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Highlights of the Issue

Two SABIS® Member Schools Recognized as Best in the U.S.

SABIS® member schools are college-preparatory institutions that are consistently recognized for preparing students for the future by giving them a solid, well-balanced education. This recognition has come in many different forms and from all corners of the globe. The most recent recognition has come from a well-respected publication in the U.S. – *U.S. News and World Report*, which just released its “Best High Schools Ranking” for 2014. Once again, two SABIS® member schools earned a place on the list. The SABIS® International Charter School (SICS) in Springfield, Massachusetts, earned a silver medal ranking, and the International Academy of Flint (IAF) in Flint, Michigan, received a bronze medal ranking.



In compiling their list of “Best High Schools,” *U.S. News and World Report* teamed up with the American Institutes of Research (AIR) to collect and analyze data from more than 19,411 eligible public schools in all 50 states and the District of Columbia. Schools were ranked based on a three-step process that uses each state’s proficiency test standards, student demographic characteristics, and performance on Advanced Placement or International Baccalaureate exams as an assessment of students’ college readiness.

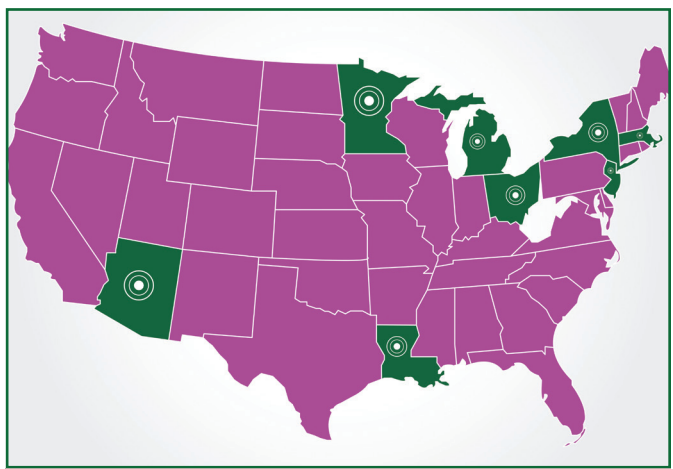
Both SICS and IAF, members of the global SABIS® School Network, were proud to have been recognized on the *U.S. News and World Report’s* Best High Schools in America. SICS’ silver medal ranked it

57th among high schools on the list from Massachusetts and placed it 154th among all U.S. charter schools singled out in the ranking. IAF, which has made the list for 7 of the last 8 years, was one of 2,688 high schools that earned a bronze medal and the distinction of being among the best.

"We continue to be thrilled by the national recognition that both schools have been receiving over the past several years. This reaffirms our resolve to continue improving and to never become complacent," said Mr. George Saad, SABIS[®] Vice-President – Operations.

To learn more about the SABIS[®] Educational System and the SABIS[®] School Network, visit sabis.net. To view the entire listing of U.S. News and World Report's "Best High Schools" rankings, visit <http://bit.ly/1hC7OhE>.

SABIS[®] Charter Schools to Expand in the U.S.



Location of SABIS[®] member schools in the U.S.

Established in 1886, the SABIS[®] School Network is comprised of schools located in 15 countries on four continents and educates more than 63,000 students. The SABIS[®] School Network, which is divided into two regions, America/Europe and North Africa, the Middle East, and Asia, provides students around the world with access to top-quality education that prepares them to achieve success in college and beyond.

In the U.S., SABIS[®] member schools are predominantly public charter schools, which are publically-funded, tuition-free schools. Since 1995, SABIS[®] has built a reputation for excellence in its U.S. member charter schools, whose students have consistently earned solid results. In the 2013-14 academic year, there are 11 SABIS[®] member charter schools in the U.S. operating in 5 states from coast to coast.

Drawing on the strength of the results achieved by SABIS[®] member charter schools, the network is set to expand in the near future. Two charter schools located in New Jersey have been approved for opening in the 2014-15 academic year. The International Academy of Camden Charter School and the International Academy of Trenton Charter School will each open in 2014-15 to students in Kindergarten through Grade 3. Both schools will add a grade level each year of operation until they reach a full K-12 academic program.

Several other SABIS[®] member charter schools across the U.S. have been approved and are in the works for the 2015-16 academic year. These include 3 schools located in New Jersey, 3 in Michigan, and 1 in Massachusetts.

"The charter school movement continues to offer great opportunities for the expansion of proven educational models such as SABIS[®]," said Jose Afonso, SABIS[®] Director - U.S. Business Development. *"Our strong and consistent record of delivering superior performance in the most challenged communities across the country will continue to result in growth opportunities."*

To follow the success of SABIS[®] U.S. member charter schools, follow us on Twitter @SABIS_US.

SABIS[®] Participates in Biennial IFC Education Conference



The IFC's 6th International Private Education Conference

SABIS[®] President, Mr. Carl Bistany, was among a host of prominent speakers and panelists presenting at the biennial International Finance Corporation (IFC) Education Conference on April 1-2, 2014, in San Francisco, CA, U.S.A. The conference brought together over 350 participants from the education sector around the world to discuss and explore the central theme of "Rethinking Education: Shaping the Future."

Recognized as a leader in using data in education, SABIS[®] was represented by Carl Bistany, who was among 4 panelists in a session titled "Big Data and Analytics." The panel explored big data as a competitive edge in education and highlighted the potential to expand the use of data for the purposes of tailoring content and gaining greater insight into student learning.

"A continuous flow of data at all levels allows SABIS[®] to derive meaningful metrics on individual student achievement and pinpoint learner mastery at all times," commented Mr. Bistany in his initial remarks. He continued, *"Customizable for easy reference, data helps ensure that every learner is building a strong knowledge base at every step of their learning journey."*

After remarks from each panelist, the session moderator led an engaging discussion that touched upon some of the challenges presented by data, particularly security and access, and its potential to reshape education.

