



COMMISSION ON INTERNATIONAL EDUCATION

Foundation Standards Report by School & Visitor

INSTRUCTIONS

First the school and then the NEASC visitor(s) will submit responses on this report template. At least four weeks before the NEASC visit, the school must submit their report, still in WORD format, along with all Documented Evidence, to cie@neasc.org. Note that the school will no longer have access to the template or uploads after submission. The Visitor(s) will then receive the school's report and evidence and will fill in the Visitor sections on this same template, before submitting the completed report for review by NEASC. NEASC will generally send the final, completed report and outcome letter indicating next steps to the school approximately four to six weeks following the visit. Schools already accredited by NEASC may complete this in abbreviated fashion by limiting to 300 words or less their responses in the "School Narrative" sections. Please contact cie@neasc.org with any questions.

For each section of the Foundation Standards Report, the format is the same:

- **The Foundation Standard:** The title and brief statement that state the overarching requirement for each of the Standards.
- **Background:** NEASC offers this section as additional context and rationale intended to help schools better understand important elements of each Standard.
- **Documented Evidence:** Required evidence is indicated by a * and should be submitted with this report. Other items may be required in later stages of the accreditation process, including on-site. If the year of the latest revision is available and relevant, please indicate under "Version Year;" otherwise, leave blank. If there are extenuating circumstances affecting the submission of documented evidence (including items that the school is unable/unwilling to share via email), then the school should indicate so in the "School comments on documented evidence" section for the relevant Standard. The documented evidence may come in the form of documents (PDF is preferred), photographs, or URLs. Whenever possible, the school should provide English language versions of required documents. The school may also provide access to linked items that are stored in Google Drive or similar platform. Please include the Foundation Standard number when naming each item: for example, "FS 2—Organizational Chart"
- **School Narrative:** Here the school is asked to respond to the relevant questions in a plain narrative format that will provide an overview to assist NEASC in exploring the school's alignment with each Standard.
- **Indicators:** Using a simple "x," the school should offer its judgment about the extent to which each Indicator is evident or practiced at the school. Based on a review of documented evidence and practices, NEASC will also offer its judgment.

- **School Comments:** The school *must* comment on Indicators with school ratings of D (Developing) or N (Not sufficiently evident), describing plans, if any, to address greater alignment with the Standard. If plans are not yet in place, then the school should indicate so.
- **NEASC Comments and Recommendations:** The Visitor(s) will offer relevant observations on what the school has shared and on Visitor observations through the on-site visit. The comments should provide context for the Recommendations, some of which may need to be addressed before the school can proceed in the accreditation process, as directed by NEASC. Other Recommendations may become part of eventual Action Plans later in the process.

Where a written narrative is requested, the text box will expand to accommodate the text. School replies will appear in **red**, Visitor replies in **blue**. Answers may be composed outside the document and pasted into the box. All applicable sections must be completed unless indicated as “Optional.” Sections labeled for Visitor or NEASC are to be completed only by the NEASC Visitor.

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Visit Details

Name of NEASC Visitor(s):

- **NEASC Lead Visitor:** Dr. Joseph M. Kotarski, jkotarski@neasc.org, Associate Director CIE Commission – NEASC, USA
- **NEASC Visitor #2:** Mr. Vincent Tago, vtago@africanleadershipacademy.org. Senior Master, African Leadership Academy, South Africa
- **NEASC Visitor #3:** Mrs. Lisa Simelane, lisaj.mbuli@gmail.com, Director of Teaching & Learning, Waterford Kamhlaba United World College of Southern Africa, Swaziland

Visit Dates: Monday, March 10, 2025 to Thursday, March 14, 2025.
Visit Type (onsite): Abbreviated Foundation Standards/ACE Preparatory Visit

School Background

Full School Name: Windhoek International School
School Address: Scheppmann Street, Pionierspark, Extension 1,
City, State/Province, Country: Windhoek, Namibia
Postal Code: 9000

Head of School Name: Ethan Van Drunen
Head of School Email: evandrunen@wis.edu.na
Accreditation Coordinator Name: Margarete Reiff
Accreditation Coordinator Email: mreiff@wis.edu.na
Website: <https://wis.edu.na/>

Please write an introduction to your school to inform future visitors/readers. (500 words or less)

Please include:

- enrollment and staffing information (numbers and number of nationalities);
- school location, history, governance structure, Guiding Statements;
- highlights of current strategic or long-range plans;
- accreditation and authorization history of the school, if any (required for Transfer Policy 1.6 schools, along with copy of most recent accreditation report).

Windhoek International School (WIS) is located in the capital city of Namibia in the Khomas Highland plateau section of the country. The area has a population of approximately 470,000 people. WIS is an independent coeducational day school that currently serves ca. 460 students in EY1 through Grade 12. The school maintains a close relationship with the US Embassy and government agencies (Ministry of Education, Ministry of Home Affairs, Ministry of Labour).

Windhoek International School opened its doors to the first students in January of 1991 for the purpose of providing international/multicultural exchange and educational opportunities to the local and expatriate community in Namibia. It is the only international school in Namibia. WIS offers the IBPYP, IBMYP and the IBDP. WIS was accredited as an MYP school in August 2024. NEASC accredited WIS for Grades K-12 during the initial accreditation in 1998. WIS is also a member of the Council of International Schools (CIS) and the Association of International Schools in Africa (AISA).

