

25-26 Committee List

School Development Committee

Policy Area: Academic Quality/School Improvement.

Requirement: ADEK-mandated (Quality Assurance/Governance policy).

Purpose: Oversee the School Development Plan (SDP) and continuous improvement efforts, including teaching quality monitoring, self-evaluation, and addressing ADEK inspection recommendations. This committee ensures AISA meets targets for student learning outcomes and aligns improvement initiatives with the school's mission.

Mission / Charge – Act as the Board's engine-room for academic quality and continuous improvement. Oversees the School Development Plan, curriculum review cycle, and ADEK/CIS/IB inspection follow-up.

Suggested Initial Tasks:

- Ratify Terms of Reference and meeting calendar (minimum once per term).
- Analyse/Review the most recent ADEK inspection/self-evaluation and advise/support the update of the 2025-26 School Development Plan with SMART targets.
- Align Curriculum Action-Team (CAT) work plans to SDP priorities.
- Set baseline academic KPIs (MAP growth, IB pass rate, ATL proficiency).
- Establish an evidence dashboard for termly reporting to the Board.

Suggested Annual indicators of success:

- $\geq 90\%$ of SDP (School Development Plan) action items delivered on time.
- ADEK follow-through visit shows "secure" progress.
- Positive movement in MAP conditional growth and IB average points.
- Curriculum review phases were completed as scheduled in all subjects.

Stakeholder survey shows $\geq 80\%$ agree "teaching and learning are improving".

School Development Committee

Amira El Turabi- Chair	Ayla Din Zahid - Co-chair
Kelly Mejia	Stephanie Brown
Ahmed Elsawaf	Rafif Alhusari
Luka Zischka	Michelle Forrester
Cristina Martin	
Hallie Yamamoto`	Trish Levins
Ellen May Grobler	Sembene Hamilton
Liam Josephs	Mritunjoy Chakraborty

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Student and Staff Wellbeing Committee

Policy Area: Student and Staff Wellbeing

Requirement: [ADEK-mandated \(ADEK Wellbeing Policy\)](#).

Purpose

The Student and Staff Wellbeing Committee provides strategic oversight of AISA's whole-school Wellbeing Strategy. Its role is to ensure that wellbeing policies, systems, and practices across psychological, social, physical, digital, intellectual, and environmental domains are implemented with fidelity, monitored through evidence, and continuously improved.

The committee does **not** manage individual health programs or operational services. Instead, it coordinates, evaluates, and reports on wellbeing outcomes to ensure compliance, coherence, and impact across the school.

Mission / Charge

To lead, monitor, and continuously strengthen a whole-school approach to student and staff wellbeing, ensuring alignment with ADEK requirements, AISA's mission, and evidence-based practice.

Core Responsibilities

- Oversee implementation of the AISA Wellbeing Strategy across all wellbeing domains.
- Ensure annual wellbeing data collection for students, staff, and parents.
- Review wellbeing trends, risks, and protective factors using survey and school data.
- Recommend strategic actions, priorities, and resourcing to school leadership.
- Ensure alignment across related policies including Safeguarding, Inclusion, Digital, and Educational Risk.
- Report wellbeing outcomes and progress to the Senior Leadership Team and Board, and support ADEK reporting requirements.

Committee Composition

- Wellbeing Lead or Senior Leader (Chair)
- School Counselors (Elementary and Secondary)
- Teaching staff representatives
- Student representatives (age appropriate)
- Parent representative
- Inclusion and Pastoral support representation as required

Suggested Initial Tasks

- Appoint a Wellbeing Lead and confirm committee membership.

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- Map existing well-being initiatives against ADEK wellbeing domains to identify gaps and overlaps.
- Review and refine wellbeing indicators aligned to policy expectations.
- Design or validate annual wellbeing surveys for students, staff, and parents.
- Establish a clear annual wellbeing reporting cycle and communication plan.

Annual Indicators of Success

- Wellbeing survey participation rate of at least 70 percent across stakeholder groups.
- Evidence of measurable improvement in at least two identified well-being domains year-on-year.
- Termly wellbeing updates are provided to the Senior Leadership Team and Board.
- Documented action plans linked directly to survey findings and risk analysis.
- Staff participation in wellbeing-related professional learning exceeds 80 percent.

Student and Staff Wellbeing

Kirstie McLeod - Chair	Sara Al Beainy- Co-Chair	Marwa Afifi
Hugo Gamino	Kiah Geraghty	Aisling Brehony
Sudashna Naidoo	Paulo Vitor dos Santos Salvador	Lauren Hill
Jennifer Matar	Kelly Steele	
Kate Heyns	Princess Powe	
Sharon Siwela	Fairouz Babikir	
Cherry Spencer	Julie Mullins	Kimberly Masters

Digital Safeguarding and Digital Well-being Committee

Policy Area: Digital Strategy and Safety.

Requirement: ADEK-aligned (as per ADEK Digital Policy) – AISA has proactively established **this** committee to meet digital oversight expectations.

Purpose: Oversee implementation of the school's 5-year Digital Strategy (including AI integration and ICT plans). Chaired by the Director, it includes academic and IT leaders, as well as representatives from inclusion, counseling, and the student body. The committee monitors the digital infrastructure, evaluates ed-tech initiatives, and coordinates training on digital literacy and data protection. It also conducts regular reviews of digital practices (annual strategy reviews, risk assessments for cybersecurity/AI), ensuring compliance with ADEK's Digital Policy and adjusting the plan as needed.

Mission / Charge: The committee's mission is to create and maintain a learning ecosystem where every digital experience is **secure, ethical and developmentally healthy**. AISA's **Digital Safeguarding and Digital Well-being Committee** is the linchpin that keeps students safe, staff

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informed and the school fully compliant with ADEK's Digital Policy while still embracing the educational power of technology. Below are its mission/charge, the first set of activities to launch in 2025-26, and the concrete success measures that will let leaders—and ADEK inspectors—know the work is on track. It will:

- **Translate regulation into practice** by embedding the requirements of ADEK's Digital Policy—including mandatory risk reviews, data-protection safeguards and age-appropriate content filters—into daily operations and long-range planning.
- **Champion digital citizenship and well-being** so that students become alert, empathetic and responsible online participants, in line with the ISTE digital-citizen competencies and UNESCO's well-being guidelines.
- **Guard the infrastructure** through continuous cybersecurity risk assessment and incident-response planning that reflect the CISA K-12 and UK NCSC school frameworks.
- **Align emerging technologies**—AI tools, cloud platforms and IoT devices—with the RAIL and Digital Strategy sub-committees so innovation never outruns safety.