Mr. Bistany summed up the SABIS[®] view on data: *"Throughout our 127-year history, we, at SABIS[®], have watched the decline in global education standards and the struggle to improve them. We know that ongoing access to an increasing amount of data along with meaningful translation of that data into classroom practice are key to raising the education standards of the masses."*

Testimonial

"SABIS® actively mines large data sets to ensure high quality standards and academic performance for more than 63,000 students enrolled in SABIS® member schools that operate in 15 countries on 4 continents. Continuous tracking of annual student academic performance yields more than 14 million data points which are used to drive instruction, achieve learning objectives, and ensure consistency across the network."

— Jin-Yong Cai, Executive Vice President and CEO of the International Finance Corporation, excerpt from Project Syndicate, <http://bit.ly/Pn96Fq>

Management Agreement Signed for New School in Azerbaijan

In line with its vision to change the world through education, the SABIS® School Network continues to embrace expansion opportunities around the world. In the 2015-16 academic year students in Baku, Azerbaijan, will be able to enroll in the newest SABIS® member school. The school will be a private day school located on a new, purpose-built campus and will open a set number of grade levels with an additional grade being added in each year of operation until the school has reached a full maturity with a K-12 offering.

"Baku is not only the capital of Azerbaijan but also its largest scientific, cultural, and industrial center as well as a UNESCO World Heritage site," said Mr. Udo Schulz, SABIS® Senior Vice President International Business Development. *"We are excited that the planned SABIS® International School will be able to add the superior education needed to continue the rapid growth, modernization, and economic prosperity of this metropolis into the future."*

Watch future SABIS® Newsletters for further information about developments on the SABIS® member school in Azerbaijan.

Harvard Case Study on SABIS® Taught at Columbia University

Published in 2009, the Harvard Business School case study on SABIS® continues to find relevance among audiences of budding entrepreneurs. In February 2014, author of the SABIS® case study, Daniel Isenberg, presented the case study to a class of students at Columbia University in New York, U.S.A.

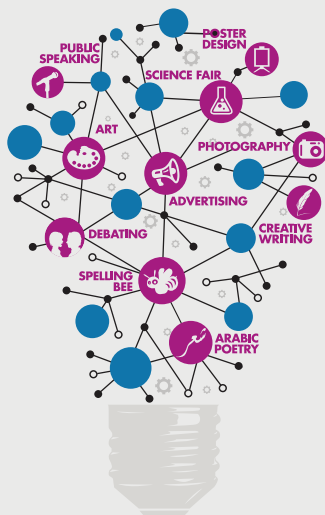
Fifty-seven students in the Global Entrepreneurism class, a 5-day intensive elective for students at Columbia and the London Business School, read the case study with the objective of learning that entrepreneurship can occur in multigenerational family businesses, not just startups. An additional objective of teaching the case study included providing an example of how turning conventional wisdom on its head can lead to a significant, global business opportunity.

SABIS® President, Carl Bistany, was Skyped into the class from Lebanon and was on hand to answer questions from students. *"I was honored to participate in the presentation of the case study and pleased to see that the case study's relevance remains strong five years after it was first published,"* commented Mr. Bistany.

Reflecting on the outcome of the class, Isenberg said, *"Numerous students were impressed by the fact that through being "contrarian" – that is, doing what others think is worthless or impossible or stupid – significant value, economic and social, can be created."*

SABIS® is among an impressive group of 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 through Harvard case studies.

Individuals wishing to purchase the case study – SABIS® - A Global Educational Venture from Lebanon – can do so via this link: <http://bit.ly/Ruliiov>. (SABIS® does not collect any revenues from the sales of the case study.)



SABIS® Introduces New Advising Curriculum

In addition to providing students with a strong academic foundation, the SABIS® Educational System helps contribute to the personal development of students. SABIS® seeks to educate students who have high standards of ethical, moral, and civic conduct. A SABIS® education helps ensure that students make informed decisions on social issues, defend their convictions, and positively influence their peers.

Reflecting this commitment, the SABIS® Academic Development Department introduced a new advising curriculum at the beginning of the 2013-14 academic year and is piloting the program in SABIS® member schools in Lebanon. The new curriculum is an interactive program which covers a wide range of topics and themes that are important in students' daily lives including responsibility, tolerance, citizenship, respect, honesty, compassion, loyalty, and fairness. The curriculum is designed in a manner that helps students acquire the knowledge, skills, and experiences needed to help them face challenges in college and beyond.

"At SABIS®, we strongly believe that it is never too soon to begin creating an awareness about important developmental, personal, social, and civic issues," said Mr. Ghassan Kansou, SABIS® Vice President – Academic Development. *"Starting from Grade 1 and all the way through to Grade 12, students in SABIS® member schools attend advising classes that have been designed and developed in a manner that is appropriate to their age."*

Based on the feedback received from member schools that are piloting the program, the Academic Development Department plans to make final adjustments to the curriculum and then introduce it in SABIS® member schools around the world.

To learn more about the SABIS® Educational System, visit sabis.net.

Widespread studies have shown that education contributes directly to a person's future earning potential; it supports upward mobility and has a powerful effect on the distribution of income and GDP. Education positions individuals as contenders in a knowledge economy – for jobs today and in the future – as qualified graduates in highly competitive fields, as scientists, mathematicians, physicists, and economists who will shape the country's future and solidify its place in the global economy. With the potential to dramatically shape future individual earnings and raise their living standard and that of their immediate and extended families as well as impact the economic growth of nations, education is largely considered to be the key to unlocking the future.

Helping students unlock the future through education is a complex undertaking that is made more so due to the accelerated pace of change in today's technology-based economy. In order to be able to reap the rewards of education, students must have a solid academic foundation; they must be prepared for jobs that do not even exist today – gene screener, space architect, holographer; and they must constantly re-engineer their knowledge and work continuously to hone their soft skills in order to succeed in the wide variety of positions that they will hold over the course of their lives as professionals and members of a global society.