In 2010 WIS was granted ten-year accreditation by both organisations - NEASC and CIS. The school has since decided to be a member of CIS and accredited by NEASC. WIS is governed by a volunteer Board of Directors consisting of not fewer than seven and not more than twelve persons recruited from the parent and wider school community. One voting member of the Board is elected from the school staff. Currently, all other members of the Board are parents of students attending the school. The school prides itself on being a diverse, inclusive, community-oriented school that welcomes

students and teachers of all nationalities, cultures, religions, ethnicities, and backgrounds. Currently, over 58 nations and 78 languages are represented. This school year, about 50% of the student body is Namibian, with the remainder of the student body hailing from the United States, China, Australia, Canada, France, Germany, India, Ireland, Kenya, Nigeria, Portugal, South Africa, Zimbabwe, the United Kingdom, and approximately 35 other countries. The WIS faculty is diverse. The Board of Directors as well as the recruitment efforts of the Director and the Senior Leadership Team (SLT) are committed to foster this diversity. WIS is currently reviewing its Definition of Learning to make it a current and relevant Shared Understanding of High Quality Learning. This process is a collaborative process involving all stakeholders. WIS also has - since the last accreditation - developed the [WIS Principles](#) as well as a new [Strategic Plan for 2025-2028](#). The tenets expressed in these Guiding Statements shape the school's identity and enable the community to move forward with a shared purpose. The school is housed on a purpose-built campus with buildings arranged in pods to resemble an African village. The various sections of the school are clustered together across the campus. WIS has a development plan for the coming three years. The prospect of the development of economic collaborations to produce Green Hydrogen and with the arrival of several oil companies, WIS has seen an increase in admission of expatriate students. The school leadership remains cognisant of fluctuating economic situations which, in turn, can result in the loss of students and therefore revenue. WIS prides itself in a grounded situation with regards to the NEASC Foundation Standards. With the Preparatory Visit, WIS is ready to receive feedback to start the next phase of accreditation, the Internal Review.

NEASC Additional Comments, if any, on School Background

[Click or tap here to enter text.](#)

FOUNDATION STANDARD 1 – LEARNING STRUCTURE

The school has guiding statements that describe the school's purpose and its desired outcomes as a learning community. They have a written curriculum for all grades and content that describes goals for learners with associated methods of assessment and expected teaching practices.

Foundation Standard 1 – Background

Schools are expected to have three key features to support its Learning Structure:

1. Clearly expressed and well understood **guiding statements** that describe the school's purpose and expected outcomes for learners. This may include a mission, vision, statements of values and beliefs, a "Profile of the Graduate," etc. Please note that a shared understanding of High-Quality Learning, while foundational to a school, is not expected now, but rather after the preparatory phase, as the school begins its Internal Reflection.
2. A written **curriculum** for all grades and content that describes goals for learners with associated methods of assessment and expected teaching practices
3. **Policies** specific to the learning environment such as an assessment policy, a language policy and a teaching and learning policy that support the school's mission and goals for learners.

Guiding Statements

An effective learning community's Guiding Statements should express its reason for being and its aspirations as a learning community. NEASC looks for Guiding Statements that express:

1. the reasons for the school's existence;
2. a shared understanding of its goals for learners and a commitment to being inclusive and supporting of all members of the learning community;
3. a commitment to global and intercultural awareness.

Curriculum

While NEASC is “curriculum-neutral” and accredits schools across a wide range of curriculums, certain features of the curriculum should be evident to the learning community and to NEASC. Specifically, the curriculum should be recorded in a consistent and accessible format, reflected in school-wide practices, and periodically reviewed for relevance and effectiveness. Regardless of format, it should contain learning goals, methods of assessment, and expected teaching practices. Finally, the curriculum should be articulated both vertically and horizontally.

NEASC recognizes that schools in the midst of transforming to a more student-centered learning model may have more flexible, alternative forms of written curriculum.

Secondary schools offering an American-style High School Diploma for graduation should indicate the criteria for such students within the School Profile submitted as documented evidence.

Policies

Policies that guide a school’s academic structures should provide consistency, clarity, and coherence to the learning community’s efforts. Policies vary from school to school, but may include guidelines for assessment, English and mother tongue instruction and support, academic integrity, admissions, inclusion, etc. Clear, published policies help ensure that practices to be followed are transparent, consistent, and fair.

Foundation Standard 1 – Documented Evidence

(* indicates required documentation)

	Submitted ? (Yes or No)	Version Year
*Guiding Statement(s) such as Mission, definition of learning, etc.	Yes	-----
*Curriculum documentation, school-wide	Yes	ongoing - on Google Drive
* Assessment Policy and procedures	Yes	March 2024
* Language Policy and procedures	Yes	January 2025
* Admissions Policy and procedures	Yes	October 2022
Diversity/Equity/Inclusion policies and procedures	Yes	February 2022
Sample of student transcripts and evaluations	Yes	current ManageBac/ Toddle
School profile sheet given to universities or other schools	Yes	January 2025
Other (please specify below)		
School comments on documented evidence (optional; box will expand)		
Guiding Statements are posted on the school’s website: https://wis.edu.na/		

As a priority for 2024-25, the school has embarked on changing the architecture of the school's policies, procedures, and handbooks. This is a work in progress that visitors will be able to discuss with the relevant members of the leadership team as well as staff members. WIS policies are published on the [WIS Parent Information Portal](#) on the WIS website.

The [Board Policy Manual](#) is a new document which is presently being drafted by a committee within the Board of Directors. This change is designed to differentiate board-level governance from policies which guide the school's operations. Its format utilises guidance from the Association for the Advancement for International Education.