Suggested Initial Activities

- **Charter & Roles** – Publish terms of reference that set decision-making authority, membership, meeting cadence and links to the AI Incubator's RAIL team.
- **Baseline Audit** – Complete a 360-degree review of current devices, apps, data flows and classroom practices against the ADEK Digital Policy checklist and CISA cyber-risk recommendations.
- **Policy Alignment Sprint** – Update AISA's AUP, privacy notices and device-use agreements to address gaps found in the audit; use NCSC template clauses for encryption and password hygiene.
- **Curriculum & Training Plan** – Map a K-12 digital-citizenship scope-and-sequence that blends ISTE's five competencies with Common Sense lessons; schedule staff PD and parent webinars on the same timeline.
- **Digital-Well-being Campaign** – Launch a student-led initiative that promotes healthy screen habits, mindful notifications and "tech-free zones," adapting ideas from Google's Digital Well-being toolkit and UNESCO's wellbeing webinars.
- **Cybersecurity Controls** – Implement CISA's "Top 5" quick wins (multifactor authentication, strong backup routine, patch management, phishing simulations and incident-response checklist) and schedule a live drill before the end of Term 1. (cisa.gov)
- **Risk Review for AI Pilots** – Add a standing agenda item to check every proposed AI tool against data minimization and bias mitigation criteria before classroom use. (adek.gov.ae)

Suggested Measures of Success

- **Compliance:** ADEK's annual digital-policy audit records zero high-risk findings and all required risk-assessment paperwork is filed on time. (adek.gov.ae)

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- **Training Uptake:** 100 percent of teaching and support staff complete the committee-approved digital-safety course each year; at least 80 percent of parents attend or view a recorded webinar.
- **Student Competency:** By June, 70 percent of students score “proficient” or higher on an internally validated digital-citizenship assessment based on ISTE competencies.
- **Well-being Impact:** End-of-year surveys show a ten-percent drop in self-reported “tech-overwhelm” and an increase in students who feel “in control of screen time,” replicating gains seen in Google’s Digital Well-being schools pilot.

Infrastructure Resilience: The school meets at least four of the five CISA/NCSC “high-priority” cyber hardening actions within the first year. (cisa.gov)

Digital Safeguarding/Student Digital Safeguarding:

Mouhcine Mekouar- Chair	Joel Hunter- co-chair	
Chandler Monroe	Mildred Stevenson	Hallie Yamamoto
Belal Tantawi	Lamis Khedr	
JP Heyns	Ibtissam Harrache	

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Teacher Sunshine Committee

Policy Area: Staff Wellbeing and Morale

Requirement: School-initiated (best practice; not mandated by ADEK)

Purpose: To strengthen staff morale and foster a culture of appreciation, support, and belonging through consistent, low-cost wellness initiatives and personal gestures. The committee enhances adult well-being throughout the school by recognizing milestones, providing timely support, and creating opportunities for connection that cultivate a positive workplace climate.

Mission / Charge – Foster a culture where every staff member feels valued, acknowledged, and supported through continuous acts of appreciation, celebration, and wellness. The committee maintains energy and connection throughout the year by concentrating on what makes the workday more human and joyous.

Suggested Initial Tasks:

- Appoint a committee chair and recruit a diverse group of volunteer members representing teaching, support, and admin staff.
- Set up communication channels (email, messaging group, shared planning doc).
- Develop a Sunshine Calendar outlining key events and milestones to be acknowledged (birthdays, cultural celebrations, baby showers, retirements, etc.).
- Launch a short “Sunshine Pulse” survey to assess baseline staff morale and preferences and retention strategies.
- Introduce voluntary Sunshine Dues and publish clear, transparent guidance on how funds will be used.
- Implement at least two quick-win morale boosters in the first half-term (e.g. surprise snack cart, handwritten appreciation notes, or Monday coffee bar).

Suggested Annual indicators of success:

- Staff morale survey results show improvement of ≥ 0.5 points on a 5-point scale compared to the start of the year.
- ≥ 90 % of staff indicate a sense of feeling appreciated at work in the end-of-year feedback survey.
- ≥ 75 % of staff participate in at least one Sunshine event or initiative each term.
- Staff absenteeism decreases by at least 10 % compared to the previous academic year.

All Sunshine spending and activities are documented and shared with staff on a quarterly basis to maintain transparency and trust.

Teacher Sunshine:

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Christine Canales- Chair	Brooke Hoiseth- co-chair		
Robynne May	Miriam Kimsey	Savannah Bezuidenhout	Tammie
Collins			
Mallory Vaughan	Amr Yahia	Shawn Carder	Jamila
Albakour			
Danielle Masters	Sembene Hamilton	Sharifa Johnson	Veronica
Player			
Jenel Sanchez	Emily McKeever	William Lester	Allyn Rydalch
Rachel Hennelly			

Sustainability Committee

Policy Area: Environmental Sustainability and Education for Sustainable Development (ESD)

Requirement: School-initiated (best practice; aligns with national and global sustainability goals and AISA's Future-Ready Learning pillar)

Purpose: Lead AISA's strategic approach to sustainability by embedding environmental stewardship, climate awareness, and responsible practices into school operations, curriculum, and culture. The committee supports the UAE's Green Education Partnership and the UN Sustainable Development Goals (SDGs), while empowering students and staff to be active change agents in sustainability initiatives. Student voice and leadership should remain central to its work.

Mission / Charge – Inspire and implement sustainability-driven practices across the school by coordinating environmental initiatives, promoting sustainable mindsets, and embedding Education for Sustainable Development into teaching, learning, and operations. The committee serves as a catalyst for student-led projects, staff engagement, and community-wide climate action.

Suggested Initial Tasks:

- Appoint a Sustainability Coordinator and form a representative team of students, teachers, operations staff, and parents.
- Conduct a sustainability audit of current school practices (waste, energy use, water consumption, curriculum integration, and procurement).
- Develop an annual Sustainability Action Plan with SMART goals linked to environmental impact and learning outcomes.
- Create a communications platform for sustainability awareness (bulletin board, digital newsletter section, social media highlights).