An education that prepares students to succeed in today's flattened global environment is also part of the key to the future. As students embark on careers that can take them anywhere in the world, the ability to succeed in "multicultural," "multiracial," and "multinational" settings is a skill that is increasing in demand. The best schools must provide a rich, international curriculum, serve multicultural student bodies and emphasize the teaching of world languages and cultures. These elements contribute to students' development as global citizens; they help foster the development of tolerance, promote an open-minded outlook, and teach students to think outside of the box. Experience with these elements also gives students an important edge that is crucial for future integration into multinational settings, whether at university, in the workplace, or in communities around the globe.

As the key to the future, education has the potential to impact communities around the world on many levels. Beyond increasing earning potential, improving living standards or raising GDP, by teaching students to be aware of the importance of practicing social responsibility, education also has the potential to influence the future. To do so, school life should encourage students to take an active role in their education and to make a difference in the lives of others around them. With an emphasis on academics and personal empowerment, schools can graduate students who are academically strong, morally sound, mentally sharp, socially aware, and eager to use their education to change and influence the world around them.

As a global education management organization that has been "changing the world through education" for over 127 years, SABIS® understands that education is the key to the future. In fact, SABIS® has understood this since 1886, when the first member school was established by two visionaries who shared a passion for education and a conviction in its power. They conceived a teaching philosophy that was aimed at delivering a top-quality education that would allow all students, not only the gifted few, to use their

Testimonial

"Thank you for your tremendous efforts with my son. I would like to extend my deep gratitude to every single school teacher and supervisor. Thank you for making my son the wonderful man he is today."

– Ms. Dalia Kadry, parent of a student at ISC-Egypt

education as a means to shape the future. Their vision evolved into a comprehensive, proprietary educational system – the SABIS® Educational System – which is currently followed by over 63,000 students enrolled in private and public SABIS® member schools located in 15 countries on 4 continents. The SABIS® Educational System uses proven teaching methods, a dynamic, international curriculum, cutting-edge technological tools, and an engaging SABIS Student Life Organization® to help students build a strong foundation of knowledge and skills and position them for success in university and beyond.

The success of students enrolled in SABIS® member schools is evident in the excellent results consistently achieved on external examinations such as the International GCSEs, the International Baccalaureate (IB), and Advanced Placement® (AP®). Year after year, SABIS® network-wide external exam results far exceed global averages. Using the key that their education in a SABIS® member school has provided, graduates have opened the door to some of the most prestigious universities in the world, pursued rewarding careers, and become valuable community members and leaders.

Education is the key to the future. At SABIS® we know this and are committed to providing our students with the knowledge and skills needed to unlock a future filled with limitless possibilities.

IT News

SES IT Department Earns CMMI Level 3 Re-Appraisal



SES IT Appraisal Team

SABIS® continuously sets industry standards in the use of information technology. Its cutting-edge approach and proficiency in IT helps ensure that the organization achieves its objectives of using technology to optimize learning, improve academic results, enhance teacher efficiency, and reinforce communication.

In line with SABIS®'s core value of continually improving and never becoming complacent, which has contributed to keeping the organization at the forefront of education since 1886, SABIS® was recently re-certified at a CMMI (Capability Maturity Model® Integration) Level 3. This prestigious certification signifies that the organization's IT development methodologies meet internationally-recognized standards. SABIS® shares this privileged rating with only ca. 2,800 organizations worldwide including Airbus, Boeing, IBM, and NASA.

The Capability Maturity Model Integration (CMMI) is a process improvement and appraisal program that is used to guide process improvement across a project, division, or an entire organization. Under the CMMI methodology, processes are rated according to their maturity levels and awarded a maturity level rating ranging from 1 to 5 or a capability level achievement profile.

"We are very pleased to have maintained our level 3 rating," said Mr. Elie Dagher, Director – Software Development at SES. "The rating demonstrates that the department has institutionalized the standard software engineering processes and adopted the culture of continuous improvement of product quality and user satisfaction."

For more information about SABIS®, visit sabis.net. To view the results of the CMMI appraisal of SABIS® Educational Services' Information Technology Department, visit the CMMI Institute website at <http://bit.ly/M8v3qe>.

SABIS® Data Centers: Ensuring Security and 24-hour Accessibility

Data, its scope, availability, and use, is a key component of the SABIS® Educational System, which is implemented in SABIS® member schools around the world. As a leader in the field of education, SABIS® has built a reputation for the way it uses data as an integral part of the learning process. Data on each student in the SABIS® School Network is generated from the admissions process and continues to develop into detailed digital learner profiles through the ongoing assessment process after a student enrolls. Data is used to pinpoint students' learning gaps and identify concepts that teachers need to reinforce in class to help ensure mastery.

Securing millions of data points and ensuring that data is accessible for the purpose of informing the learning process of every student is the responsibility of the SABIS® IT Department under the guidance of Mr. Serge Bakhos, SABIS® Vice President – IT, Book Publishing, and Creative Design.

The following is an excerpt from an interview conducted by the SABIS® Corporate Communications Department with Mr. Bakhos:

Q: Can you start us off by explaining what a data center is?

A: A data center is a facility used to house computer systems and their associated components, such as telecommunications and storage systems. It generally includes redundant or backup power supplies, redundant data communications connections, environmental controls (e.g., air conditioning, fire suppression), and various security devices.

Small companies usually have the capacity to store their data and services. However, larger organizations that have significant amounts of data to store and services to provide sometimes use external data centers for additional storage facilities and other services.

Q: How many data centers does SABIS® currently use?

A: SABIS® currently has two data centers to store its data and services. The first data center is located in Lebanon. The second is in Minnesota, U.S. and is hosted in a state-of-art co-location facility incorporating multiple power sources, Internet connectivity, and maximum security.

SABIS Student Life Organization® News



SABIS®'s data center in Minnesota, U.S.

Q: What is the capacity of each data center?