Our transcripts/reports and planning documents can be found on Toddle (Primary School) and ManageBac (Secondary School). Visitors will be given access to Toddle and ManageBac for the duration of the preparation of the visit as well as during the visit.

NEASC comments on documented evidence (optional)

Foundation Standard 1 – School Narrative

Instructions: The school should compose a narrative description of the school's Guiding Statements including definition of learning (if available), curriculum, and other academic policies. (500 words or less)

Please limit to 300 words or less this "School Narrative" if completing an Abbreviated Foundation Standard Report/AFSR.

School Narrative (Box will expand)

As an institution of learning, WIS keeps reviewing and updating its policies and procedures. Most of our documentation that is public is posted on our website (<https://wis.edu.na/>) and gets updated on a regular basis when needed. The WIS Guiding Statements and the Definition of Learning are in line with our educational philosophy. This ensures that they are embedded in our practices inside and out of the classroom. We firmly believe that children should be given the opportunity to become lifelong learners and also play their part in making this planet a better place for all of us. Curriculum documentation and policies informing teaching and learning are reviewed regularly to ensure that they are in line with latest pedagogical understandings. Input is sought from different stakeholders when reviewing curriculum and policies to make sure that all stakeholders are informed and included in these processes.

Foundation Standard 1 – Indicators

Evident (E)	Developing (D)	Not Sufficiently Evident (N)
There is evidence of excellent and effective alignment with this Indicator. The school has embedded systems in place to ensure that alignment will be sustained.	There is currently evidence of partial alignment with this Indicator. There is still some room for further development, and the school intends to improve alignment.	There is currently evidence of little or no alignment with this Indicator. Action is required.

		E	D	N
A. The school is guided by broadly accepted and periodically reviewed Guiding Statements that express the school's overall purpose.	School Rating	X		
	Visitor Rating			

B. The school has a shared Understanding of High-Quality Learning that is documented, understood and observable. <u>First-time ACE Pathway schools:</u> You may skip this indicator since a shared Understanding of High-Quality Learning is expected only after the preparatory phase, as the Internal Reflection begins. <u>Returning ACE Pathway schools:</u> Please offer a rating.	School Rating		X	
	Visitor Rating			
C. Teaching and learning is guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation.	School Rating	X		
	Visitor Rating			
D. Curriculum review including appropriate innovation is completed at periodic intervals and is responsive to the needs of all learners.	School Rating		X	
	Visitor Rating			
E. The school ensures adequate ongoing professional growth and development opportunities for teaching and non-teaching staff.	School Rating	X		
	Visitor Rating			
F. The school uses a variety of data to improve student learning and to inform decision making.	School Rating	X		
	Visitor Rating			
G. The school's admissions and academic policies and practices align with the school's Guiding Statements, programs, inclusion policy and profile of students attending the school.	School Rating	X		
	Visitor Rating			
H. The school ensures that all students with language support needs and learning differences, including those with exceptionally high ability or talents, are given appropriate support to thrive in the learning environment.	School Rating		X	
	Visitor Rating			
I. The school has a robust admissions screening and onboarding process for students and families so that students' individual learning needs are understood and supported.	School Rating	X		
	Visitor Rating			

Foundation Standard 1 – Comments and Recommendations

Instructions: The school and the Visitor should record by number and letter (e.g., FS1.C) all of the Indicators in this Standard rated by the school as D (Developing) or N (Not sufficiently evident). In such cases, the school's Comments should include plans, if any, to address ratings of D or N. (500 words or less)

School Comments on Standard 1 Please include plans, if any, to address ratings of D or N along with the relevant indicator (e.g., FS1.C)
The school has all procedures in place, but is working on improving the admissions and onboarding process. We complete the Admission of New Students 2024-2025 document to capture all the necessary information for admissions. B: Developing: A revised Shared Understanding of High Quality Learning is in the process of being drafted. As we want to make this an inclusive and collaborative process, WIS will include this in our Internal Reflection and will have a new Shared Understanding of High Quality Learning in place at the end of the Internal Reflection.

D: Developing: Curriculum review and the use of data is an area of growth for WIS. This can be facilitated by incorporating more collaboration time for teachers to review curriculum together with programme coordinators in the Secondary School. In Primary School this is already happening on an ongoing basis. There is a collaborative schedule and the coordinator works with teachers on a regular basis. We have seen the need for further oversight in this and are now moving to appoint Heads of Department to take a leading role in matters of the different departments in the Secondary School.

F: Through and increased use of MAP Growth data, WIS is able to establish areas of growth for learning across the school from Grades 1 - 8. MAP Growth data has established that WIS students have shown increased growth over the past two years since MAP data has been analysed to improve support of student learning. WIS will introduce the MAP Growth tests for science as well to inform our growth particularly in the Middle School and take intervention steps where and if needed. WIS also uses IGCSE/MYP/IBDP results to inform any changes in supporting curriculum and placement or exit for SEN/EAL and additional support provided, as well as staffing or timetable changes. Conversations with parents and students are held at the end of the semester to discuss progress. Student Progress Conferences and Student Led Conferences in the Primary School are held once a semester. These conferences are led by students to discuss progress and goals for the next semester.