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- Plan an all-school campaign or project tied to a major sustainability event (e.g. Earth Day, UAE Sustainability Week, Clean-Up Drive).
- Coordinate with the Facilities and Operations team to identify quick wins (e.g. recycling stations, lights-off campaign, water-saving signage).

Suggested Annual indicators of success:

- Sustainability Action Plan goals are implemented with a completion rate of $\geq 80\%$ by year-end.
- At least one major student-led sustainability initiative is completed each term.
- $\geq 70\%$ of students report increased understanding of sustainability issues (via survey or classroom reflection).
- Reduction in waste, water, or energy use by $\geq 10\%$ in at least one measurable category.

Sustainability:

Nastassia van Jaarsveldt- Chair	Brent Fortune	Abdelfattah Zalama
Tammie Collins	Savannah Bezuidenhout	Catherine O'Connor
Nancy Ibrahim	Helen Campbell	Hiam Maoued
Naglaa Mater	Arpita Varma	Zantia De Beer
Naveen Graham		

AI Incubator Team Subcommittee- Digital Strategy: Reviewing and Publishing an AISA Digital Strategy

- Antonio Mejia- Chair
- Kashan Khan
- Gaspar Morales
- Joel Hunter
- Paulette Williams
- Arindam Banerjee

Purpose:

To ensure AISA's full alignment with the recently issued ADEK Digital Policy through the review, development, and implementation of required digital policies, with a particular focus on the responsible integration of AI.

Mission Charge:

- Review the preliminary work already completed on AISA's digital strategy and policies.
- Align AISA's digital policies with ADEK's digital framework.
- Ensure that AI integration is embedded within the digital strategy.

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- Make recommendations for updates, revisions, and implementation timelines.
- Coordinate with other committees to ensure consistency across all AI and digital initiatives.

Suggested Initial Tasks::

- Review the four policy documents already drafted.
- Cross-reference with ADEK digital policy requirements.
- Identify gaps or areas requiring further work.
- Develop a proposed implementation timeline for leadership approval.

Indicators of Success:

- Submission of fully compliant digital policy documents by established deadlines.
- Clear integration of AI frameworks into the digital strategy.
- Cross-committee collaboration to ensure consistency with PD and RAIL work.
- ADEK acceptance and approval of submitted digital policy documents.

AI Incubator Team Subcommittee- Implementation of an Ongoing Approach to PD for AI

Committee Charge:

Purpose:

To design and implement an ongoing, scalable professional development model for AI integration across all grade levels and subjects at AISA.

Mission Charge:

- Develop and deliver a professional development system that empowers teachers to effectively utilize AI tools, such as Magic School AI, in their instructional practices.
- Encourage all faculty to pursue Magic School AI certifications.
- Facilitate peer-to-peer sharing of best practices, examples, and use cases.
- Support AI literacy among both faculty and students.

Suggested Initial Tasks::

- Develop a certification and training plan using Magic School AI as the foundation, coordinating with the RAIL team on their requirements.
- Identify existing faculty who have completed certifications as peer leaders.
- Map out key training sessions for August PD and quarterly follow-ups.
- Create an AI resource hub that is accessible to all faculty members.

Indicators of Success:

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- Majority of faculty complete at least Level 1 Magic School AI certification by mid-year.
 - Peer-led PD sessions offered each quarter.
 - Demonstrated classroom integration of AI tools across subjects.
 - Development of a sustained professional learning community around AI.
-
- Egbal Mohamed- Chair
 - Cassandra Henry
 - Darrell Traylor
 - Gaspar Morales
 - Mogamat Armien Samsodien

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LEVEL 2 Committees

PBIS/Behavior Management & House System Committee

Policy Area: Student Behavior, Social-Emotional Learning (SEL), School Climate, Discipline, and House Engagement

Requirement: ADEK-mandated (Behavior Policy) and school-initiated (best practice; aligns with ADEK Wellbeing and Inclusion Policies).

Purpose

The committee integrates Positive Behavioral Interventions and Supports (PBIS), Social-Emotional Learning (SEL), the AISA House System, and Behavior Management to create a safe, respectful, supportive, and consistent learning environment. It ensures that schoolwide expectations (e.g., The Lion's Way) are taught, modeled, and reinforced, while also reviewing and addressing serious or chronic behavioral incidents in line with ADEK requirements. The AISA House System serves as a unifying framework for recognition, belonging, and school spirit, linking positive behavior, SEL growth, and community-building to collective achievement.

Mission / Charge

Promote and sustain a positive, inclusive, and consistent school culture by:

- Aligning PBIS strategies with SEL outcomes and embedding them within House System activities and recognition programs.
- Ensuring consistent enforcement of discipline policy and restorative practices.
- Reviewing all serious (Level 3–4) and chronic Level 2 incidents for fair, ADEK-compliant consequences and improvement planning.
- Supporting all students in developing emotional, social, and behavioral competencies to thrive academically and personally.
- Strengthening the sense of belonging and school spirit through the House System by connecting behavior, achievement, service, and leadership to House points and recognition.

Suggested Initial Tasks

- Establish committee membership, including senior leadership, counselors, inclusion leads, teachers, behavior coordinators, and student voice representatives across divisions.
- Review and align the PBIS framework (AISA Lion's Way) with SEL competencies (self-awareness, empathy, decision-making, relationship skills).
- Finalize and publish a progressive discipline matrix and referral flowchart that integrates PBIS tiers with ADEK sanction requirements.

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- Train members and staff on restorative practices, SEL integration, and bias-aware decision-making.
- Develop a tiered behavior support map (universal expectations, targeted interventions, intensive supports).
- Design a PD calendar focused on PBIS/SEL practices, restorative discipline approaches, and House System integration.
- Create a behavior and SEL data dashboard (referrals, attendance, SEL screenings, House participation data) and establish baseline metrics.
- Agree criteria for convening review meetings (e.g., within 48 hours of a Level 4 referral).
- Launch community awareness campaigns (assemblies, workshops, newsletters) to introduce PBIS/SEL/House System integration.
- Establish links with the House System to support PBIS initiatives, SEL growth, and recognition programs.
- Coordinate with House leaders to ensure that House points, events, and service opportunities reinforce positive behavior and SEL development.
- Appoint a subcommittee for peer mediation in secondary school.