A: In the U.S., SABIS® incorporates 27 physical servers, 92 virtual servers, and an additional 12 pieces of equipment to deliver a robust, redundant environment that ensures optimal response times and minimal downtime to its users. In Lebanon, SABIS® incorporates 15 physical servers, 60 virtual servers, and an additional 12 pieces of equipment.

Q: What is the need for such large data collection centers?

A: SABIS® invests heavily in Information Technology and data systems to ensure operational efficiency, improve students' academic results, maximize learning, enhance teacher productivity, and reinforce communication across the network. This data must be stored, first and foremost, securely, and in a place that offers the appropriate capacity.

Data from the SABIS® School Management System in every member school is replicated on a regular basis and stored in our data warehouses, ensuring that it is always readily available with little or no "down time." This is necessary so that we can provide our users around the world with access to the information they need. For example, we have parents around the world using WebSchool to track their child's performance in school. That data needs to be available every minute of the day and every day of the week around the globe.

On a wider scale, to support the efforts of every member school, individuals in SABIS® corporate have access to regional performance data. Products like the Regional Monitoring System (RMS) help SABIS® corporate employees review performance, compare results, and pinpoint possible issues. Having uninterrupted access to the RMS adds an important level of oversight to our school management operations.

Q: What type of information does SABIS® store in its data centers?

A: SABIS® stores all its data and services in these data centers. The services stored include the SABIS® School Management System (SSMS), the SABIS® Academic Monitoring System (SABIS® AMS), the SABIS® Tracker, and the SABIS Integrated Testing and Learning® as well as applications such as Teacher App.

Q: Are there plans for any additional data centers?

A: Yes, we are planning to set up a new, state-of-the-art disaster recovery site in the U.K. This data collection site will be a replica of both centers located in the U.S. and Lebanon. The objective of creating a disaster recovery site is to secure continuity of operations and be completely insured against any form of disaster that could compromise our data.

Focus on the SLO® Sports and Health Department

The SABIS Student Life Organization® (SLO®) is an integral part of daily life in each and every SABIS® member school. With 8 departments that cover a wide range of areas such as academics, discipline, and activities, SLO® offers something for every student.

One of the 8 SLO® departments underwent an important change at the beginning of the 2013-14 academic year. The Sports Department was expanded to integrate the concept of health into the department. It is now known as the Sports and Health Department.

Precipitating the change was the prevalence of studies showing that students today tend to eat less healthy foods, consume more sugar, and engage in less physical activity than students a generation ago. So, in response to these trends, SABIS® felt the need to address the issue with a serious counterplan.



ISC-City of 6 October students eating healthy meals in the school cafeteria

"Sports and health go hand in hand," explained Mr. Roger Soweid, SABIS® Corporate Director – Student Life and Student Management. "In today's world, children are increasingly exposed to unhealthy lifestyles and we felt it was important to increase awareness among our young students about the importance of leading a healthy lifestyle and making healthy choices on a daily basis."

The SLO® Sports and Health Department focuses on the importance of physical education and leading a healthy lifestyle. It aims to teach students how to take care of their bodies by blending physical activity with a balanced diet and encourages them to participate in physical activities and events organized at school. The Sports and Health Department promotes the importance of healthy eating, good hygiene, laughter, reading, and building a strong and active social network as a means to live a healthy lifestyle. The department

also creates awareness among students about the negative impact of smoking, substance abuse, alcohol use, and passive activities such as video games, Internet surfing, and excessive television exposure on a healthy lifestyle.

The Sports and Health department’s mission statement – “Foster an appreciation for sports and healthy/habits lifestyle while encouraging students to get and stay in shape” – summarizes the department’s values and implements the change.

A number of SABIS® member schools worldwide have already seen a change in their students’ attitude toward health since the department was renamed. In addition to organizing a hygiene workshop, prefects at the International School of Choueifat-City of 6 October (ISC-City of 6 October), in Egypt, met with the Cafeteria Manager to review the cafeteria menu and discuss the option to offer healthier food choices.

“The Sports and Health prefects have made a wonderful effort in promoting sports fun at school,” reported Nora Abd El Aziz, SLO® Coordinator at ISC-City of 6 October. *“I believe one of their greatest achievements was improving the food served in the cafeteria.”*

At the International School of Choueifat-Doha (ISC-Doha), in Qatar, prefects informed the students of the importance of a healthy lifestyle through posters, advising class, and physical education class. Another initiative that the school took was to ban junk food on the premises. *“The [Sports and Health] Department emphasizes that maintaining a healthy lifestyle does not simply mean exercising regularly, but also means combining eating healthy, exercising, and getting enough sleep,”* stated Khalil El Temsah, SLO® Coordinator there.

The development that has taken place in the SLO® Sports and Health department reflects SABIS®’s commitment to offer students a well-rounded education that remains up-to-date with the challenges that face the youth of today.

For more information about the SABIS Student Life Organization®, visit sabis.net.

Making a Difference

Random Acts of Kindness Help Create Positive School Environment

In all SABIS® member schools, students play an active role in shaping the school culture. Through the SABIS Student Life Organization® (SLO®), students are empowered to take the lead in efforts to create an inclusive, welcoming environment. Recently, at member schools throughout the network, students participated in a 20-day Random Act of Kindness (RAK) Challenge aimed to create a ripple of kindness throughout the network.

“Through random acts of kindness, students make a deliberate attempt to brighten someone else’s day by doing something thoughtful and caring,” explained Mr. Roger Soweid, Corporate Director – SABIS® Student Life and Student Management. *“By teaching our students the importance of kindness and allowing them to experience the kindness of others first hand, we create a culture of acceptance, kindness, and tolerance, eradicating negative behavior, such as bullying, in our schools.”*

As part of the challenge, SLO® in SABIS® member schools in Germany, Egypt, Pakistan, Kurdistan, England, and the U.S. distributed RAK “passports” to students in Kindergarten through Grade 12. Over a 20-day period, the students were asked to perform one random act of kindness each day and write it down in their RAK passport. Students who completed 20 random acts of kindness in 20 days were then recognized by their school.