H: Developing: There are currently discussions within the leadership team to increase the headcount in the Learning Enrichment Department for the next academic year. The discussion is to add a Learning Enrichment Coordinator to the team. This team member can coordinate the varied learning needs WIS is accommodating in all classes from Primary School across Middle School into High School. WIS is a school that prides itself for its diverse and inclusive approach, and we want to accommodate all students that we admit with their diverse needs. We are currently making an effort to accommodate extension opportunities for our highly capable students where possible (one Grade 10 student volunteers at a local farm once a week to get acquainted with agricultural and sustainability aspects in Namibia). We also support students with diverse learning needs through both in class as well as pull out sessions with Learning Enrichment teachers (Grade 10 is an example of this). This is an area of focus for the school.

NEASC Comments on Standard 1

NEASC Recommendations on Standard 1

For each Recommendation and regardless of the school's own rating, please indicate clearly whenever appropriate which indicator(s) must be addressed by the school, e.g., "FS1.C".

FOUNDATION STANDARD 2 – ORGANIZATIONAL STRUCTURE

The school has in place a clear governance and leadership structure with defined roles and responsibilities, and a faculty and staff qualified for the roles to which they are assigned. Expectations defined in policy are carried out and observed in practice. Mechanisms for assessing the effectiveness and functionality of the school's organizational structures have been developed.

Foundation Standard 2 – Background

Schools are expected to have four key features to support its Organizational Structure:

1. clearly defined roles and responsibilities, including all levels of management, including those with curriculum responsibilities.
2. strategic leadership;
3. an ethical and transparent Governing Body;

4. structures to hire and evaluate staff and to also help them develop as professionals.

Roles and Responsibilities

The school has a clear organizational structure that identifies roles and responsibilities, and maintains appropriate boundaries between governance and school leadership. How decisions are made regarding the allocation of resources, curriculum, staffing, etc. are clearly spelled out. Day-to-day operations are overseen by a Head of School who reports to a Governing Body.*

Strategic leadership

The Governing Body and Head of School provide strategic leadership informed by identified school priorities as set forth in ongoing school planning efforts. The Governing Body and Head of School engage in individual and cooperative evaluation processes and use the outcomes to inform improvement and planning.

Ethical, transparent Governing Body

The school has structures that promote and support ethical oversight while avoiding conflicts of interest. There are clearly articulated guidelines and policies, and the Governing Body operates in a transparent manner that communicates its Vision and work to all community stakeholders.

* Please note: All NEASC-accredited schools are expected to be managed by a qualified leader (Head of School) who in turn reports to or is advised by a separate body, often called a Board of Directors, Trustees, Advisory Group, Corporate management structure or similar names. In the case of proprietary schools, where the Head of School may report to a school owner(s), regardless of title, the school owner(s) is/are expected to have a Board or Group who acts in regular support of the school and its leadership, consistent with the Indicators below and may include the school leader and owner(s) in its membership. Finally, NEASC uses the term “Governing Body” to include the full range of governance and advisory support structures, recognizing that those bodies fulfil varying roles in governance and support across the range of NEASC schools.

Human Capital and Talent Management

The school has structures and processes to recruit, develop, evaluate, and retain staff who are qualified to fulfill the roles and responsibilities to which they are assigned, in line with the school’s Mission. The school supports comprehensive professional development plans and other relevant mechanisms to foster staff growth, development, and well-being.

Foundation Standard 2 – Documented Evidence

(*indicates required at this stage)

	Submitted? (Yes or No)	Version Year
*Guiding documents such as Bylaws, Governing Body Policies	Yes	2024
* Faculty/Instructor/Staff Handbook	Yes	January 2025 (draft)
* Roster with names and roles of Governing Body members	Yes	
* Organizational chart	Yes	August 2024

* Faculty list with details that may include current position, qualifications (academic or industry), number of years in teaching, special training, English proficiency level, nationality/other demographics, etc.	Yes	ongoing
* Strategic Framework /School Action Plan, if available	Yes	October 2024
*Job descriptions (to include samples from all levels of school staff)	Yes	ongoing linked on Org Chart
* Evaluation procedures for Governing Body, School Leader	Yes	January 2025
* Professional Growth and Evaluation and process for employees	Yes	Updated August 2024
Professional Development Plan, training priorities, calendar, etc.	Yes	2024
Reporting of diversity statistics	Yes	Annual
Other (please specify)		

Foundation Standard 2 – School Narrative

Instructions: The school should compose a narrative description of the school’s organizational structure, including governance, leadership, and faculty/staff. What systems exist to ensure the quality of performance provided by all who serve the school? (500 words or less)

Please limit to 300 words or less this “School Narrative” if completing an Abbreviated Foundation Standard Report/AFSR.

School Narrative
The school is a Section 21 Company registered as a not for profit entity. Membership is defined according to the Articles of Association, and the WIS Board of Directors is a hybrid of elected and appointed positions. The annual AGM was held on 29 January 2025 and the new Board of Directors will be constituted on 5 February 2025 (an updated list of board members and positions will be available for the visit). The Educational Director is the only employee hired by the Board of Directors. The Senior Leadership Team consists of the Educational Director and the three Division Principals. The school’s Organizational Chart has Job Descriptions linked to the different positions. All teachers who fulfill special roles, i.e. Learning Enrichment (Learning Support), EAL, Foreign Languages, Art, etc. are employed having received this speciality training, so are well equipped to fulfil their respective roles. English proficiency is a prerequisite for employment at Windhoek International School. The medium of instruction at WIS is English across the school and the official language in Namibia is English. The Strategic Plan is linked above as documented evidence. Our Professional Development and Facilities Plans are being developed to align with the implementation of the Strategic Plan 2025-2028. The Professional Development Action Plan is incorporated in the Action Plan of the recently adopted Strategic Plan. WIS is obligated by law to

annually report on diversity to the Ministry of Home Affairs in Namibia to satisfy the labour law requirements as well as to the Office of Overseas Schools for the annual grant that the school receives.