Suggested Annual Indicators of Success

- ≥ 80% of staff report confidence in using PBIS/SEL/Behavior/House strategies in classrooms and shared spaces.
- ≥ 90% of staff complete annual PBIS/SEL/discipline professional development.
- ≥ 75% of students demonstrate growth in SEL competencies (via surveys, screenings, observations).
- ≥ 15% reduction in Level 2–4 behavioral incidents year-on-year.
- ≥ 95% of serious discipline cases closed with a documented behavior-improvement plan.
- ≥ 25% reduction in repeat/chronic discipline cases across the year.
- ≥ 80% of students and staff report a positive school climate, fairness of the discipline process, and stronger sense of belonging through the House System.
- Tier 2 and Tier 3 intervention plans reviewed and updated each term, with measurable student progress.
- ≥ 75% resolution rate for secondary peer mediation cases.
- ≥ 90% student participation in House activities, with direct links to PBIS/SEL recognition.

ES PBIS/Behavior:

Alia Nejdawi - Chair	Christine Canales
Ellen Barton	Jennifer Van Belle
Karen Snyman	Lisa Marie Jones Fisher
Sonya Davis	Sharline Laubscher
Amy Leigh Classen	Emily McKeever
Mildred Stevenson	Arthur Juan Pierre Heyns

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Michelle Forrester Sukaina Maklai

Secondary PBIS/Behavior:

Savvas Largatzis- co-chair	Cristina Martin- co-chair
Joel Hunter	Brian Kelley
Will Cowie	Max Sangster
Nastassia Van Jaarsveldt	Naiema Zaki
Zach Zenk	Taj Coleman
Storm Zenk	

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Professional Development Committee

Policy Area: Teacher Growth, Instructional Quality, and Capacity Building

Requirement: School-initiated (best practice; aligns with ADEK Teacher Licensing, Curriculum, Assessment, and Leadership Standards)

Purpose: Drive a coordinated and responsive professional learning strategy that builds teacher capacity, aligns with strategic goals, and directly impacts student learning. The committee designs, implements, and evaluates all formal and informal professional development (PD) opportunities, ensuring that they are data-informed, inclusive, and sustainable.

Mission / Charge – Strengthen instructional practice and leadership capacity by ensuring all professional development at AISA is purposeful, aligned, and effective. The committee leads the school's professional development (PD) cycle, assessing needs, planning programs, allocating resources, and evaluating impact. Ensure the school's professional development tracking systems are functional and effective.

Suggested Initial Tasks:

- Appoint a PD Coordinator and establish a representative committee including teaching faculty, middle leaders, and SLT members.
- Conduct a comprehensive needs assessment through surveys, performance evaluations, accreditation reports, and inspection feedback.
- Design a professional development plan aligned to AISA's strategic pillars, curriculum goals, AI integration, inclusion, and assessment improvement.
- Design a tracking system for professional development aligned to AISA's strategic pillars, curriculum goals, AI integration, inclusion, and assessment improvement and aligned with ADEK compliance expectations.
- Publish an annual PD calendar with required, optional, internal, and external opportunities.
- Develop and promote systems for reflective practice (e.g., portfolios, peer coaching, microcredentials).
- Identify and promote leadership pathways and mentorship structures for aspiring teacher leaders and new hires.

Suggested Annual indicators of success:

- At least 90% of staff engage in at least two structured professional development (PD) activities per term.
- ≥80 % of staff report that PD offerings are relevant and impactful (based on post-PD surveys)
- At least three new schoolwide professional development initiatives were launched based on identified needs (e.g., AI integration, inclusion strategies, assessment literacy).

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- Visible improvement in MAP/IB/teacher evaluation data in focus areas linked to PD goals.
- Completion of a mid-year and end-of-year PD impact report shared with leadership and staff.

Documented growth plans and mentor feedback for 100 % of new teachers or staff in new roles.

Professional Development Committee:

Amira El Turabi- Co-chair	Stephanie Brown- Co-chair
Kelly Mejia- Co-chair	Sabrina Stream
Ahmed Elsayaf	Rafif Alhusari
Ibtissam Harrache	Lamis Khedr
Brandon Fula	Samuel Cole
Hallie Yamamoto	Trish Levins
Chandler Monroe	Nastassia van Jaarsveldt
Kirstie McLeod	Anna Kamm
Devashree Chakraborty	Hossam Mahanna

Safeguarding Committee

Policy Area: Child Protection (Compliance and Wellbeing).

Requirement: School-directed (mission and best practice) – ADEK requires a **Designated Safeguarding Lead (DSL)**; AISA enhances this with a supportive committee.

Purpose: Support the DSL in overseeing the child protection system. This internal team (DSL as lead, with the school counselor, nurse, Head of Inclusion, H&S officer, and division leaders) reviews safeguarding cases and practices. It ensures policies are followed, conducts annual policy reviews, and coordinates training so that *“safeguarding is everyone’s responsibility”*.

Suggested Initial Tasks

- Define each member’s role (DSL, counselor, nurse, etc.) and decision-making matrix
- Ensure the setup of a secure, confidential case-record storage (e.g., CPOMS-style digital system) with "need-to-know" access protocols.
- Schedule monthly (or bi-monthly) confidential reviews of active safeguarding cases to confirm policy compliance, risk assessments, and referral follow-up.
- Each academic year, conduct a full policy review using a safeguarding audit checklist (covering data collection, reporting pathways, and record retention).

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- Update the committee charter to reflect coordination with the Wellbeing Committee.
- Conduct a training needs analysis to identify gaps in staff induction and refresher training needs.
- Organize and assign foundational safeguarding and referral pathways training.
- Integrate case-informed insights into broader wellbeing initiatives (e.g., anti-bullying, digital citizenship), ensuring confidential intelligence informs preventative programming.
- Create a process for DSL to provide confidential, aggregated insights into the Wellbeing Committee.
- Clarify communication boundaries—when confidentiality allows sharing of case details and when only thematic data (e.g., rising issues with online behavior, bullying hotspots) is used.

Suggested Indicators of Success

- 100% of concerns logged and reviewed within 24–48 hours.
- 100% of staff with up-to-date safeguarding induction/training. DSL & deputies re-trained every two years
- 100% of internal referrals that meet the threshold and result in external agency engagement, indicating accurate recognition and reporting.
- Annual safeguarding policy review and updates completed within the timeline.
- Committee self-assessment via periodic (e.g., termly) review confirming clear roles, documented decisions, and appropriate closed-loop follow-ups.
- Ensure that families and students have been informed, through age-appropriate sessions, about the safeguarding structure and the approachability of staff.