Student Random Act of Kindness passport

Examples of the random acts of kindness that occurred during the challenge are countless, from simple acts of kindness including distributing balloons and lollipops, writing a thank you note to teachers, or sharing an umbrella on a rainy day, to more complex acts including placing a plate of cupcakes in the staff room and offering winter scarves to bus drivers to keep them warm in the cold winter mornings.

The positive vibe that spread across the network has been astounding. *“I have noticed a kinder and gentler atmosphere throughout the school since the RAK challenge,”* commented Nada El Hady, SLO® Head Prefect at the International School of Choueifat, Cairo (ISC-Cairo). *“This atmosphere of kindness is overflowing into the community.”*



ISC-Cairo student holding balloons distributed by the SLO® prefects during RAK month

Through SLO®, students in SABIS® member schools have the opportunity to develop important life skills which complement the solid academic foundation they acquire through the SABIS® Educational System. In school and later at university and in life, students use these skills to make a real difference in the lives of others.

To learn more about the SABIS Student Life Organization®, visit sabis.net.

Graduates Reap the Benefits of the SAGA University Application Module

In the fall of 2013, the SABIS® Alumni Global Association (SAGA) launched the online SAGA University Application module in an effort to support students at SABIS® member schools in Lebanon in their application to universities. The module was designed to simplify the university application process in Lebanon by providing both students and university advisors with an easy-to-follow process complete with checklist and automated reminders.

Through the SAGA University Application module, students who are in the process of applying for university can select from a list of top Lebanese universities and complete an application directly through the module. After a student has initiated his/her application, the module sends the student's university advisor an automated E-mail indicating each university's application requirements. These requirements often include transcripts, recommendations, and personal statements. The university advisor coordinates with each student to ensure that the necessary student-generated information has been provided and also oversees the sending of all school-related documents to the university admissions office. With requirements for admission often varying from one university to another, the SAGA University Application module helps ensure that the process goes smoothly for each student and eliminates unnecessary errors or delays in the application process.

Having been used by students preparing to graduate from SABIS® member schools this spring, the SAGA University Application Module has garnered positive feedback.

"The module is very helpful. It makes the whole process easier especially when applying to more than one university. It is very easy to navigate through." -- Kevin Chahwan, Grade 12, SIS-Adma

"The website helps me apply to universities and saved me a lot of time, allowing me to focus on other things." -- Yara Karam, Grade 12, SIS-Adma

"The SAGA University Application module is a multi-functioned application which facilitates easy accessibility to all the relevant information pertaining to university entrance procedures. Students who have used the module have consistently been enthused about its user-friendly format. ISC-Koura students have been highly impressed by the site and have encouraged other classmates to use it." -- Mr. Leon Keet, AQC/Career Guidance Counselor at ISC-Koura

"Speaking as an educator in one of the most rigorous school systems in Lebanon, I have watched SAGA help our students become more efficient in the use of their time when applying to universities. [The module] does this by allowing general information that is uniform for all university applications to be completed once and sent to multiple universities rather than the student having to fill out the same information multiple times." -- Mr. Fareed N. Halabi, teacher and Career Guidance Counselor at ISC-Choueifat

The SAGA team is planning to expand the geographic scope of the University Application Module in the future. To date, the application supports universities in Lebanon including the American University of Beirut (AUB), the Lebanese American University (LAU), Balamand University, Beirut Arab University (BAU), Haigazian University, and Notre Dame University (NDU). Plans are underway to add more universities in Lebanon as well as in MENA region.

For further information on the University Application Module, please refer to your school Career Guidance Counselor, AQC, or Office Manager.

SABIS® Professional Development Institute

New Workshops Add Value to SABIS® Employees

In line with SABIS®'s core value of continually improving and never becoming complacent, the SABIS® Professional Development Institute (SPDI) is committed to providing school administrators, teachers, and corporate staff within the SABIS® School Network with ongoing professional development opportunities. Through a dynamic set of modules and sessions, SABIS® employees have had the opportunity this year to acquire and refine skills that will help them on the job within the organization.



Participants exchange ideas during the SPDI workshop in Minnesota, U.S.

Held on January 28-29, 2014, in Lebanon, the SPDI "Management Development Workshop" offered SABIS® department heads, project managers, and team leaders a two-day workshop that focused on developing management and leadership skills. During the sessions, participants worked to develop their managerial and leadership skills and learned how to develop and improve team performance.

"The Management Development Workshop I attended had a profound impact on me. I left feeling very confident, motivated, and much more informed on the key principles of leadership. I am far more aware of the interaction process required to achieve critical objectives and have discovered new techniques to secure meaningful and constructive feedback for my team," said Ms. Brigitte Abou Farhat Matar, Manager, SABIS® Book Publishing. *"In addition to the professional benefit, the trainer was exceptional, generous, and full of knowledge."*

A special workshop offered by SPDI in conjunction with Development Dimensions International, DDI, one of the world's leaders in corporate talent management, was held for senior level employees at SABIS® Educational Systems, INC. in Minnesota, U.S. in April 2014. The two topics covered, "Influential Leadership" and "Developing Others," helped attendees explore and develop the skills needed to nurture and lead teammates. The feedback from the SPDI/DDI workshop was very positive.

Mr. Mahdi Kansou, SABIS® Executive Director – Business Support, attended the workshop and said, "Attendees had the chance to review the elements of a good leader and identify concrete steps they could take to help them bring out the talents in their team members." Another attendee, Mr. Mark Blaubach, Director – IT Operations, remarked, "Attending the workshops in Influential Leadership and Developing Others offered me valuable insights on how I can positively impact others in my team and better understand how I can promote the development of my team's goals and outcomes. The strategies learned in these sessions can definitely be put to use and affect my role in a constructive way."

