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Highlights of the Issue



ISC-Choueifat Celebrates 125 Years with History Hall Inauguration



Mrs. Leila Saad, Mr. Ralph Bistany and honored guests and VIPs inaugurate the SABIS® History Hall

On the campus of the International School of Choueifat, in an atmosphere filled with fond memories and a vision for a promising future, Mrs. Leila Saad, SABIS® Chairperson, hosted a reception for a group of extended family and friends, including the SABIS® Board, in the Saad family residence, which was restored in memory of Charles Saad and turned into the SABIS® History Hall.

Guests at the event were warmly welcomed in the International School of Choueifat Alumni Clubhouse where they shared nostalgic memories and amusing stories. At 7:00 p.m., everyone was invited to join in the unveiling of the statues of Reverend Tanios Saad and Louisa Procter—the founders of the International School of Choueifat (ISC-Choueifat), the SABIS® mother school, which opened its doors on October 15, 1886.

Afterwards, guests proceeded to the Saad family residence, now the SABIS® History Hall. The Lebanese Minister of Tourism and Head of the Alumni Association at ISC-Choueifat, Mr. Fadi Abboud, along with the Minister of Economy and the former Minister of Culture, joined the group of friends, members of the Saad and Bistany families, SABIS® Regional Directors, and directors of the SABIS® schools in Lebanon to participate with Mrs. Leila Saad and Mr. Ralph



A. Bistany in cutting the ribbon marking the official opening of the hall. The guests were invited to visit the hall and see pictures, documents, letters, and other memorabilia dating back to the late 19th and early 20th centuries.

The unveiled statues of the founders seemed to be beaming with pride as they looked at the school they created 125 years earlier, a school that started with just 28 girls and became the seed that grew into the global organization that currently educates thousands of students in 15 countries spanning four continents. They seemed confident that this impressive educational expansion would continue and that the seed they planted and nurtured lovingly would continue to grow and flourish.



Mr. Victor Saad tours with visiting Lebanese officials

At the end of the celebration, guests wished the Choueifat / SABIS® group continued success in their unwavering determination to continue to make a difference in the world of education.

SABIS® Shares Expertise as Featured Speaker in Global Education Conferences



Enjoying a prolonged period in the public spotlight, education is a topic on the minds of many governments as they search for a way to improve results. As such, conferences across the globe have sought to provide forums for continued dialogue on the best means to make quality education available to the masses and raise standards.

With its commitment to contributing to the improvement of education standards worldwide, SABIS® has been invited to participate in several global education conferences since the start of the 2010-11 academic year. Under the theme of “Modernizing Education to Create Tomorrow’s Workforce,” SABIS® participated in “Building the Future of Education” (BFE) conferences in the MENA region in October 2011 and in India in April 2012. The SABIS® team were in Dubai, U.A.E., in March 2012 participating in the bi-annual International Finance Corporation (IFC) Private Education Conference whose theme was “Making Global Connections.” Finally, rounding out the international conference circuit, SABIS® participated in the Conferencia Annual de Ejecutives (CADE) 2012 conference in Panama City, Panama.

Featured as regular sponsor and speaker at a number of high-profile global education conferences, SABIS® is clear in what it believes to be the solution to a myriad of challenges facing education today. *“The challenges facing education around the world today have multiplied, especially in the public sector,”* commented SABIS® President, Mr Carl Bistany, speaking at the BFE conference in India. *“The key to meeting these challenges is to actively involve the private sector in public education.”*

Bistany, who presented on behalf of SABIS® at these conferences, stressed the value SABIS® places on involving the private sector: *“Involvement of the private sector in any industry is fuelled by innovation, driven by competition, motivated by profits, and justified by the access it provides to a whole new sector of the community. These are the principles that have led many countries to engage the private sector in areas like tele-communications, housing, power, roads and health, where private companies are now widely accepted and are playing an important role. Within the appropriate framework, these same tenets support the active engagement of the private sector in public education in order to educate the masses effectively and achieve improved standards.”*



The SABIS® team attending the BFE MENA conference

Its long-term experience in the public-private partnership arena sets SABIS® apart as an organization that can offer valuable advice and insights to those considering engaging the private sector. *“SABIS® has been directly and actively*

involved in public-private partnerships since the early 1990s. This experience has grown from the U.S. to include the U.A.E. and Kurdistan, the semi-autonomous region of northern Iraq. We are also currently actively pursuing involvement in 'free schools' in the U.K. This vast experience has given us valuable insight into the benefits of involving the private sector in public education, and we are happy to share our perspective for the benefit of raising education standards around the world," commented Bistany.

SABIS® currently operates K-12 schools and a university in both the public and private sectors in 15 countries on four continents. Regardless of the sector, all SABIS® schools implement the proven SABIS® Educational System, an educational program that provides a top-quality, well-rounded education to all students and helps prepare them for success in a changing world.

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

Academics



SABIS® Students Earn Top Results on 2009 PISA

In 2009, 15-year olds from 34 OECD member countries and 41 partner countries and economies took the latest round of tests as part of the Programme for International Student Assessment (PISA), a test that has come to be used to help identify countries' educational priorities and objectives. The 2009 PISA focused on literacy – reading literacy, mathematical literacy, and scientific literacy – and “on young people’s ability to use their knowledge and skills to meet real-life challenges.”



SABIS® students benefit from solid academic foundation

In each of the OECD member countries and the partner countries that took the 2009 test, between 4,500 and 40,000 students participated. A total of 91 15-year olds attending SABIS® member schools in the UAE and Qatar also took the test as part of the cohort of students tested in each of these two countries. Specifically, 56 students attending the International School of Choueifat – Dubai and 35 students attending the International School of Choueifat – Doha took the test. Although not necessarily comparable to results achieved by an entire country in which a significantly larger number of students were examined, the results of the SABIS® students on the 2009 PISA are remarkable and a testament to the high-quality education that SABIS® students receive.