Safeguarding:

Alia Nejdawi- co-chair	Savvas Largatzis- co-chair	Jennifer Guss	Taj Coleman
Mildred Stevenson	Sara Al Beainy		
Joel Hunter	School Nurses		

Health & Safety Committee

Policy Area: Operational Health, Safety & Environment.

Requirement: ADEK-mandated (ADEK Health & Safety Policy).

Purpose: Ensure the school complies with all health, safety and environmental regulations. This committee oversees campus safety audits, emergency drills, risk assessments, and health protocols. It typically includes the H&S Officer, facilities manager, nurse, and other staff reps. By meeting regularly, the committee monitors accident reports, ensures fire safety and first aid preparedness, and promotes a safe physical environment for students and staff.

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Mission / Charge – Assure a safe physical environment and full compliance with ADEK, ADPHC, and fire-safety regulations.

Suggested Initial Tasks:

- Conduct a whole-campus risk-assessment and log corrective actions.
- Review and update emergency-drill schedule (fire, lockdown, medical).
- Audit contractor H&S credentials and chemical storage (science labs).
- Launch a near-miss / incident reporting app for staff.

Suggested Annual indicators of success:

- All statutory inspections passed; zero critical ADEK findings.
- $\geq 90\%$ corrective actions closed within agreed deadlines.
- Accident rate down year-on-year; drills executed within target evacuation times

Health & Safety Committee

Adarsh Mundakkottil- chair	Principals	Assistant principals
Luka Zischka	Ibtissam Harrache	
Amira El Turabi	Kelly Mejia	
Stephanie Brown		

Inclusion Support Team (Student Support Team)

Policy Area: Inclusion/Special Education Needs.

Requirement: ADEK-mandated (ADEK Inclusion/SOD policy requires robust support structures) – implemented at AISA as a collaborative team rather than a formal “committee.”

Purpose: Ensure **students with additional learning needs** and any learners at educational risk receive the necessary support and accommodations. Led by the Head of Inclusion, this team includes learning support teachers, counselors, EAL specialists, and relevant administrators and teachers. They meet regularly (e.g., every 6–8 weeks) to review student progress, develop or update individualized support plans, and coordinate interventions across departments.

Suggested Initial Tasks

- Define roles (Head of Inclusion leads, counselors, EAL, specialists, teachers).
- Develop a written protocol for: universal screening, triaging referrals, defining preventative Tier 2 & 3 interventions, progress monitoring, and escalation/referral timing.

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- Establish a secure digital tracker (like MTSS software, Powerschool or a spreadsheet) to monitor student data over time.
- Meet every 6–8 weeks to review each identified student’s data, update individualized plans, assess intervention fidelity, adjust supports or escalate to a specialist or external referral.
- Implement intervention blocks where interventions occur without disrupting core instruction.
- Coordinate with academic departments to ensure intervention time and resource allocation.
- Provide regular training for staff on MTSS tiers, data protocols, fidelity, and cultural responsiveness.
- Ensure inclusion specialists have at least 40 hours of relevant professional development.
- Share anonymized trends (social–emotional, behavioral, learning) with the Wellbeing committee.
- Collaborate with the School Development Committee on inclusive teaching strategies, universal design principles, and interventions.

Suggested Indicators of Success

- **Screening Coverage & Identification**
 - Percentage of students screened per cycle.
 - Number and proportion of Tier 2/3 students.
- **Intervention Entry & Fidelity**
 - 85% of students receiving interventions within 2 weeks of identification.
 - Fidelity rate: % of interventions implemented as planned.
- **Progress & Completion**
 - 85% of students showing measurable progress (e.g., ≥1 tier-level improvement).
- **Professional Development Uptake**
 - 100% of relevant staff trained in MTSS and fidelity monitoring.
 - Inclusion specialists meeting ADEK required training requirement
- **Team Functioning**
 - Meeting audit: agenda clarity, timely updates, collaborative problem-solving, data-informed decisions.
- **Teacher Confidence & Understanding**
 - Pre/post surveys show increased teacher confidence in referral and intervention processes.
- **Student & Family Engagement**
 - Evidence that student voices guide plan goals; parent feedback affirms transparent process and inclusive support.
- **Cross-Committee Integration**
 - Documentation of Wellbeing programs shaped by inclusion data; inclusion practices reflected in school-wide staff development and policy.

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Inclusion Support:

Lisa Jones- Chair	Lisa Holder	Trish Levins
Claudia Sacco	Sukaina Maklai	
Afaf Abu Skhaila	Soha El Andary	
Helen Campbell	Demi Josephs	
Emily Hogan	Roshni Rampersadth	
Alejandra Echeverri		

Parent Engagement and Events Committee

Policy Area: Parent Engagement and Community Partnerships

Requirement: School-initiated (best practice; aligns with ADEK Parent Engagement Policy and AISA's Strategic Pillar: Parent & Community Engagement)

Purpose: Build strong, trusting partnerships between the school and families by organizing inclusive events, promoting transparent communication, and encouraging active parent participation in school life. The committee creates opportunities for collaboration, dialogue, and celebration that foster a sense of belonging and enhance student success.

Mission / Charge – Foster a vibrant, welcoming, and engaged school community by leading efforts that connect parents with each other and with the school. The committee organizes events, facilitates communication, and gathers feedback to ensure that parent voices are heard, valued, and reflected in the school's life. The Parent Engagement and Events Committee will report directly to the Director and the Senior Leadership Team (SLT) and coordinate closely with the ADEK-mandated National Identity Parent Committee to ensure alignment with UAE cultural values and expectations.

Suggested Initial Tasks:

- Form a diverse committee including parent representatives from each division (Early Years, Elementary, Secondary), along with staff liaisons and administrative support. Ensure connection with the Parent Advisory Committee and the Parent-Teacher-School-Association leads.
- Review the current calendar of events and identify opportunities for improved coordination, inclusion, and impact.

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- Create a Parent Engagement Action Plan that outlines key goals, including communication, participation, partnership, and celebration.
- Set up a regular system for collecting parent feedback (surveys, forums).
- Organize a launch event or community welcome (e.g., Back-to-School BBQ, International Day, or Parent Coffee Morning).
- Collaborate with the communications team to develop a monthly “Parent Link” newsletter or page sharing updates, opportunities, and recognitions.
- Liaise and support PTSA, House Systems Committee, Student Wellbeing, and other committees in creating and delivering events.