With an emphasis on serving employees' needs at all levels, the SABIS® Professional Development Institute provides SABIS® employees and employees in SABIS® member schools with an opportunity to grow and develop their professional skills and capacity within SABIS®. By continuously acquiring new, relevant skill sets, individuals associated with SABIS® can pursue rewarding career paths and remain at the forefront of their field.

Feature School

Riyadh Private International School-AI Wadi



Riyadh Private International School-AI Wadi campus

Located in Riyadh, Saudi Arabia, the Riyadh Private International School-AI Wadi (RPIS-AI Wadi) opened its doors in September 2013 to 300+ students in Kindergarten through Grade 3. The school, which is located on a new, purpose-built campus, boasts modern sports facilities, an indoor swimming pool, and a tricycle track in addition to several courts equipped with highly-secure play areas for students. The campus also includes state-of-the-art classrooms with interactive whiteboards and science and computer laboratories as well as a cafeteria.

A second SABIS® member school in Riyadh

RPIS-AI Wadi is the second SABIS® member school in Riyadh and was established as a result of the high demand for school places at the Riyadh Private International School-Sulaimaniah (RPIS-Sulaimaniah), (formerly Abdul Aziz International School), the first SABIS® member school to operate in the country. Opening in 1999, RPIS-Sulaimaniah currently serves over 3,000 students in K-12.



Young students in class

The decision to open RPIS-AI Wadi came about after careful assessment of the market for school places, specifically places for students in the early primary grade levels. "The decision to open a second school in the Al Wadi district was made in response to the growing demand from both the local and international communities in the country for the SABIS® Educational System," remarked Victor Saad, SABIS® Vice President. "Parents want to enroll their children in a school that has a strong academic foundation, fosters academic achievement, and effectively prepares students for success in school, college, and beyond. In other words, a SABIS® member school."

The SABIS® Educational System

RPIS-AI Wadi is a non-selective, private international school that offers a high-quality education to boys and girls from the local and international communities. Like all schools in the global SABIS® School Network, RPIS-AI Wadi implements the SABIS® Educational System, a comprehensive educational program that offers a rigorous, internationally-oriented curriculum and emphasizes the core subjects of English, mathematics, and world languages.



Lasting friendships formed at RPIS-AI Wadi

Catering to children in Kindergarten through Grade 3, RPIS-Al Wadi implements the full SABIS® Educational System, including cutting-edge technology that has been developed by SABIS® to enhance the learning process. RPIS-Al Wadi's students are actively engaged in the learning process. Periods of instruction are interspersed with break times throughout the day when the young learners can run and play, helping them to focus their attention once classes resume. Student progress is monitored regularly through the analysis of data generated from computerized testing even for RPIS-Al Wadi's youngest learners, who are tested using pictures rather than words. As a result of regular assessment, the school can rapidly identify students' learning gaps and take the necessary steps to fill them.



Play time at RPIS-Al Wadi

"Many reasons encouraged me to enroll my son at RPIS-Al Wadi. I was attracted to the SABIS® Educational System and the regular assessments and continuous follow up which ensure that he does not develop any learning gaps. Moreover, the school focuses on both his academic and social development, and he is acquiring a range of knowledge and skills," said Ms. Jana Sayadi, parent of a student at RPIS-Al Wadi.



Students learn the joys of reading at RPIS-Al Wadi

Preparing Students for the Future

The SABIS® Educational System implemented at RPIS-Al Wadi successfully prepares students to continue their education at other schools in the Kingdom of Saudi Arabia or around the world. Several families of students completing Grade 3 at RPIS-Al Wadi opt to continue their children's education at other SABIS® member schools located in Saudi Arabia. For students whose families are transferred elsewhere, the solid educational foundation they acquired at RPIS-Al Wadi eases their entry into other school systems around the world.

"Regardless of where students continue their education, the SABIS® Educational System implemented at RPIS-Al Wadi emphasizes a well-balanced body of knowledge, skills, and experiences which provide students with a solid academic foundation that allows them to transfer with ease to other school systems worldwide," said Mr. Raafat Hatoum, RPIS-Al Wadi School Director.

As demand for quality schools continues to Saudi Arabia continues to increase, SABIS® will be establishing additional member schools in the country. RPIS-Al Wadi and RPIS-Sulaimaniah will be joined by a third SABIS® member school, the Jeddah Private International School (JPIS) in the fall of 2014.

To request information about RPIS-Al Wadi, E-mail rpis-sabis@sabis.net. For information about RPIS Sulaimaniah or JPIS, send an E-mail to info@aisriyadh-sabis.net or jpis@sabis.net, respectively.

Alumni in the Spotlight

Alumni Return to SABIS® Member Schools as Teachers

Every year on graduation day, students from SABIS® member schools around the world begin a new chapter in their lives. Prepared for the challenges that lie ahead, graduates go on to attend leading universities in the world and later build rewarding careers. For a number of graduates, their career path leads them right back to the school that put them on the path to success in the first place.

At the SABIS® International Charter School (SICS), a SABIS® member school located in Springfield, Massachusetts, U.S.A., 4 current teachers are themselves SICS graduates. **Ms. Marylynn Hunter** graduated from SICS in 2001. Following graduation, Ms. Hunter earned a BA from the University of Massachusetts - Dartmouth and an MA from Western New England University. *"Going back to SABIS®, somewhere that I spent so much time learning and growing, seemed like a natural transition."* Ms. Hunter currently teaches Grade 10 English Literature and Grade 12 Advanced Placement® English Literature and Composition.

