community service projects play an essential role in helping students see the difference they can make both individually and collectively. By experiencing the impact of their efforts first-hand, SABIS® students are developing a strong sense of social responsibility and changing the world through education.



ISC-Dubai Students Volunteering at Sheikh Khalifa Medical City

International Academy of Saginaw - Michigan



When it opened on September 4, 2007, in Saginaw, Michigan, the International Academy of Saginaw (IAS) welcomed 80 students in Kindergarten through Grade 3. Each year since then, IAS has grown steadily and currently serves 240 students in Kindergarten through 5th grade, with plans to add an additional grade each year, eventually growing to become a full K-12 school.



IAS Main Entrance

Academics

"Curriculum and college prep. It's the ultimate education: the "private school" education without the cost [as a public charter school]. This school provides every child the chance of getting the very best education available regardless of their economic standing. Wish there were many more of these schools everywhere. It's definitely needed!"

This is one of many testimonials by IAS parents praising the academic offering available at IAS. This offering includes a rich curriculum, efficient system and qualified, dedicated teachers and staff. In addition to the core subjects of English, mathematics, and world languages, the curriculum at IAS is designed to provide knowledge of a broad range of subjects including science, social studies, art, music, health, physical education, and computers.

The teachers at International Academy of Saginaw go above and beyond to provide a high-quality educational experience and build a solid academic and developmental foundation for students. They lead weekly after-school academic support sessions for their students in English, math, and Spanish. IAS teachers and staff share their creative spirit when planning more than 30 after-school activities and clubs as well as events in the evening and on weekends. They are also very active volunteers, helping to make the school's special events a success, such as the float for the Christmas Parade, the Winter and Spring Concerts, and the annual International Day.



IAS Kindergarten Students in Class

Achievements



IAS 2009-10 Student Body with Faculty and Staff

Academically, IAS has established impressive student achievements since opening its doors. These include excellent results in the 2008 mathematics MEAP with grade three scoring 86% in the categories of proficient and advanced (levels 1-2) and grade four scoring 93% in levels 1-2. Total ELA MEAP results found grade three scoring 86% in the proficient and advanced category with grade four scoring 40% in levels 1-2.

With importance placed on students' self-development, the International Academy of Saginaw also encourages its students to get involved in community service projects from a young age. IAS students have engaged in community service projects in conjunction with Juvenile Diabetes Research Foundation and the American Heart Association's Jump Rope for Heart. In an effort to promote care of the environment, the school recently took part in the Mid-Michigan Waste Authority 4REE Environmental Education Program's 2008-09 recycling competition. IAS recycled a grand total of 6,240 lbs (38 lbs of paper products per student during the year-long program), and earned first place among five competing area schools. In recognition of the school's efforts, the MMWA will award IAS a park bench, made from nearly 1,500 recycled milk jugs to proudly display at the school.

SLO™

The Student Life Organization at IAS plays a significant role in helping the school achieve its academic and non-academic goals. IAS students contribute to raising the academic standards at the school by participating in daily peer tutoring, which has student tutors in grades 3, 4, and 5 helping their peers sharpen their math and English skills. IAS students also participate in a rich variety of clubs and activities after school including academic support, sports, cooking, Spanish club, computer club, tae-kwon-do, Cub Scouts and Girl Scouts, and much more.



IAS Students Enjoying Outdoor Activities

High student retention, promising academic results, and a rewarded contribution to the community are certainly an indication of success for IAS, but more importantly provide the motivation to continue building on education to develop well rounded, confident, and responsible individuals.

For more information about IAS, visit www.ias-sabis.net.

Alumnus in the Spotlight



ISC-Sharjah Alumnus,
Maha Gargash

From a staunch television documentary director to a newfound writer of a poignant novel, Ms. Maha Gargash has catapulted to fame in her homeland, Dubai, UAE, and become a model of a resilient, assertive Middle Eastern woman.

Ms. Gargash completed her last four years of secondary education at the International School of Choueifat-Sharjah. When she first joined ISC-Sharjah, she recalls that the school was housed in army barracks and encompassed students from different nationalities, including Lebanese students who fled the country during the civil war. *"It was a very exciting period. The teachers, mostly foreigners, were really qualified and interacted with students tremendously, one of many unique aspects that characterizes ISC."* Ms. Gargash particularly enjoyed the tutoring sessions to bring students on a par with the school's high academic standards and the wide range of extracurricular activities, such as sports tournaments, school plays, among others.

Following her graduation from ISC-Sharjah in 1980, Ms. Gargash traveled to the US to pursue journalism studies at George Washington University in Washington, D.C. However, when she reached the university, she realized that she had a keen interest in television and so decided to major in radio/television instead. There, she also realized the value of her education at ISC, which measured up to university standards and gave her the necessary foundation to manage well in her studies and beyond.

When she returned home in 1985, she joined Dubai Television and worked on news and local programs, all the while she was harboring a zeal for documentaries. That zeal soon gave rise to the making of some ambitious documentaries - *An Invitation to a Wedding, Zeena and Echoes in Time* - which drew inspiration from Arab culture and heritage and were the first to be directed by an Emirati native. Established as a documentary maker, she followed with *Arabesque*, a social-cultural magazine program in Arabic/English, which allowed her to exploit her talent to the fullest as director, researcher, and scriptwriter. The program involved traveling with a small team all over the world to seek out stories about art, environment, nature, tourism, wildlife, society, and social figures.

Arabesque, which aired locally from 1993 to 2003, included more than 200 features, an achievement that earned Ms. Gargash the title of the "Top Woman Employee" at the 2000 Dubai Government Excellence Awards.

In 2003, Ms. Gargash was promoted to vice president of Dubai Television, a position she held until 2007 when she decided to embark upon her own business. Her company, Polka Dot, specializes in image building through television campaigns and documentaries.

On the sideline of her career in TV and yet stemming from her exposure to the local culture, Ms. Gargash discovered an interest in writing. Two years in the making, her first novel, *The Sand Fish*, was published in October, 2009. "It is a story inspired from my various undertakings within the Middle East society. Set in the 1950s, the novel embraces universal themes of love and jealousy and tackles Gulf-Arab issues of societal restrictions and choice I wanted it to be enjoyable and moving."

Ms. Gargash intends to continue nurturing her writing talents and has already started writing her second novel, which is set in modern-day Dubai.

Although many years have gone by since she left ISC-Sharjah, Ms. Gargash still basks in the days of ISC, which allowed her to grow personally and achieve professionally. "The best advice I can give to current and future ISC students is to believe in their potential and recognize that every setback they will face is an experience that will help them as they mature," says Ms. Gargash.



SABIS® is an educational organization that manages K-12 coeducational schools worldwide. Today, the network comprises seventy-five schools spanning across four continents. Since the first school was founded in 1886, thousands of graduates have joined top cities in North America, Europe, Australia & the Middle East.

MEMBERS AND ASSOCIATE MEMBERS OF THE SABIS® SCHOOL NETWORK

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