Suggested Annual indicators of success:

- ≥ 75 % of families attend at least one school-organized event each semester.
- ≥ 80 % of surveyed parents report feeling informed, welcomed, and connected to the school.
- Parent feedback is collected, reviewed, and used to adjust practices at least twice per year.
- ≥ 25 % increase in the number of parent volunteers participating in school events and initiatives.
- All major school events (e.g., International Day, Sports Day, Exhibitions, Performances) reflect the diverse voices and contributions of families.
- A clear and consistent communications rhythm is established and maintained across the year (e.g., newsletters, WhatsApp groups, website updates).

Parent Engagement/Events:

Engy Amr- co-chair	Ibtissam Harrache- co-chair
Robin Martin-Lawson- co-chair	Lamis Khedr- co-chair
Dara Lahoud- co-chair	Kelly Mejia
Ibtessam Albayouk	Sukaina Maklai
Mallory Vaughan	Hallie Yamamoto
Rafif alhusari	Doaa Alawneh
Mai Mostafa	Noor Rabah
Rasha Ahmed	Haley Hidalgo
Ishraq Jumeian	T'Ericka Perry

25-26 Committee List

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School Complaints Committee (SCC)

Policy Area: Compliance/Governance (Stakeholder Complaints).

Requirement: ADEK-mandated (ADEK Compliance Policy).

Purpose: Formally handle serious **parent or stakeholder complaints** that escalate beyond informal resolution. Chaired by the Principal (or a Board member if the complaint is about the Principal), the SCC reviews written complaints at the formal stage and ensures ADEK's required process is followed – e.g., written acknowledgements within 24 hours and resolution within 10 working days. It bases decisions on evidence and policy, and advises the Director/Board if further appeals occur.

Mission / Charge – Guarantee every formal Stage-3 complaint is handled impartially, on time, and in line with ADEK's 24-hour / 10-working-day rule.

Suggested Initial Tasks:

- Approve the complaint-handling flowchart and delegate a trained SCC Secretary.
- Launch a central Complaints Register (retention ≥ 5 years).
- Publish the web-based Complaint Form and brief parents/staff on the process.
- Complete induction for members on evidence-based investigation and record-keeping.

Suggested Annual indicators of success:

- 100 % Stage-3 cases acknowledged ≤ 24 h; 100 % resolved ≤ 10 working days.
- Trend analysis is presented to the Board each quarter; systemic issues fed to SDC.
- Zero ADEK escalations caused by process failure.

***School Complaints Committee:**

Caidon Classen	Will Hoiseth	Donia Amir	Brooke Hoiseth
Mallory Vaughan	Jamila Albakour	Hallie Yamamoto	Abdelfattah Zalama
Trish Levins	Maram Abdulkarim	Lamis Khedr	Ahmed Elsawaf
Luka Zischka	Dima Alabdullah	Paulo Vitor dos Santos Salvador	
Cristina Martin			

****Members recuse themselves from any case where they were involved in the initial decision, investigation, or prior committee review.**

Resource Selection Committee

Policy Area: Curriculum Resources & Cultural Compliance.

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Requirement: ADEK-mandated

Purpose: Ensure all textbooks, library books, digital tools, and instructional materials support AISA's curriculum standards and values while meeting ADEK's content standards. The committee (led by the Curriculum Coordinator and Librarian, with IT, Inclusion, and Curriculum reps) reviews proposed resources for alignment with curriculum, inclusivity, and UAE cultural values.

Mission/Charge: The **Resource Selection Committee** will act as the school's quality-control gatekeeper for every textbook, library book, digital platform, classroom trade book, film clip, or learning app that reaches students. Its charge is three-fold. First, it must ensure that every resource aligns with ADEK's Curriculum Policy and Cultural Consideration Policy, covering academic standards, age appropriateness, and respect for UAE values such as modest imagery and accurate religious references. Second, it must promote AISA's commitment to inclusivity by curating materials that reflect diverse cultures, languages, perspectives, and learning styles, in accordance with international guidance from UNESCO, AASL, and leading inclusion frameworks. Third, it must establish a transparent, data-informed adoption cycle so that faculty, parents, and students understand how resources are screened, approved, and periodically re-evaluated. Best-practice adoption guides from EdReports, the Colorado Department of Education, and other districts emphasize clear rubrics, stakeholder voice, and evidence of impact as non-negotiables.

To fulfil that mission, the committee will:

- Maintain a published rubric that blends ADEK cultural filters with recognised selection criteria from the American Library Association and AASL (accuracy, relevance, accessibility, intellectual freedom, and representation); (ala.org)
- screen every proposed resource within three school weeks and log the decision, rationale, and any required content edits or digital-privacy assurances;
- run an annual audit of existing holdings against ADEK flags (e.g., imagery of prophets, inappropriate magic/alcohol references, or unbalanced portrayals of gender) using checklists already adopted by other compliant UAE schools;
- Collect teacher and student feedback after a semester of use to confirm that new resources actually boost engagement and mastery, following the adoption of follow-up steps outlined in state and district toolkits.

Success will look like this:

- Every resource used in class or the library has an approval record that shows alignment with ADEK curriculum outcomes and cultural guidelines; spot checks by leadership or inspectors have uncovered zero unvetted items.
- The committee meets its three-week turnaround target for 95 percent of submissions, mirroring efficiency benchmarks recommended in curriculum-adoption frameworks.

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- The annual audit reports no ADEK compliance violations and documents corrective action for any legacy materials that fall short.

At least seventy-five percent of newly adopted titles or tools feature authors, protagonists, or perspectives from groups historically underrepresented in English-language curricula, answering UNESCO's call for intercultural balance.

*Resource Selection:

Hallie Yamamoto- co-chair	Amira El Turabi- co-chair
Hiam Maoued	Naglaa Mater
Helen Campbell	Will Hoiseth
Jenel Sanchez	Hosam Abdelsalam
Geoff Kurton	Afaf Abu Skhaila

Behavior Appeals Committee (BAC)

Policy Area: Discipline Appeals.

Requirement: ADEK-mandated

Purpose: An independent panel to review **appeals** of major disciplinary decisions (e.g. suspensions or expulsion recommendations) after the BMC's decision. It ensures fairness and compliance with ADEK protocols by hearing appeals free from the influence of the original decision-makers (members are *not* those who sat on the BMC).