Mr. Joseph Thomas, the computer and journalism teacher for grades 6 to 12 at SICS, graduated from school in 2006 and from Keene State College, New Hampshire in 2010 with a bachelor of science degree. Like Ms. Hunter, he too was drawn back to SICS. *"I decided to come back and join SICS because of the experience I had while I was a student here. SABIS® taught me many skills which led to my academic success while attending college, and I felt I wanted the opportunity to teach students academic and life skills to ensure their future success."*

Ms. Caitlin Deshais also felt the pull to come back and share her knowledge with the students at SICS, where she currently teaches Grade 5 English and social studies. At the American International College in 2011, Ms. Deshais earned her bachelor's degree. *"During my years as a student at SICS, I loved the feeling of family and unity that [the school] provided. The strong bonds I created with my teachers and peers during my years as a student influenced my love of teaching, and to now be able to build the same relationships with my own students is priceless."*

Ms. Chelsea Rodrigues has also returned to pursue a career as an English teacher at her alma mater following her graduation from university. *"I love working with the teachers I had as a student. They have never stopped mentoring and teaching me! I am now able to do that for my students. Life at SABIS® has come full circle for me."*

Across the globe, in Frankfurt, Germany, **Ms. Elisa Van Der Ark** is also back at the SABIS® member school she attended. After graduating from the ISF Internationale Schule Frankfurt-Rhein-Main (ISF), Ms. Van Der Ark completed a degree at Lancaster University in the U.K. In addition to teaching mathematics at ISF to grades 8-12, she is also the president of the ISF Alumni Association. She believes that, as an ISF graduate, she is well-positioned to help her students. *"I have gone through the SABIS® curriculum. In many ways this helps me identify what concepts and ideas students find most difficult to grasp. Believe it or not, I myself was not always outstanding at math. This helps students who are having difficulty identify with me and trust that, with effort, they can surmount all the challenges. I respect the structure that the SABIS Point System® gives students; it teaches them organization and responsibility."*

In the MENA region, there are also a number of alumni who have returned to teach at their alma mater. **Ms. Sarah Hamdy** – a graduate of ISC-Abu Dhabi and current teacher at ISC-City of 6 October in Cairo, Egypt – feels that coming back to a SABIS® member school was the most natural thing in the world. *"I believe in the SABIS® Educational System and want to be a part of it forever. I know that this is where I belong the most. SABIS® offers me an amazing career path and motivates me to be the best teacher I can be,"* she said. After completing a degree at Ottawa University in Canada, Ms. Hamdy moved to Egypt and currently teaches Grade 12 science, chemistry, and biology.

In Cairo, Egypt, **Mr. Marwan Samir** is equally enthusiastic about his teaching position at in a SABIS® member school. *"When I graduated from ISC-Cairo, I really appreciated the SABIS® Educational System and how it had shaped us. Academically, the SABIS® Educational System helped us excel and we were trained at working under pressure. Socially, the school encouraged me and pushed me to excel in sports beyond school while the SABIS Student Life Organization® always gave me the chance to engage in*

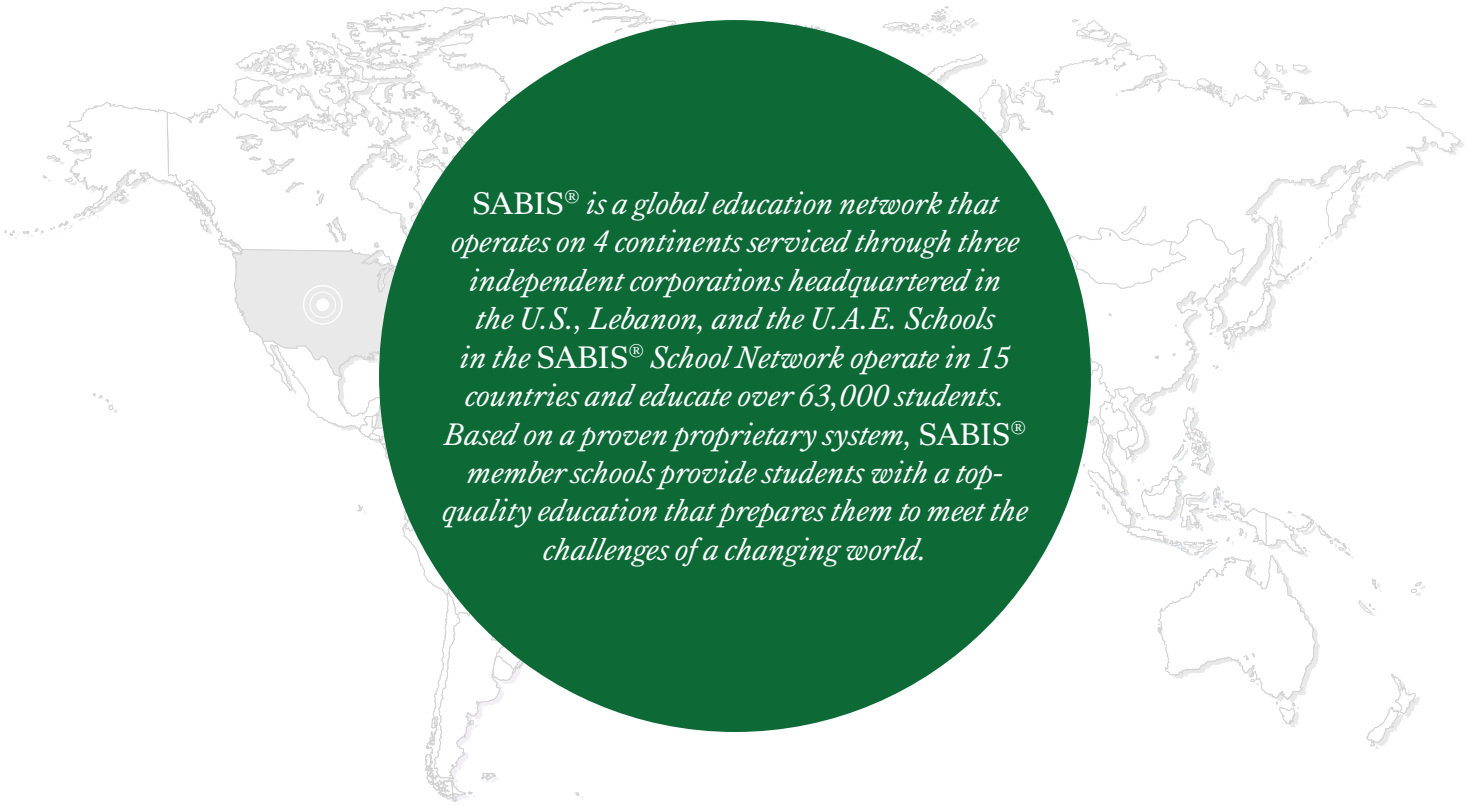
extracurricular activities." Following graduation, Mr. Samir pursued a degree at the American University in Cairo, Egypt. He is currently teaching science, physics, and mechanics to students in grades 8 to 12. *"I felt a great need to share my experience with the new generation. Working as a teacher in a SABIS® member school, I can reflect the light of SABIS® onto my students and make a difference in their lives."*