Foundation Standard 2 – Indicators

Evident (E)	Developing (D)	Not Sufficiently Evident (N)
There is evidence of excellent and effective alignment with this Indicator. The school has embedded systems in place to ensure that alignment will be sustained.	There is currently evidence of partial alignment with this Indicator. There is still some room for further development, and the school intends to improve alignment.	There is currently evidence of little or no alignment with this Indicator. Action is required.

		E	D	N
A. The Governing Body is constituted, with regard to membership and organization, so as to provide the school with sound direction and effective support in the current and long-term life of the school.	School Rating	X		
	Visitor Rating			
B. The Governing Body promotes strong ethical values and compliance through appropriate and effective oversight.	School Rating	X		
	Visitor Rating			
C. The Governing Body avoids conflicts of interest.	School Rating	X		
	Visitor Rating			
D. The Governing Body provides appropriate orientation for new members to understand their duties, school policies and their implications.	School Rating	X		
	Visitor Rating			
E. There is a clear and effective understanding by the Governing Body and the Head of School of their respective functions, and these understandings are documented.	School Rating	X		
	Visitor Rating			
F. The Governing Body and the Head of School enjoy a positive, open, and mutually supportive relationship.	School Rating	X		
	Visitor Rating			
G. The Governing Body oversees a documented, defined appraisal process for the Head of School, conducted regularly with the Head's knowledge, including written provisions for discussion and appeal.	School Rating		X	
	Visitor Rating			
H. The Governing Body and Leadership Team stay informed about the strategic environment and emerging trends that may affect the school.	School Rating	X		
	Visitor Rating			
I. The Governing Body has a succession plan to ensure continuity in the unexpected event of loss or disruption of Board members or the Head of School.	School Rating	X		
	Visitor Rating			
J. An ethos of transparency is promoted by the Governing Body and among all levels of leadership to ensure that stakeholders have	School Rating	X		
	Visitor Rating			

	appropriate access to information about decisions and matters that impact them.				
K.	The Governing Body and Leadership Team periodically engage in self-evaluation and appropriate training.	School Rating	X		
		Visitor Rating			
L.	The Governing Body ensures that all issues pertaining to the day-to-day operations of the school are addressed through the Head of School and the Leadership Team.	School Rating	X		
		Visitor Rating			
M.	Funding decisions support educational priorities and are clearly communicated to all stakeholders.	School Rating	X		
		Visitor Rating			
N.	The school has effective governance and leadership structures in place to support sustainable school operations.	School Rating	X		
		Visitor Rating			
O.	Recruitment and screening processes are in place to ensure that employees in all categories are appropriately qualified, suited to their position, and supportive of the school's Guiding Statements.	School Rating	X		
		Visitor Rating			
P.	The Head of School and/or Leadership Team assign workloads that allow employees to be effective in carrying out their responsibilities.	School Rating	X		
		Visitor Rating			
Q.	Periodic performance reviews are conducted for all employees and supported by appropriate professional development.	School Rating		X	
		Visitor Rating			
R.	All teachers have a level of language proficiency appropriate to their teaching responsibilities.	School Rating	X		
		Visitor Rating			

Foundation Standard 2 – Comments and Recommendations

Instructions: The school and the Visitor should record by number and letter (e.g., FS2.C) all of the Indicators in this Standard rated by the school as D (Developing) or N (Not sufficiently evident). In such cases, the school's Comments should include plans, if any, to address ratings of D or N. (500 words or less)

School Comments on Standard 2

The school does an induction for new board members and the board appraises the Educational Director annually. Although the Performance Appraisal ([Professional Growth Portfolio](#)) is in place for teaching staff, WIS is working on the appraisal for coordinators and principals as well as administration staff. Feedback for the principals as well as coordinators are shared with teachers for comment.

G. Developing - The appraisal process for the Educational Director is not yet formalised and happens on an ad hoc basis. This is an area of focus for the Board of Directors and should be formalised during the Internal Reflection period.

Q. Developing - there is a solid programme in place for the appraisal of teaching staff. The school is, however, working on a policy and procedures for the appraisal of administration staff. There currently is no formalised policy in place for this. Administrative staff is supported by appropriate professional development on a needs basis. We could be more

purposeful in linking our professional development opportunities to the strategic and position requirements of the school. A training for Administration Staff is scheduled for the 18th and 19th of March to formalise this process.

NEASC Comments on Standard 2

NEASC Recommendations on Standard 2

For each Recommendation and regardless of the school's own rating, please indicate clearly whenever appropriate which indicator(s) must be addressed by the school, e.g., "FS2.C".

FOUNDATION STANDARD 3 – HEALTH, SAFETY, & SECURITY

The learning environment is healthy, safe, and secure for all members of the school community. Effective and well-established policies and procedures exist and are acted upon to protect children, adults, and visitors alike.

Foundation Standard 3 – Background

Schools are expected to have policies and procedures relating to health, safety and security:

1. to ensure that the physical and emotional safety of students, teachers, and others is supported;
2. to ensure that there are appropriate resources and training to that end;
3. to verify ongoing implementation of risk assessment, health, safety, and security measures with appropriate auditing and recordkeeping.