The results of the 2009 PISA test were released to the world in December of 2010 and placed Shanghai, China at the top of the nations that participated in the test. With an average of 500 across OECD countries and a standard deviation of 100, Shanghai earned results of 556, 600, and 575 in reading, mathematics, and science, respectively, and a proficiency level of 4. (Six ascending proficiency levels were defined by the OECD “to provide indicators that remain comparable over multiple rounds of assessment. A level 3 is defined as the ‘minimum required to successfully function in today’s knowledge economy. Students at Level 5 and above are said to be high achievers.”) In second place in the national rankings came Korea followed by Finland, Hong Kong-China, and Singapore, all countries whose results have earned them critical praise, some for consistently performing at or near the top of past PISA studies.

So where did SABIS® students place? SABIS® students in Dubai scored 543, 517, and 523 respectively in reading, mathematics, and science, or scores that would place them in 2nd, 8th, and 10th place in the world rankings, and would earn them a Level 3 proficiency rating. Students at ISC-Doha scored 565, 562, and 554, or scores that would place them in 1st place, tie them for 5th place with Singapore, tie them for 2nd place with Finland in the world rankings, and earn them a Level 4 proficiency rating.

“While SABIS® has not bought into the concept of testing 15-year olds as an indication of concept mastery – it’s kind of like crowning the horse that is ahead mid-way through the race as champion – we are very pleased with the performance of our students who participated in the 2009 PISA,” stated SABIS® Executive Regional Director, Mr. Ramzi Germanos. *“For people who are looking for more external evidence of the effectiveness of the SABIS® Educational System in preparing students for exams, these results certainly provide conclusive evidence.”*

SABIS® prides itself on providing students with a solid foundation of knowledge and experience. This foundation is established through a rigorous curriculum, frequent assessment, ongoing support as well as through exposure to an environment that encourages everyone to pursue excellence.

Academic Success at SABIS® Schools in Michigan

From stellar external exam scores to impressive college acceptances, SABIS® students around the world are continually working to achieve their full potential. Some noteworthy accomplishments were recently achieved by SABIS® students in its two charter schools in Michigan.

Although both the schools—International Academy of Flint (IAF) and International Academy of Saginaw (IAS) —operate in challenging communities where resources, including ready access to high-quality education, are scarce, students at these two schools are beating the odds. In fact, these two schools provide a world-class curriculum that helps close racial and economic achievement gaps and position students to excel in college and beyond.



IAF Campus in Flint, Michigan



IAF students engage in peer tutoring

Operating among nine other charter schools in the Genesee County, Michigan, IAF was recognized as the best performing charter school in the county as well as the only charter to beat the average for the county’s 133 public schools and the only charter school to score above the state average, based on Michigan’s Department of Education rankings. These rankings are derived from student proficiency, school achievement, academic growth, and the socio-economic gap in five subject areas, plus high school graduation rates.

In addition to its impressive state rankings, IAF was recognized as one of 123 schools in all of Michigan to receive a “Beating the Odds” Award from the Michigan Association of Public School Academies for overcoming traditional barriers and helping students excel.

“We are proud of our accomplishments and IAF is honored to be ranked so highly by the state’s education department,” stated IAF School Director, Ms. Traci Cormier. *“While we are pleased with our achievements, we are certainly not satisfied just yet. We continue to work hard to make sure that all students consistently do the very best they possibly can!”* Ms. Cormier added.

Like its sister school, IAS received accolades for its academic excellence and is among a handful of schools that were recently recognized by *Bridge Magazine* as “Academic State Champions.” *Bridge Magazine*, an online publication of the non-profit think-tank “Center for Michigan,” selected IAS as a champion in the 4th grade math category based on the school’s impressive 2010-11 Michigan Educational Assessment Program (MEAP) results.



Balancing academics and sports, IAS students take time out for some basketball

In its academic socioeconomic category, IAS was one of only six charter schools in all of Michigan to have 100% of its students score at or above proficiency on the MEAP 4th grade math skills test. The school’s socioeconomic category included schools that enroll 40% or more students who qualify for free or reduced lunch—and IAS has nearly double, at close to 80%. Despite the economically disadvantaged standing of some of its students, IAS overcame traditional barriers and came out on top in its category. Indeed, the 36 IAS 4th graders who took the MEAP exam outperformed the state’s 4th graders, who had an average of 91.5% proficiency.

“As a school, it is a tremendous honor to be categorized as a ‘State Champion,’” said IAS Acting Director, Mr. Justin Doughty. “We are pleased that our students earned top MEAP scores and are committed to continuing to raise the bar of academic performance at IAS,” he added.

Like all SABIS® schools, IAF and IAS implement the dynamic SABIS® Educational System, which, as demonstrated by the schools’ records of academic excellence, provides students with the tools and resources to gain a solid academic foundation that prepares them for success.

For more information about the International Academy of Flint, International Academy of Saginaw, or SABIS®, visit www.iaf-sabis.net, www.ias-sabis.net, and www.sabis.net, respectively.

Testimonials

“The recent bus evacuation practice drills conducted at your school [HCCS] brought praise for the students by my bus drivers. The comments were that the behavior and tentativeness were exemplary. My drivers are veterans and have transported many children from both the public and private sectors and I’ve never heard these compliments before.

With 16 years in law enforcement, my experiences with students from many schools have been vast. I can honestly say that your program in Holyoke is superior and if I had younger children, I would fight to enroll them at HCCS.”

Mr. Raymond Schmuck
Durham School Services (HCCS bus service provider) General Manager

SABIS® Class of 2011 Accepted to Prestigious Colleges and Universities



SABIS® is committed to providing students in its global network of schools with a world-class education that facilitates their pursuit of higher education. Demonstrating the organization’s success in effectively preparing students for entry to institutions of higher education, graduates from SABIS® member schools in 2011 were accepted to some of the most prestigious colleges and universities worldwide, including 49% of the world’s top 200 universities as ranked by the U.K. *Times Educational Supplement*.