In Amman, Jordan, **Ms. Angela Al Fayez** is proud to be teaching at the school that played such an important role in her life. Following graduation in 2007, Angela Al Fayez went on to complete a B.A. at the University of Jordan and a master's degree. She currently teaches English and math in KG 2 and Grade 1. *"I love it! Being a teacher in ISC-Amman is an experience that I would not trade for anything in the world. My former teachers and supervisors have become my colleagues. I now realize how much work and effort they put into our education because that's exactly what I do for my own students."*

At the "Mother School" in Choueifat, Lebanon, several teachers are also alumni of the school. **Ms. Rima Fayez Saab** graduated from ISC-Choueifat in 1979. Following graduation, Ms. Saab attended the American University of Beirut, where she obtained her degree. She returned to ISC-Choueifat in 1986 and currently teaches science in grades 3, 4, and 5. *"The 'Mother School' is part of my family's legacy,"* she explains. *"My father graduated from ISC-Choueifat in 1934, and he insisted that we attend the same school and share the same experiences he had. I, my sisters, and my late brother all attended the 'Mother School' and in 2002, my son also graduated from ISC-Choueifat. My school is my world, and what makes me more proud is that I have witnessed my school become a global brand."*

There are currently over 30 alumni who are teaching in SABIS® member schools. Whether in the U.S., Europe, or the MENA region, the SABIS® legacy is strengthened through alumni who choose to return to their Alma Mater to make a difference in the lives of their students and share their knowledge and expertise in implementing the SABIS® Educational System with the new generation.

For more information about career opportunities in SABIS® member schools, visit sabiscareers.com.



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® School Network operate in 15 countries and educate over 63,000 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® School Network

MIDDLE EAST REGION: The International School of Choueifat - Sharjah, U.A.E. | The International School of Choueifat - Abu Dhabi, U.A.E. | The International School of Choueifat - Al Ain, U.A.E. | The International School of Choueifat - Ras Al Khaimah, U.A.E. | The International School of Choueifat - Dubai, U.A.E. | The International School of Choueifat - Umm Al Quwain, U.A.E. | The International School of Choueifat - Doha, Qatar | The International School of Choueifat - Ruwais, Abu Dhabi, U.A.E. | The International School of Choueifat - Muscat, Oman | The International School of Choueifat - Manama, Bahrain | The International School of Choueifat - Abu Dhabi Khalifa City "A", U.A.E. | Riyadh Private International School (pending approval) also known as Abdul Aziz International School Sulaimaniah - Riyadh, Saudi Arabia | Riyadh Private International School - Al Wadi, Riyadh, Saudi Arabia | The International School of Choueifat - Choueifat, Lebanon | The International School of Choueifat - Koura, Lebanon | SABIS® School El-Metn - Dhour El-Choueir, Lebanon | The International School of Choueifat - Amman, Jordan | The International School of Choueifat - Damascus, Syria | SABIS® International School - Adma, Lebanon | The International School of Choueifat - Erbil, Kurdistan, Iraq | The International School of Choueifat - Suleimaniah, Kurdistan, Iraq | The International School of Choueifat - Dream City, Erbil, Kurdistan, Iraq | The International School of Choueifat - Dubai Investments Park - Dubai, U.A.E. **PPP Schools:** Military High School - Al Ain, U.A.E. | 7 Schools - Erbil, Kurdistan, Iraq **EGYPT:** The International School of Choueifat - Cairo, Egypt | The International School of Choueifat - City of 6 October, Egypt **PAKISTAN:** The International School of Choueifat - Lahore, Pakistan **NORTH AMERICA:** The International School of Minnesota - Minneapolis, Minnesota, U.S.A. | SABIS® International Charter School - Springfield, Massachusetts, U.S.A. | International Academy of Flint - Flint, Michigan, U.S.A. | SABIS® International School - Phoenix, Arizona, U.S.A. | Milestone SABIS® Academy of New Orleans - New Orleans, Louisiana, U.S.A. | Holyoke Community Charter School - Holyoke, Massachusetts, U.S.A. | International Academy of Saginaw - Saginaw, Michigan, U.S.A. | Mt. Auburn International Academy - Cincinnati, Ohio, U.S.A. | Linwood Public Charter School - Shreveport, Louisiana, U.S.A. | International Preparatory Academy - Detroit, Michigan, U.S.A. | Lowell Collegiate Charter School - Lowell, Massachusetts, U.S.A. | Mid-Michigan Leadership Academy - Lansing, Michigan, U.S.A. | Brooklyn Ascend Charter School - Brooklyn, New York, U.S.A. (Licensed Member School) | Brownsville Ascend Charter School - Brooklyn, New York, U.S.A. (Licensed Member School) | Bushwick Ascend Charter School - Brooklyn, New York, U.S.A. (Licensed Member School) | BelovED Community Charter School - Jersey City, New Jersey, U.S.A. (Licensed Member School) | Canarsie 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 **UNIVERSITY:** SABIS® University - Erbil, Kurdistan, Iraq