Physical and Emotional Safety

Policies and procedures must be in place to ensure the physical and emotional safety and wellbeing of all members of the school community, including in the event of a critical situation. These should be written policies, approved, understood, and practiced by the entire school community. See the list of eight expectations below for further NEASC guidance on Child Protection.

Resources and Training

The school must periodically train all personnel in all child protection and safety aspects of the school. The school budget and timetable must accommodate sufficient resources to carry out this training.

Ongoing Health and Safety Measures

Records must be kept of all health and safety matters at the school, including, but not limited to training, observations, and simulations. Such records should be regularly analyzed, with feedback used to improve performance. Schools are expected to have an operating health and safety committee (or its equivalent) to track health, safety and security issues and to monitor the school's alignment with Foundation Standard 3. Please note that in some regions, NEASC Foundation Standards requirements may be more stringent than local requirements.

Compliance with local laws

All schools are expected to comply with all local codes and laws. Submission of this report, in effect, is a declaration that the school is in compliance with all local laws in the location where the school is located and where the home company (if different) is located. NEASC may request relevant documentation.

Child Protection

NEASC believes that everybody has a responsibility to support the protection of children; all schools have a duty of care to children enrolled in the school and those who are affected by the operations of the school; and all actions on child protection are taken in the best interests of the child, which are paramount.

As such, we support an ethos of protection for all our schools and partners and commit to this work through the upholding of accreditation requirements related to best practices in child protection, and by providing resources for schools to strengthen their work in this area. NEASC Accredited schools are required to demonstrate that their current policies, procedures, and personnel protect the health and safety of students and other community members.

Schools are expected to meet the following eight requirements to achieve and maintain NEASC Accreditation:

1. **Comprehensive due diligence in screening and hiring including background and reference checks.**
2. **Documented policies and procedures that ensure the safety and welfare of all students.**
3. **Appropriate and clearly outlined response if children are harmed, at risk of harm, or if allegations of harm to children are made.**
4. **Clearly defined leadership responsibilities for child safety and reporting.**
5. **Child protection training for all adults who work with students.**
6. **Child protection, including online safety, is included in the formal learning program for students.**
7. **Clear codes of conduct govern appropriate and acceptable behaviors for adult interactions with children and children's interaction with other children.**
8. **Compliance with the legal, ethical, and cultural expectations and requirements regarding child abuse within the jurisdiction in which the school operates.**

Some school types may have additional Child Protection requirements or standards to follow depending on their location or type of school, such as boarding schools.

A school's Child Protection/Safeguarding Policy must furthermore be consistent with guidelines established by ICMEC and the International Task Force on Child Protection and which NEASC helped to develop (<https://www.icmec.org/education-portal>).

Foundation Standard 3 – Documented Evidence

(*indicates required documentation)

	Submitted? (Yes or No)	Version Year
*Child Protection/Safeguarding Policy/Policies for online safety	Yes	2024
*Emergency response and crisis procedures	Yes	This is being formalised
*Health/medical provision & facilities	Yes	see comment below
* Local codes compliance documents	Yes	2004
*Code of Ethics/Behavior for students and staff	No	
* Recordkeeping/Data protection policy	Yes	2022
* Records of evacuation and other safety drills	Yes	November 2024

*Description of wellbeing efforts including counseling provision with policies and procedures	Yes	See links below
Other (please specify)		
School comments on documented evidence (optional)		
The school is engaged with professional lawyers to train and develop a Code of Ethics and Behaviour to align with Namibian law. The school prioritises the development of child protection and safety by training staff and creating as well as reviewing current policies and documentation. All staff have just completed the TES Child Protection for International Schools. The Child Protection Policy is updated annually. The current priorities in this regard are to add Procedures for self harm and suicide. We have now also nominated a Designated Child Protection Officer - our school nurse. WIS has dedicated facilities for the provision of medical and counselling services. Each classroom has a “Body Fluid Spills Kit” that gets replenished on a regular basis. We are in the process of developing a Student Services Handbook that will include information about health, counselling and student wellbeing and bullying prevention for WIS. We have created a Digital Wellness Task Force to address concerns about technology use, screen time and digital safety across the school. The core objectives of this task force are to help students recognise the value of their device-free school experience, to build awareness of digital impact on home life and wellness, to empower families to create healthy digital boundaries and to support students in making mindful choices outside school through our PSHE Curriculum. This task force will create a comprehensive year-long digital wellness programme for WIS, establish regular parent education and communication channels, implement structured digital detox periods, develop student reflection and awareness programmes, build a resource bank for parents and teachers and create age-appropriate interventions from Grade 1 upward. The Counsellor, Nurse, Career Guidance Counsellor and Librarian offer SEL/PSHE lessons to all students across the school on a regular basis. When required the school hosts parent information sessions (for example for online safety). The development of respective policies is in progress. The school has a sensory room that is used by experienced Occupational Therapists with the purpose to address wellbeing through sensory integration therapy. Here is the scope and sequence document used in the Primary School for PSHE. WIS uses the PSHE Association resources as one of the main sources for teaching but teachers can use resources they have that fit with a particular topic. WIS also uses AISA resources regarding topics like safe touch. Most of these are done by class teachers but the sections in red will be covered by the school nurse and the school counsellor. Here is the spreadsheet from Unifrog, a platform we use that outlines topics following the CASEL curriculum with information about planning and sequencing a PSHE curriculum in the Secondary School. In the furthest tab 'WIS PSHE SEL plan all grades', there is a scope and sequence for each grade, showing what will be taught. This folder contains the weekly planners that WIS follows. For Emergency Response and Crisis Procedures, WIS is developing a Crisis Communication Handbook that will formalise procedures that are currently followed but not yet fully documented. WIS regularly practises Fire Drills and gets feedback from the community about that. After an increase in criminal activity in the area, a strong boundary fence was built and security measures were increased.		
NEASC comments on documented evidence (optional)		