2011 SABIS® graduates were accepted to an impressive 200 colleges and universities in the U.S. including Brown

University, California Institute of Technology, Duke University, Harvard University, the Massachusetts Institute of Technology, Rice University, Stanford University, University of Michigan, and Yale University, among others.

In the U.K., SABIS® 2011 graduates gained entry to 90 colleges and universities including Oxford and Cambridge, Durham, Imperial and King's College London, the London School of Economics and the universities of Exeter, Liverpool, and Warwick among many others. Similarly, in Canada, SABIS® graduates of 2011 were accepted to several top institutions including McMaster University, McGill University, Queen's University, the University of British Columbia, the University of Toronto, and 17 others.

Additionally, Class of 2011 members were accepted to dozens of colleges and universities in another 30 countries spanning four continents including the University of Queensland, Australia; the University of Vienna, Austria; the American University in Cairo, Egypt; Frankfurt School of Finance and Management, Germany; the American University of Beirut, Lebanon; the Korea Advanced Institute of Science and Technology, Korea; Georgetown University School of Foreign Service, Qatar; Erasmus University, the Netherlands; and Zayed University, the U.A.E.

The list of college and university acceptances for SABIS® graduates is a testament to the organization's continued success in equipping students with the knowledge and skills they need to gain admission to the world's best colleges and universities.

To download the complete list of college and university acceptances for the Class of 2011, go to <http://tiny.cc/fc3h9>.

IT News



A Preview of IT Products to be Launched in 2012-13



SABIS® students achieving optimal efficiency through technology

SABIS® has engaged in the research, development, and design of educational software and systems for more than 60 years with the aim of helping students achieve their full potential. From computerized testing centers to an online portal that allows students to access homework and assessment reports, technology plays a key role in the SABIS® Education System and in schools throughout its global network.

Always on the cutting-edge of development, particularly IT development, SABIS® is launching exciting products and services in time for the 2012-13 academic year. Most noteworthy are the Integrated Learning and Testing (ILT) system and "PrepList" as well as a revamped Web School portal.

The Integrated Learning and Testing (ILT) system, currently in the pilot phase at one SABIS® member school, is intended to provide SABIS® students with an innovative way to learn—through individual, interactive computer software that gives teachers real-time feedback during class. Specifically, a class of students and its teacher will be equipped with computers or tablets through which the teacher provides students with lesson information directly on their screen. This information is then followed by a related question to be answered or problem to be solved. Students' answers are then submitted and corrected electronically and the teacher, is immediately able to view a summary of how the students performed as a class and individually. This information helps the teacher determine whether to proceed, re-explain, or assign more practice questions, making certain no student is left behind.

Outside the classroom and to be deployed in the exam hall and beyond, "PrepList" is a new application that has been designed for use with SABIS® Integrated Testing and Learning® (ITL®) and Web School. During an ITL® session, the

PrepList application is activated when a student has extra time after an exam. The application enables students to access practice exercises to improve their learning of essential concepts not yet mastered, thereby maximizing the use of ITL® exam time to prepare for future exams. The PrepList application on Web School allows students to download academic materials, such as practice exercises and tutorials, for independent study at home or at school.

Lastly, Web School, the online portal for students, teachers, and parents, has been revamped on all levels. The technical specifications, design, and content have been overhauled extensively to ensure more convenient access to school-related news, announcements, progress reports, and academic materials with the aim of keeping every member of the SABIS® school community informed of all aspects of SABIS® school life.

“These new IT products and services are definitely cutting-edge in the sense that they maximize the use of the latest technological breakthroughs to help us achieve our goals,” commented SABIS® Group Vice President-Information Technology, Book Publishing, and Creative Design, Mr. Serge Bakhos. *“Through these new IT products and services, students will be able to enjoy an advanced IT environment that addresses their future learning needs and will be efficiently equipped to master their material and achieve outstanding results,”* added Mr. Bakhos.

SABIS® places a high value on being a leader in the use of technology in education and strives to provide first-rate, innovative software and services to its global network of schools and students. Like all IT products, these new ones are geared to optimize learning, improve academic results, enhance teacher efficiency, and reinforce communication across the schools in the global SABIS® School Network.

Testimonials

“ There is only one word for the new Web School System and that is AWESOME!! Thank you very much for the new tool. We send a lot of ‘thank yous’ and our congratulations. ”

**Family at ISF Internationale Schule
Frankfurt-Rhein, Main, Germany**

HR News



SABIS® Interns Join the Organization as Employees



Ms. Dana Dairy, Subject Analyst-Science,
employed by SES-LB



Ms. Zeina Tannous, Physics Subject Analyst,
employed by SES-LB

For the second consecutive year, SABIS® Educational Services in Lebanon (SES-LB) organized a summer internship program. Doubling its intake of interns from its inaugural year, SES-LB offered 20 students and recent college graduates a unique opportunity to work alongside SES-LB in the IT and Academic Development departments.

From learning time management skills to completing complex projects, the summer 2011 interns gained a great deal from their experience—and some of them even gained a job with SES-LB. In fact, a number of them were hired to join the SES-LB team, including five in the Academic Development Department and two who joined the IT team.