Mission / Charge: A Behavior Appeals Committee (BAC) must do three things well: guarantee due-process rights for students and parents, satisfy ADEK's timelines and documentation rules, and uphold community trust by showing that discipline decisions can be challenged before an impartial body. The mission, start-up actions, and success measures below translate those imperatives into day-to-day practice, drawing on ADEK's Student Behavior Policy v1.1 (2024).

The Behavior Appeals Committee exists to provide an **independent, timely and transparent review of any suspension, exclusion or other major sanction that a parent or student chooses to contest**. It must ensure that:

- hearings are free from influence by the original decision-makers, reflecting ADEK's requirement for impartial panels and mirroring UK independent-review-panel standards.

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- The appellant's right to present evidence, call witnesses, and receive a written rationale is protected, in line with due-process norms in UAE private-school policy and comparable frameworks in US state codes.
- decisions reference ADEK Student Behaviour Policy criteria, any relevant SEN/manifestation determinations and the school's own Behaviour Management matrix, so that outcomes are fair, lawful and educative rather than purely punitive.

Suggested Initial Activities

- **Adopt Terms of Reference** that set membership eligibility (no BMC involvement, no conflict of interest), quorum, voting rules and the maximum timeline for acknowledging, scheduling and deciding an appeal—10 working days in ADEK policy for expulsions, five for shorter suspensions.
- **Establish a Trained Panel Pool** of at least six staff or board members plus one external SEN expert, each completing a half-day workshop on bias awareness, procedural fairness and evidence weighing, using UK Department for Education IRP materials as a template.
- **Create Documentation Templates:** notice-of-appeal form, appellant evidence checklist, hearing script, decision letter citing ADEK clauses, and a redaction protocol to protect minors' privacy.
- **Launch a Communication Plan**—update the student-parent handbook and website so families know how to lodge an appeal, the timelines they can expect, and the supports available (translation, SEN advocate).
- **Set Up a Secure Appeals Register** within the school's compliance database, logging every case, timeline milestones, outcome and any follow-on restorative actions. This register feeds quarterly trend reports to the Behaviour Management Committee and the Board.

Suggested Measures of Success

- **Timeliness:** 100 percent of appeals acknowledged within 24 hours and heard within policy deadlines (five or ten working days, depending on sanction).
- **Procedural Integrity:** zero ADEK reversals or directives for rehearing based on process errors; panel minutes show all mandatory steps followed in every case.
- **Stakeholder Confidence:** post-hearing surveys indicate that at least 80 percent of appellants (whether they won or lost) felt the process was fair and respectful, echoing benchmarks used in US state appeal systems.
- **Training Coverage:** 100 percent of standing-pool members complete annual refresher training; new members trained before sitting.

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- **Data-driven Improvement:** quarterly analysis of appeals data identifies any discipline-policy ambiguities or disproportionate impacts and feeds them back to the Behaviour Management Committee for policy refinement—demonstrating the feedback loop ADEK expects under its governance policy.

***Behavior Appeals Committee:**

Dima Alabdullah	Cherry Spencer	Hallie Yamamoto
Lamis Khedr	Fairouz Babikir	Belal Tantawi
Brooke Hoiseth	Ahmed Elsayaf	Caidon Classen
Luka Zischka	Mallory Vaughan	Hiam Maoued
Naglaa Mater	Jenel Sanchez	Ashleigh Bothma
Zachary Zenk	Max Sangster	Rachel Hennelly
Abdul Momen Al Roz	Alaa Al Moghrabi	

**Members recuse themselves from any case where they were involved in the initial decision, investigation, or prior committee review.

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Academic Calendar Committee

Policy Area: Governance & Operations

Purpose: The core purpose of the Calendar Committee is to design, review, and recommend the annual school calendar. By developing multiple calendar options, the committee ensures alignment with regulatory mandates—such as minimum instructional hours, public holidays, and staff development days—while also addressing operational needs like transportation, well-being programs, and extracurricular events. Drawing on broad stakeholder input, the committee works to produce a calendar that supports consistent instructional time, enables teacher growth opportunities, and promotes student success.

Mission/Charge: Build, monitor, and communicate the school calendar and daily schedule to meet academic goals, stakeholder needs, and well-being considerations. The committee guides calendar development from inception to final recommendation. It gathers input from parents, teachers, students, and staff via surveys or focus groups to identify needs and priorities. Using this feedback, the committee drafts multiple calendar models based on educational research and compliance requirements. Each draft is analyzed for instructional consistency, logistical feasibility, and alignment with stakeholders. Ongoing consultation informs refinements, aiming to finalize a calendar that ensures regulatory compliance, supports academic coherence, and addresses operational concerns. The committee advises school leadership or the Board by a set deadline, with relevant departments (such as transport, facilities, and well-being) approving before publication.

Suggested Initial Tasks

- Confirm the committee's charge, responsibilities, and reporting lines
- Assign roles: Chair, recorder, communications coordinator.
- Set meeting cadence (e.g., spring and fall sessions).
- Build a milestone calendar for draft, review, finalization, and publication.
- Design surveys/focus groups for staff, families, and students to gather key input.
- Consult essential services (transport, wellbeing, facilities).
- Establish how decisions are made—use best-practice research (e.g., adolescent sleep, block schedules)
- Define criteria and thresholds for adjustments (e.g., adjusting breaks, start times).
- Build communications plan: announcement schedule, stakeholder updates, Q&A sessions

Indicators of Success

- **On-time delivery:** Final calendar approved by first Friday in June of each academic year.

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- **Stakeholder alignment:** ≥80% of respondents satisfied with calendar draft.
- **Inter-service alignment:** 100% coordination sign-off from academics/athletics, arts/transport/wellbeing/facilities.

Suggested **Workflow Timeline**

March/April/May/June

- The committee reviews the draft of the academic year calendar and adjust the draft calendar based on input from faculty and parents
- Adopt an ADEK-approved academic year calendar based on drafts and feedback.
- Submit the final academic calendar to the director for publication.