Foundation Standard 3 – School Narrative

Instructions: The school should compose a narrative description explaining how the school safeguards the ongoing physical, emotional, and social health, safety, and security of students and other school members. What practices and procedures are followed to avert and deal with crisis situations? (500 words or less)

Please limit to 300 words or less this “School Narrative” if completing an Abbreviated Foundation Standard Report/AFSR.

School Narrative
WIS places great emphasis on the physical, emotional and social health and safety of its community. The improved infrastructure and focused efforts of the school to address health and safety has resulted in an improved sense of security on campus. We are also investing quite a considerable amount of time and effort in ensuring the emotional and social wellbeing of our community through different initiatives that involve students and parents as well as teachers. WIS has subscribed to the Olweus Bullying Prevention Programme and we are in the process of developing procedures and being trained to implement the programme schoolwide. WIS is currently looking at reviewing our security and safety procedures to be well prepared for any potential risks in this regard. We have a good fire drill procedure that is practised regularly and are currently looking at lockdown and evacuation procedures in collaboration with the American Embassy security advisors.

Foundation Standard 3 – Indicators

Evident (E)	Developing (D)	Not Sufficiently Evident (N)
There is evidence of excellent and effect ive alignment with this Indicator. The school has embedded systems in place to ensure that alignment will be sustained.	There is currently evidence of partial alignment with this Indicator. There is still some room for further development, and the school intends to improve alignment.	There is currently evidence of little or no alignment with this Indicator. Action is required.

		E	D	N
A. The school meets all eight NEASC requirements for Child Protection as listed above.	School Rating	X		
	Visitor Rating			
B. The school is in full compliance with all applicable local, regional, and national safety and health codes and regulations.	School Rating	X		
	Visitor Rating			
C. The school has appropriate storage and handling procedures for hazardous materials such as laboratory and industrial chemicals. If students are working remotely, the school has appropriate procedures and policies for safety of science experiments and other student self-directed activities.	School Rating	X		
	Visitor Rating			
D. Sufficient resources (human, financial, and structural) are allocated to the essential work of maintaining the health and safety of students.	School Rating	X		
	Visitor Rating			

E.	An internal health and safety committee (or its equivalent) provides a regular, systematic review of safety procedures and practices.	School Rating	X		
		Visitor Rating			
F.	The school premises have an effective system to control access to the school by visitors and other non-school personnel.	School Rating	X		
		Visitor Rating			
G.	Access to the school's Learning Management System is tightly controlled and clear parameters are outlined.	School Rating	X		
		Visitor Rating			
H.	The school has comprehensive health policies and procedures that are regularly updated and communicated.	School Rating	X		
		Visitor Rating			
I.	The school's physical and mental health care services for students and employees are administered and carried out by appropriately trained and experienced personnel and/or school personnel provide appropriate referrals as needed.	School Rating	X		
		Visitor Rating			
J.	The school has written risk assessment and management plans to be followed in case of emergencies and/or crises, including school closures.	School Rating	X		
		Visitor Rating			
K.	The school conducts and maintains records of periodic evacuation and other context-appropriate safety drills.	School Rating	X		
		Visitor Rating			
L.	All off-site trips and field work by students have appropriate supervision and support and are subject to a pre-departure risk assessment by competent staff and post-trip reflection to promote ongoing improvements.	School Rating	X		
		Visitor Rating			
M.	The school promotes practices and attitudes that support personal wellness and a healthy lifestyle.	School Rating	X		
		Visitor Rating			
N.	Facilities for preparing, serving, and consuming food and beverages meet appropriate standards of safety, comfort, hygiene, and good dietary practice.	School Rating	X		
		Visitor Rating			

Foundation Standard 3 – Comments and Recommendations

Instructions: The school and the Visitor should record by number and letter (e.g., FS3.C) all of the Indicators in this Standard rated by the school as D (Developing) or N (Not sufficiently evident). In such cases, the school's Comments should include plans, if any, to address ratings of D or N. (500 words or less)

School Comments on Standard 3
The process of reviewing health and safety protocols at WIS is ongoing. The School Nurse and the School Counsellor review procedures and policies on a regular basis and, in consultation with the Senior Leadership Team, these protocols are then adopted and shared with the community. Given the ongoing change in wellbeing and mental health challenges due to an increased exposure of children to social media and the internet, the school has embarked on regular information sharing activities and events for parents to ensure that parents are on board and students are educated on the risks and challenges they are facing and will encounter. There is a working group with

members from across the school to formalise the process of communicating with parents, conducting risk assessments as well as being aware of the latest research on online safety.

The school has embarked on adopting the Olweus Bullying Prevention Programme and is in the process of training staff, getting feedback from students and informing parents about this programme. We are hopeful that the introduction of the Olweus Bullying Prevention Programme will ensure that we all speak the same language and approach incidents of bullying in a consistent manner. It is a long term process that aims to create a shift in culture about how we view and deal with bullying at every level of the school. We are also prioritising cyber bullying in our efforts to answer to the increasing challenges posed to students, families and the school by online opportunities and risks.