Designated SES-LB employees supported the interns by assigning interesting work, providing mentoring, and offering feedback on assignments in an effort to prepare them for future employment. Ms. Zakieh Naimy, SES Arabic Program Coordinator, oversaw one intern during the program and commented, *“The internship program introduced the interns to different and important aspects of SABIS® curriculum and philosophy. Therefore, it was a logical step to offer those who excelled full-time positions or freelance work at a later stage.”*

One intern, who later joined the SABIS® Academic Development team, commented on her experience interning at SES-LB. Ms. Dana Dairy, Subject Analyst-Science at SES-LB, said, *“During my internship I got the chance to experience the daily activities of the job, such as working on multiple projects. Plus, the colleagues I worked with provided me with all the help I needed. They shared their knowledge and expertise, which made me a great candidate for a vacancy within the company.”*

Ms. Zeina Tannous, a former intern who is now a Physics Subject Analyst at SES-LB, felt ready to take on her post thanks to the internship program. She stated, *“The tasks I was given as an intern prepared me tremendously for my job as they were samples of what the real job was like. Also, during the internship, I developed new skills that are helping me apply my knowledge in physics.”*

Interns were not the only ones who benefitted from the internship program. The SES-LB team members working with the interns were able to identify candidates who had strong potential, which allowed for a streamlined recruitment process as positions became available. *“As we had already had the chance to test their abilities and commitment during the internship, it was a smooth recruitment process,”* said Ms. Fadia Issa, Senior Recruitment Officer at SES-LB. *“Interns know exactly what is expected of them and what they can expect from the job, so there are no surprises when they join the team—a definite plus for SABIS®,”* added Ms. Issa.

Committed to making a difference within its community, SABIS® Educational Services looks forward to offering the internship program this coming summer and plans to expand the internship program to include intern posts in the Creative Design Department in addition to the IT and Academic Development Departments.

Making a Difference Beyond their Home: Expat Employees at SABIS®

As a global organization operating in 15 countries on four continents, SABIS® employs more than 5,200 employees who each help the organization work toward its goals. Though they come from different countries, backgrounds, and ethnicities, these SABIS® employees are all committed to making a difference through education. SABIS® strives to employ nationals of the country in which it operates but also embraces diversity and culture and often offers expatriates a chance to contribute to the organization.

From Americans working at SABIS® schools in Egypt to Lebanese working at SABIS® University in Kurdistan, expatriate staff members in SABIS® member schools enjoy a rare chance to explore new locales, forge relationships with those who are different from them, broaden their knowledge about the world around them, and contribute to the success of SABIS® through their hard work. Here is what some of the expatriates in the SABIS® network have to say about their experience:

“I am proud to be a member of a high caliber team and glad to have the chance to meet professionals from around the world to work together to make a serious, positive change in the field of education in Kurdistan.”

-Mr. Dean El Baghdadi is from Lebanon and is an instructor at SABIS® University in Kurdistan.

"SABIS® has given me everything and more than I expected. It is allowing me to do the job I love and providing me with a home away from home."

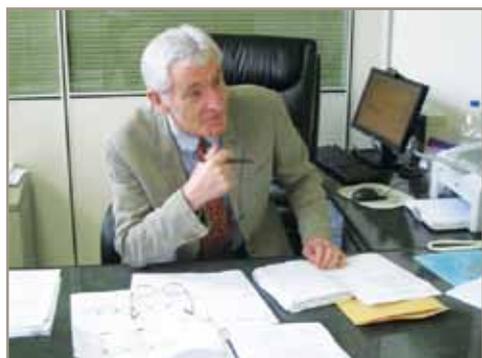
-Ms. Barbara Whitlam is from Scotland, U.K., and is a teacher at ISC-City of 6 October in Egypt.

"It isn't easy being a foreigner far away from home and family, but I love Lebanon and I have grown as a person and an educator since joining SABIS®. At an age when some people are thinking of scaling down their careers or resting on their achievements, I have found new challenges and fresh opportunities."

-Mr. Myles Holloway is from South Africa and is Special Projects Coordinator-English at SABIS® Educational Services in Lebanon.

"I love the students, the staff, and the experience! This is my home and my school. I can't imagine doing anything else."

-Ms. Cindy Riedlinger is from the U.S. and is a Student Life Coordinator at ISC-Cairo in Egypt.



Mr. Raymond Niblock analyzes results at ISC-Dubai

"My experience so far has been challenging and demanding but ultimately rewarding and satisfying. Each year during graduation, I realize how powerful of an educational institution SABIS® is when almost all of our Grade 12 students have been accepted to top universities of their choice."

-Mr. Raymond Niblock is from Ireland and is School Director at ISC-Dubai in the U.A.E.



Cindy Riedlinger (left) poses with Danielle Richardson, AQC, at ISC-Cairo

"There have been many positive experiences at SABIS®. Teaching the children and seeing their excitement when they grasp a difficult concept is energizing. Plus, I have the honor of working with people of many different nationalities and learning about different cultures."

-Ms. Wendy Badeau is from the U.S. and is a Teacher at ISC-Cairo in Egypt.

"It has been a great learning experience. I cherish and admire the 'serious' attitude of SABIS® towards students' education. It is challenging, compelling and is almost addictive."

-Dr. Humaira Bokhari is from Pakistan and is School Director at ISC-Erbil in Kurdistan.

"Working with SABIS® has afforded me the opportunity to work overseas, something I have always yearned for, a decision that positively changed my life."

-Ms. Janet Haley is from the U.S. and is School Director at ISC-Abu Dhabi Khalifa City "A" in the U.A.E.

"Working at ISR has opened my mind to the world around me. I find myself exploring the many different cultures of my colleagues and students in order to better understand them and effectively work with them. My students at ISR have challenged me to seek different means of communication in order to ensure my lesson is communicated clearly to them and in a way that is relative to their life. Being employed internationally by SABIS® has been a positive experience both professionally and personally as it has allowed me to grow, embrace and succeed in a culture and country different from my own."

-Caroline Kovaks is from the U.S. and is a teacher at ISR Internationale Schule am Rhein in Neuss, Germany.



Dr. Bokhari awards medals at ISC-Erbil's Open Day

Whether local hires or expatriates, SABIS® places a high value on its human capital, which plays a major role in the organization's ongoing success. As such, the organization continuously hires staff members who have the expertise, knowledge, and dedication needed to help the organization meet its goals.

To view current vacancies around the global network, please visit SABIS® Careers (www.sabiscareers.com).

SABIS® Professional Development Institute Training Workshops



Senior SABIS® staff participate in training

The high value that SABIS® places on its human capital drives the organization to ensure that staff members are provided with continuous training and development opportunities. Tasked with the design, development, and implementation of training workshops around the global network, the SABIS® Professional Development Institute (SPDI) has been actively engaged in offering staff members training workshops that enhance their professional skills and performance on the job.