***Academic Calendar:**

Ibtissam Harrache- Chair	Luka Zischka- co-chair
Kelly Mejia	Kelly Steele
Sharline Laubscher	Mouhcine Mekouar
Christopher Oyama	Nataliia Verbenska
Stephanie Brown	Naiema Zaki
Storm Zenk	Sandrine Lazare

AI Incubator Team

Purpose

AISA's single command center for everything artificial intelligence. It coordinates the four specialist sub-committees—RAIL, Digital Strategy, AI Professional Development, and the Day-of-AI event—so that policy, pedagogy, professional learning, and student engagement move forward together rather than in silos. The model mirrors the “innovation-lab” approach seen in districts that treat AI as both an instructional accelerator and a governance challenge, using one cross-functional hub to pilot, evaluate, and scale new tools while safeguarding ethics and data privacy. The team exists to accelerate **the responsible and high-impact adoption of AI** across teaching, learning, and operations. It ensures every initiative meets ADEK's Digital Policy requirements for safety and strategy, aligns with Middle States' RAIL standards for trustworthy AI implementation (msaevolutionlab.com, msa-cess.org), and supports AISA's four strategic pillars—especially Future-Ready Learning—without compromising equity or well-being, as warned by UNESCO and the OECD. (unesco.org, oecd.org)

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Mission / Charge

- *Steer the full RAIL accreditation journey.*
- *Publish and annually update an AI Roadmap* that integrates policy deliverables, professional-learning cohorts, and classroom pilots into a coherent timeline.
- *Incubate evidence-based pilots*—from AI-assisted feedback engines to adaptive practice platforms—using rapid cycles that include ethics reviews grounded in UNESCO’s generative-AI guidance and OECD fairness principles. (unesco.org, oecd.org)
- *Build human capacity* by driving the Magic School AI certification campaign for all teachers and by curating peer-led workshops, webinars, and conferences. (magicschool.ai)
- *Ensure transparency* through a public-facing “AI at AISA” portal that explains guardrails, celebrates student projects, and invites parent feedback, echoing recommendations from K-12 AI governance playbooks.

Suggested Initial Activities

- **Charter and baseline audit.** Ratify terms of reference, then map every existing AI use case, staff skill level, and data flow against ADEK Digital Policy controls and RAIL domains. (adek.gov.ae, msaevolutionlab.com)
- **Three-year AI Roadmap and budget.** Sequence policy milestones, PD cohorts, and pilot roll-outs, costed and approved by SLT and Board. Guidance from CoSN and Digital Promise shows that a multi-year roadmap is essential for coherence. (cosn.org, digitalpromise.org)
- **Faculty capacity-building.** Launch the Magic School AI Level 1 drive in August PD and build a cadre of peer coaches; link sessions to ISTE AI competencies for educators. (magicschool.ai)
- **Student engagement.** Localise MIT RAISE Day-of-AI lessons for UAE context, select grade-band trainers, and gather baseline AI-literacy data before the April event. (dayofai.org)
- **Pilot pipeline.** Research and approve 2-3 quick-cycle pilots with clear research questions and privacy-impact assessments; use Digital Promise’s evaluation template to judge impact.
- **Ethics and risk controls.** Adapt UNESCO’s risk-matrix and OECD principles into an AISA checklist that every tool or pilot must clear before launch. (unesco.org, oecd.org)
- **Communications and transparency.** Launch an AI microsite and quarterly newsletter; include FAQs drawn from the RAIL framework so stakeholders understand safeguards. (msa-cess.org)

Suggested Indicators of Success

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- *Policy compliance* will be evident when AISA submits a complete RAIL evidence portfolio for onsite verification and ADEK accepts all Digital-Policy deliverables with no critical findings. (msa-cess.org, adek.gov.ae)
- *Professional capacity* will be demonstrated when at least ninety percent of teachers earn Magic School AI Level 1 credentials and self-efficacy surveys show a significant uptick in confidence. (magicschool.ai)
- *Student impact* will appear when seventy percent of participants reach proficiency on Day-of-AI literacy tasks and three pilot projects show double-digit gains in efficiency or achievement, mirroring results highlighted in recent AI tutoring studies.
- *Risk management* succeeds when every pilot passes the ethics checklist on first submission and no major bias or privacy incidents occur, aligning with UNESCO and OECD recommendations. (unesco.org, oecd.org)

AI Incubator Team Subcommittee- RAIL: Middle States Association - Responsible Artificial Intelligence in Learning

- **Quitney Price- Chair**
- Jennifer Hecker
- Helene Hardy
- Egbal Ibrahim Mohamed
- Kashan Khan
- Jennifer Van Belle
- Mouhcine Mekouar

Committee Charge:

Purpose:

To lead AISA's adoption and implementation of the RAIL framework for responsible AI use, guided by the Middle States Association's accreditation standards.

Mission Charge:

- Guide the school through the full RAIL implementation framework.
- Serve as the lead committee coordinating cross-functional AI work (PD, Digital Strategy, and Day of AI).
- Ensure ethical, responsible, and sustainable AI practices are embedded across AISA's programs.
- Provide leadership reports and documentation for accreditation and marketing purposes.

Suggested Initial Tasks::

- Review full RAIL framework and requirements.
- Establish an implementation plan with defined phases and responsibilities.

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- Align RAIL indicators with AISA's strategic plan and accreditation cycles.
- Provide regular leadership updates on progress.

Indicators of Success:

- RAIL framework fully adopted and implemented.
- Alignment established between RAIL, PD, Digital Strategy, and Day of AI committees.
- Submission of self-study reports to Middle States for RAIL accreditation.
- Public marketing of AISA as a RAIL-compliant institution.

AI Incubator Team Subcommittee- A Day of AI: An ESOL Education Coordinated Event

- Ula Wyss (Elementary Lead)
- Nkrulefac Canaldo (Secondary Lead)
- Anna Siju
- Engy Amer
- Kashan Khan

Committee Charge:

Purpose:

To plan, organize, and execute AISA's full participation in the ESOL-wide Day of AI event in coordination with MIT RAISE resources.

Mission Charge:

- Select and prepare teacher-trainers for grades 3–5 and 6–8 to attend virtual training sessions.
- Develop and facilitate internal training for AISA teachers based on MIT RAISE materials.
- Collaborate with ESOL schools to ensure full alignment with regional event goals.
- Successfully execute the Day of AI event with high student and teacher engagement.

Suggested Initial Tasks::

- Appoint lead trainers for each grade band.
- Schedule virtual training attendance for trainers.
- Create internal training plan and schedule.
- Coordinate winter break check-in for progress review.

Indicators of Success:

- Two lead trainers appointed and trained.
- Full staff training completed prior to event launch.

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- Strong participation across targeted grade levels.
- High levels of student engagement and learning outcomes documented.
- Smooth coordination with ESOL regional partners.