Most recently, SPDI held training workshops for employees at SABIS® Educational Services in Lebanon (SES-LB) as well as for the SABIS® schools in Lebanon and Jordan. From team building and presentation skills to leadership and performance management, there were workshop trainings for nearly everyone.

Explaining what participants gained from the recent training workshops offered, SABIS® Corporate Operations Director, Mr. Johnny Harb, said, *“Participants attending the presentation skills and facilitation skills trainings had an opportunity to enhance their skills in order to benefit not just themselves but the people they interact with every day, such as other teachers, Academic Quality Controllers (AQC’s), and students. For the team building training, participants were able to elevate their level of listening and communication skills through team building exercises and activities. Lastly, the performance management training helped participants set clear objectives and provided them with the skills needed to coach their employees, among other useful skills.”*



Presentation skills training delivered to AQC’s at SIS – Adma

A senior staff member who recently participated in the presentation skills training workshop at SABIS® International School-Adma stated, *“The training was very useful. The practical application tips and suggestions will be useful in future training projects. I will transfer what I learned back to the workplace through my training of new and returning teachers.”*

Similarly, an AQC who attended the team building skills training at the International School of Choueifat-Amman commented, *“I will try to apply what I’ve learned during the training and to be a role model to my team members. I will use the training as a resource when attending and conducting meetings with fellow administration staff or team members and try to apply as much of it as possible.”*

Team building, presentation skills, and facilitation skills training workshops are available to all staff while the leadership, performance management, and effective meeting management are designated for senior staff and AQC’s, ensuring that the appropriate employees receive training that helps them fulfill their work duties.

Testimonials

“ I love that the older students at ISM take younger students under their wings which is wonderful to see. Shows what terrific young adults the school has helped develop. ”

ISM Parent on a recent Parent Survey



2011-12 Anti-Bullying Campaign is a Success



Whether over the Internet or in person, bullying has increasingly become an issue on the radar of schools around the world. While many schools take a reactive approach to the issue, SABIS® schools strive to maintain a safe and supportive environment through a proactive, team approach that focuses on prevention and awareness of bullying.

In SABIS® schools, the administration, faculty, and staff play an important role in creating a positive, healthy learning environment. However, SABIS® students also put in their own share of hard work toward anti-bullying prevention. Implemented through the SABIS Student Life Organization® (SLO®) at each school, this year's Anti-

Bullying Campaign is in full swing and has allowed students to play a role in addressing the topic of bullying in their schools and communities.

Divided into different modules spaced throughout the academic year, the 2011-12 SABIS® Anti-Bullying Campaign has been successfully implemented across the global SABIS® School Network. The first module began at the start of the academic year with a SABIS® Anti-Bullying Poster Competition, in which students submitted posters promoting anti-bullying. Four winning posters were chosen in each school and posted to raise awareness on the topic.



"We had high student involvement in the SABIS® Anti-Bullying Poster Competition and each school submitted many posters, totaling over 2,000 worldwide.

The majority of the schools in the SABIS® School Network participated in the competition, creating world-wide anti-bullying awareness that can be built on for the rest of the campaign," commented Mr. Stephan Kleynhans, SABIS® Student Life Project Coordinator.



The second part of the SABIS® Anti-Bullying Campaign was a quote discussion module that ran in November and December 2011. The aim of this module was to engage students in daily discussions on how to voice their opinions and understand what roles they can play in their community to overcome bullying. *"This module required students to discuss each pre-determined quote for a whole week, a few minutes per day. The goal was for the discussions to enable the students to articulate their feelings and build the courage to speak out against bullying in front of their peers,"* said Mr. Kleynhans.

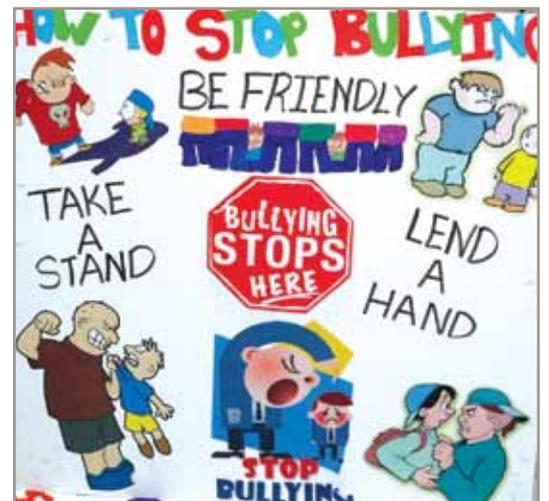


The next modules of the campaign, which are currently pending implementation, are the SABIS® Anti-Bullying Pledge Month and SABIS® International Anti-Bullying Awareness Day, which will give students the opportunity to stand up and make a commitment to help overcome bullying. Each SABIS® member school will receive pre-printed, age appropriate pledges for all students. The pledges will be made available to those in the school community who want to voluntarily commit to signing. *“This pledge will inspire students to lead by example and assist them in ‘Unleashing the Courage to Act,’ encouraging positive peer pressure that shows their unity against bullying,”* commented Mr. Kleyhans. On SABIS® International Anti-Bullying Awareness Day, the goal will be to have all schools across the SABIS® School Network join together on a specific day, when each student will wear the same color shirt in unity against bullying.

The final module of the SABIS® Anti-Bullying Campaign of 2011-2012 will include a SABIS® Anti-Bullying Movie Month. The SABIS® Anti-Bullying Movie Month involves showing age-appropriate movies at the schools to create awareness of bullying and inspire students to lead by example. A discussion will follow each movie giving the students the opportunity to voice their opinions and perspectives.

“I strongly believe that the entire SABIS® Anti-Bullying Campaign has had a great impact at our school. Students are more aware and careful when working or dealing with others,” explained Mr. Angel Coriano, Student Life Coordinator at Holyoke Community Charter School in Massachusetts, U.S. In fact, Mr. Coriano’s assessment of the value of the school’s anti-bullying campaign was validated by the governor of Massachusetts, Mr. Deval Patrick, who recognized the school with a Governor’s Citation for its anti-bullying program.

Positive resonance from the SABIS® Anti-Bullying Campaign has been heard around the globe. Rooham Kazi, a 7th grader at the International School of Choueifat-Manama in Bahrain, said, *“I am proud to know that my school is doing its best to stop bullying and I am proud that I am a part of the school community against bullying.”*



Through the 2011-12 SABIS® Anti-Bullying Program, SABIS® member schools have been successful in raising awareness and preventing bullying. As such, students are benefitting from secure and supportive campuses that create an environment in which they can achieve their full academic potential.



ISC-Cairo Gives Back



ISC-Cairo students who visited the National Cancer Institute in Cairo

SABIS® member schools are firmly committed to making a difference through education as well as through outreach efforts that benefit the greater community. By participating in a multitude of community service activities organized at SABIS® member schools each year, students learn the value of becoming active and responsible global citizens.

One SABIS® member school that has encouraged students to go above and beyond to make their community a better place is the International School of Choueifat-Cairo (ISC-Cairo) in Egypt. Since the start of the academic year, the school's SABIS Student Life Organization® has arranged numerous community service activities for students to get involved in causes benefitting the elderly, young, poor, and the sick with the ultimate aim of making a difference.

ISC-Cairo students kicked off their community service efforts at the beginning of the school year with a trip to the Dar E-Safa Nursing Home. In preparation for their visit, 43 students in grades 9-12 prepared care packages for the home's residents. Not only did they prepare and package the boxes, but they donated the items inside the packages. Thoughtfully considering what the residents might like, the students chose to include shampoo, toothpaste, soap, toiletries, cookies, and sweets in the 64 care packages.

ISC-Cairo's Nadine Fouad, Grade 9, commented on her experience at the nursing home: *"We sat with the residents and talked for an hour and half, but we wish we could have stayed longer. The residents there were really friendly and kind. They don't get many visitors, so we were a joy for them, but it was just as much fun for us."*



Two ISC-Cairo volunteers with a "little sister" at a local orphanage

Another community service effort that took place earlier this academic year was an English tutoring program to benefit young girls at a local orphanage. With an aim of providing the orphans with regular visits that facilitate social interaction and help them learn English, ISC-Cairo students in grades 9-12 visited the young children once per week. Immediately seeing the success and encouraged by how happy the children were to have visitors, students began going to the orphanage after school several times per week and have carried on this service to the present day.

"For the first visit, to see the 15 little girls, we felt connected right away. We knew that coming once a week was going to be a lot of extra work for us, along with our studies, but we all felt it would be worth the time spent. There are students who go on Mondays, Tuesdays, Wednesdays and Thursdays right after school for 1-2 hours!" stated Ingy Elshazly, an ISC-Cairo 12th grader.



ISC-Cairo students preparing nursing home care packages

The young girls receiving the English tutoring are really connecting with the ISC-Cairo students. *“The little girls love the consistency of our students coming each week and they wait for them to visit! In addition to learning English, they are learning social skills, teamwork, and the love of big brothers and sisters,”* said Ms. Cindy Riedlinger, ISC-Cairo Student Life Coordinator (SLC).

The girls are not the only ones learning from the service effort. Commenting on what ISC-Cairo students are gaining from their service, Ms. Riedlinger said, *“ISC-Cairo students are receiving a unique experience, knowledge, skills, leadership, and compassion and consideration for others.”* She added, *“They have huge hearts and they show it each time they go to the orphanage.”*

Demonstrating strong commitment to their community, ISC-Cairo students have been involved in other service events throughout the year. Most recently, they visited the National Cancer Institute in Cairo—a facility that received a donation of \$1,000 worth of books to their children’s library from ISC-Cairo students. The students responsible for the book donations enjoyed a visit to the institute to see how their contribution was positively affecting the children there. They also took the opportunity to dress up as clowns and bring a smile to the faces of young cancer patients there.

Through ISC-Cairo’s outreach efforts, students have enjoyed the chance to develop leadership skills, learn to empathize with others, and realize that the welfare of their local community is a shared responsibility, all of which enables them to become active and responsible global citizens.

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

Feature School



Abdul Aziz International School



Abdul Aziz International School Campus

Located in Riyadh, Saudi Arabia, Abdul Aziz International School (AIS) opened in September 1999 to provide high-quality education to the community there. With a current enrollment of 2,500 Pre-K to Grade 12 students, the school is committed to helping students reach their full academic potential, ensuring that they have the knowledge, skills, and experiences to excel in college and beyond.

AIS’s academic success during the past 12 years has inspired confidence and trust and contributed to an increased demand for spaces in the school. Accordingly, in September 2011 the school inaugurated a new purpose-built wing that will accommodate up to 1500 students in the primary section. This wing was designed to provide a comfortable environment conducive to learning and includes a science and computer labs, basketball and volleyball courts, and a gymnasium and multipurpose hall.

Academics

Like all schools in the global SABIS® School Network, AIS offers students a world-class education that has been proven successful over more than 125 years. The time-tested SABIS® Educational System is dynamic and comprehensive, utilizing cutting-edge software and a distinct teaching approach. By following the SABIS® system, AIS graduates individuals who have a solid academic foundation that allows them to successfully pursue their professional and personal endeavors.



A group of young AIS students enjoying breaktime

AIS prepares students for a rapidly changing world. Specifically, all students study Arabic and French as well as enjoy primary instruction in English for all classes. In addition to emphasis on English and world languages, AIS places a high value on mathematics and sciences—core subjects at the school and at SABIS®. As such, AIS students amass an impressive amount of knowledge and develop the skills that come with the rigorous classes. AIS Academic Quality Controller (AQC) for grades 5-8, Ms. Nadine Hariri, explains:



AIS students share a moment of camaraderie

“As a staff member of AIS, I believe that our main goal is to inspire students to explore, think, study, and solve problems independently. I believe that our main target is to help all students every way we can...to instill in our students an appreciation for critical thinking and to convey its usefulness in solving problems that are central to our lives...”

AIS students take their education seriously. Those who master particular subjects—referred to as prefects—regularly volunteer as Shadow Teachers®, which allows them the opportunity to teach their fellow classmates. During the teaching sessions, Shadow Teachers® follow SABIS® teaching methodologies. Through ongoing training and practice, Shadow Teachers® are able to help their peers fill gaps in their knowledge base while at the same time reinforce their own understanding of concepts and develop essential life skills.

“It’s quite clear that students at AIS like to Shadow Teach, as 70% of those who were asked to do so request another chance! It’s nice to see students give back to others and take an interest in their classmates’ success,” commented an AIS staff member.

Yasmin Al Khateeb, an AIS 11th grader, reflected on the strong support system at the school: *“Unity is something that makes us stand out. We are all together and we always support each other no matter what. For example, weak students are always given a second chance and are supported and motivated by tutors and study groups. This is very beneficial and always leads to positive results.”*

Achievements

Due to the SABIS® Educational System and its rich curriculum, AIS students continually excel on external exams. Advanced Placement® (AP®) results for AIS students in 2010-11 were indicative of this. An impressive 17 of the 19 students, or 89%, who sat for AP® exams earned scores of three or higher on at least one exam, plus the school reported three AP® Scholars, one AP® Scholar with Honor, and one AP® Scholar with Distinction.

With stellar AP® scores as well as enviable SAT scores, AIS students are positioned for entry into prestigious universities around the world. While college and university acceptances continue to roll in for this year’s graduating class, AIS

students have already been accepted to University of Michigan in the U.S. and McGill University and the University of Toronto in Canada, among many others.

AIS students are not strangers to success. In addition to being high-flyers on external exams and university admission, AIS students have also been successful in academic competitions. Recently, five AIS students aged 11-16 participated in the British Council's Big Science Challenge and won the 1st prize—a trip to London—for their in-depth project related to a water problem in Somalia.

"They were competing among many students from different countries and won the 1st place prize for finding a solution for the water shortage in Somalia. Our students proved that they are able to identify real challenges facing our global society and to think creatively and responsibly about ways to address them," explained an AIS teacher who worked closely with the students on their project.



Budding friends at AIS

The winning team of AIS students enjoyed a week-long visit to London to present their entries in an international forum, followed by an exciting educational and cultural program, accompanied by AIS's science coordinator.

SLO®



AIS Social Responsibility Department planting 125 trees to mark SABIS's 125th anniversary

All AIS students are encouraged to join the SABIS Student Life Organization® (SLO®) and to play an active role in their school community. From organizing campus events to tutoring fellow classmates, students can choose from a wide-range of offerings within the student-led society. By working with each other and with staff members, students in SLO® acquire and refine important life skills.

Commenting on students' enthusiasm for SLO®, an AIS staff member said, *"AIS students feel that joining SLO® will aid them in experiential learning opportunities, skill development, and new experiences from each department—this was evident during our recruitment day when students rushed to become part of the SLO® team."*

Through SLO®, students at AIS have been engaged in sports tournaments, cultural events, movie nights, and field trips. In addition, students have had the opportunity to give back to their community via service events, including a Toy Donation Day, where students from all sections and classes participated by donating toys to a local orphanage in Riyadh. *"Money is not the only thing that can please people; sometimes simple things can cause a change,"* stated Rawan Rashad, an AIS Grade 6 student.

Demonstrating their passion for leadership and teambuilding, several AIS students applied to attend the annual Student Life Training Camp last year—held in Bath, U.K. Those chosen enjoyed the chance to participate and join other SABIS® camp attendees from around the world. Commenting on her experience at the camp, Abir Ayoub, an AIS 11th grader, said, *"The trip to Bath was memorable and unforgettable. All the lectures and*

activities were helpful. They made me more optimistic and stronger. I thank my Student Life Coordinator and AQC for allowing me to go and experience this wonderful journey. This made me stronger, and made me a leader. This was one of the best experiences of my life."

Given the school's positive impact in Riyadh and impressive progress since it opened 12 years ago, AIS will continue its efforts to provide first-rate education to the students it serves.

For more information about Abdul Aziz International School, please visit www.aisriyadh-sabis.net.

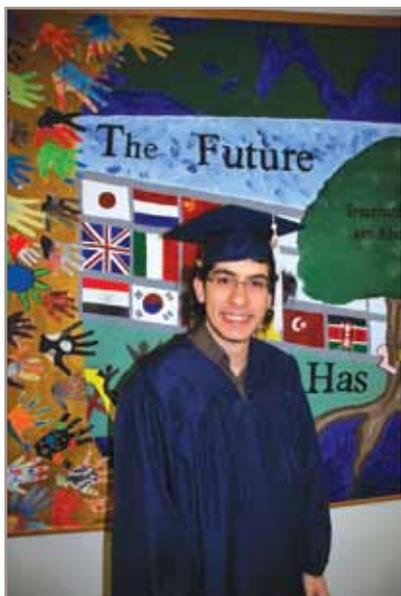


AIS student lends a hand in planting a tree on campus.

Graduate in the Spotlight



Doga Bilgin, ISR Senior



With a passion for learning and a commitment to giving back to his school and community, Doga Bilgin is a role model on his campus at ISR Internationale Schule am Rhein in Neuss (ISR), a SABIS® member school located in Neuss, Germany.

Doga joined ISR as a Grade 8 student in December 2007 and wasted no time in becoming involved in campus activities through the school's SABIS Student Life Organization® (SLO®). "Ever since I came to ISR, I have participated actively in SLO®," said Doga. "In grades 9 and 10, I was the Deputy Head Prefect of the Outreach Department. In grade 11, I was the Head Prefect," he added.

Through his dedication, enthusiasm, and hard work, Doga earned the respect of his peers within SLO®, which facilitated his ascent to more demanding and esteemed roles in the student-led society. Today, as a senior nearing graduation, he is the Deputy Head Prefect of the Social Responsibility Department and is an active contributor to "Radio ISR," a weekly radio program that he and another student launched. In addition, Doga spearheaded new community service programs such as the Adopt-a-Family program, which allows ISR students to provide donated clothes, toys, and food to needy families as well as a 24-Hour-Famine initiative that helps students better understand famine and world hunger.

Doga has taken his studies at ISR just as seriously as his campus and community involvement, applying himself to his classes and tackling rigorous external exams. "Going to school at ISR has helped me grow both academically and socially. I am sure I will be prepared to attend a top university, which is my ultimate goal," commented Doga.

Based on his academic success thus far, it would seem Doga is on track to reach his ultimate goal. His SAT score was an impressive 2030, placing him at or above the 90th percentile of high schoolers for the exam's critical reading, mathematics, and writing portions. Also, out of the seven International General Certificate of Secondary Education (IGCSE) exams he took, Doga received an A* on four, indicating that his knowledge of the subjects tested was at the "very top end of achievement." Furthermore, he earned the top score among all students who sat for the IGCSE Business Studies exam in Germany. Equipping himself for enrollment into university, Doga will sit for the International Baccalaureate (IB) exams in May 2012.

“Doga is an exceptional individual. His all-round abilities, wide scope of interests, coupled with his drive to succeed—and sometimes against the odds—make him stand out,” said Ms. Eileen Lyons, ISR School Director.

Commenting on the breadth of experiences he accumulated during his past four years at ISR, Doga said, *“I have gained many things, both inside and outside the classroom, during my time at ISR. I have learned how to overcome adversity, work together with other people, and stay optimistic even when things get a little rough.”* He added, *“ISR has provided me with a well-rounded education that did not only mold me into a good student, but a good person.”*

Doga’s stellar academic performance and admirable civic efforts demonstrate that he has fully reaped the benefits of the dynamic SABIS® Educational System. It is clear that he has, through ISR, formed the necessary academic foundation that will allow him to reach his “ultimate goal” of attending a top university. In fact, Doga has already been accepted to several competitive universities such as the London School of Economics in the U.K. as well as received a full, four-year scholarship to Clark University in the U.S. In addition, he has had admission interviews with three universities, including Harvard University and Brown University, and is awaiting their decisions.



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

MEMBERS AND ASSOCIATE MEMBERS OF THE SABIS® SCHOOL NETWORK

MIDDLE EAST REGION: The International School of Choueifat - Choueifat, Lebanon | The International School of Choueifat - Sharjah, U.A.E. | The International School of Choueifat - Abu Dhabi, U.A.E. | The International School of Choueifat - Al Ain, U.A.E. | The International School of Choueifat - Ras Al Khaimah, U.A.E. | The International School of Choueifat - Dubai, U.A.E. | The International School of Choueifat - Umm Al Quwain, U.A.E. | The International School of Choueifat - Koura, Lebanon | The International School of Choueifat - Amman, Jordan | Abdul Aziz International School - Riyadh, Saudi Arabia | The International School of Choueifat - Doha, Qatar | The International School of Choueifat - Damascus, Syria | The International School of Choueifat - Ruwais, Abu Dhabi, U.A.E. | The International School of Choueifat - Muscat, Oman | The International School of Choueifat - Homs, Syria | SABIS® International School - Adma, Lebanon | The International School of Choueifat - Manama, Bahrain | The International School of Choueifat - Erbil, Kurdistan, Iraq | The International School of Choueifat - Abu Dhabi Khalifa City “A”, U.A.E. | The International School of Choueifat - Suleimaniah, Kurdistan, Iraq **PPP Schools:** Military High School - Abu Dhabi, U.A.E. | 3 Schools - Erbil, Kurdistan, Iraq | 5 Schools in Western Region (Al Ghayathi, Al Silaa, Beda’a Al Motawa’ah, Ruwais) - Abu Dhabi, U.A.E. | 9 in Eastern Region (Al Maqam, Al Khazna, Al Khatm, Al Ain) - Abu Dhabi, U.A.E. **EGYPT:** The International School of Choueifat - Cairo, Egypt | The International School of Choueifat - City of 6 October, Egypt **PAKISTAN:** The International School of Choueifat - Lahore, Pakistan **NORTH AMERICA:** The International School of Minnesota - Minneapolis, Minnesota, U.S.A. | SABIS® International Charter School - Springfield, Massachusetts, U.S.A. | International Academy of Flint - Flint, Michigan, U.S.A. | SABIS® International School - Phoenix, Arizona, U.S.A. | Milestone SABIS® Academy of New Orleans - New Orleans, Louisiana, U.S.A. | Holyoke Community Charter School - Holyoke, Massachusetts, U.S.A. | International Academy of Saginaw - Saginaw, Michigan, U.S.A. | Mt. Auburn International Academy - Cincinnati, Ohio, U.S.A. | Linwood Public Charter School - Shreveport, Louisiana, U.S.A. | American International Academy - Detroit, Michigan, U.S.A. (Licensed Member School) | Brooklyn Ascend Charter School - Brooklyn, New York, U.S.A. (Licensed Member School) | Brownsville Ascend Charter School - Brooklyn, New York, U.S.A. (Licensed Member School) | Bushwick Ascend Charter School - Brooklyn, New York, U.S.A. (Licensed Member School) **UNITED KINGDOM:** SABIS® International School U.K. - Bath, England **GERMANY:** ISF Internationale Schule Frankfurt-Rhein-Main - Frankfurt, Germany | ISR Internationale Schule am Rhein in Neuss - Neuss, Germany **ROMANIA:** Cambridge School of Bucharest - Bucharest, Romania

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