The nurse and counsellor are available for students on a pop-in basis as well as following appointments that students and parents make. A referral form is currently designed for teachers to refer students to the counsellor where there are suspected wellbeing challenges. There will also be a self referral form for students.

Safety procedures and practices are reviewed as needed by the nurse and relevant staff (teachers and administrators).

J. Developing: Although the school has these plans in place and practise fire drills on a regular basis, this needs to be further developed by putting all these plans and procedures into an easily accessible location on Google Drive so that all stakeholders can be fully familiar with these and know what to do in the situation of a crisis. A [Draft Communications Document](#) is in the process of being developed.

NEASC Comments on Standard 3

NEASC Recommendations on Standard 3

For each Recommendation and regardless of the school's own rating, please indicate clearly whenever appropriate which indicator(s) must be addressed by the school, e.g., "FS3.C".

FOUNDATION STANDARD 4 – FINANCE, FACILITIES, & RESOURCES

The school has in place policies, practices, and procedures that ensure financial health and economic sustainability. The principles governing financial management are designed to provide the resources (in personnel, equipment, and facilities) required to support the school's learning program and objectives. The school facilities are fit for purpose.

Foundation Standard 4 – Background

Schools are expected to ensure that finance, facilities, and resources support a healthy, sustainable learning environment by having:

1. clearly documented policies and procedures, aligned with the school's Guiding Statements and compliant with prevailing laws, that describe financial management systems;
2. clearly documented policies and procedures for facilities management and resource allocation, taking into account local regulations and aspirations of providing internationally appropriate standards of school facilities;
3. the provision of appropriate human, physical, and financial resources to support a safe, sustainable learning community;
4. identification of operational and financial risks, liabilities, and obligations with sufficient resources to address these.

Foundation Standard 4 – Documented Evidence

(* indicates required documentation)

	Submitted ?(Yes or No)	Version Year
* Most recent audited financial statements	Yes	2025 AGM linked below
*Operating budgets for current and past two years	Yes	2025 AGM linked below
*Cash flow statements	Yes	2025 AGM linked below
*Financial Summary - Annual Operations (using the NEASC form)	Yes	2025
* Salary scale/compensation guidelines	Yes	Updated annually
Financial policies	Yes	2024
Financial forecasting documents (Costed strategic plan)	Yes	2025
Sample billing statement to families	Yes	2025
Insurance policies (risk, property, liability, etc.) Available for on-site review	Yes	
Facilities plans (maps, building projects)	Yes	updated when needed
Technology infrastructure and plans	Yes	2025
Auxiliary and subcontracted services guidelines	Yes	
Other (please specify below)		
School comments on documented evidence (optional)		
NEASC comments on documented evidence (optional)		

Foundation Standard 4 – School Narrative

Instructions: The school should compose a narrative description explaining how the school's finances, facilities, and other structural resources support an effective and sustainable learning community. (500 words or less)

Please limit to 300 words or less this “School Narrative” if completing an Abbreviated Foundation Standard Report/AFSR.

School Narrative

The school has outsourced auxiliary services and these are tendered contracts with strict guidelines of safety, security and campus access as well as supervision - Bidvest for clearing, G4S for security and Namlands for landscaping. The school shares the tender and contract documents with these companies. At the annual AGM, the financial statements and the operating budget were presented to the community: [AGM 2025](#).

Foundation Standard 4 – Indicators

Evident (E)	Developing (D)	Not Sufficiently Evident (N)
There is evidence of excellent and effective alignment with this Indicator. The school has embedded systems in place to ensure that alignment will be sustained.	There is currently evidence of partial alignment with this Indicator. There is still some room for further development, and the school intends to improve alignment.	There is currently evidence of little or no alignment with this Indicator. Action is required.

		E	D	N
A. The physical facilities and Learning Management System are fit for purpose and appropriate to promote a healthy school environment and support the school’s learning goals.	School Rating	X		
	Visitor Rating			
B. The teacher/student ratio allows for personalized and meaningful learning experiences for students.	School Rating	X		
	Visitor Rating			
C. The short- and longer-term finances of the school are sufficient to fulfill the Mission, address facilities needs, and manage unforeseen financial emergencies.	School Rating	X		
	Visitor Rating			
D. Compensation packages are at a level that enables the school to recruit and retain qualified and appropriately experienced staff.	School Rating		X	
	Visitor Rating			
E. The school has a documented, multi-year financial strategy.	School Rating	X		
	Visitor Rating			
F. Accounting processes are orderly, understood by all parties involved, and carried out in accordance with sound and ethical business practices.	School Rating	X		
	Visitor Rating			
G. Insurance provides for effective risk and liability coverage for the school and its facilities, as well as for students, employees, visitors, and members of the Governing Body.	School Rating	X		
	Visitor Rating			
H. An annual external audit of the school’s finances is performed by an independent accounting firm, results are discussed at appropriate levels within the school, and any necessary action is taken.	School Rating	X		
	Visitor Rating			

I. Physical and online spaces for teaching/learning, operations, and storage are suitable in size and layout and allow for student-centered learning.	School Rating	X		
	Visitor Rating			
J. Information and Communication Technology provisions (hardware, software, networks, training, and maintenance) effectively support the educational, management, and operational functions of the school.	School Rating	X		
	Visitor Rating			
K. Employees and contractors are properly qualified and experienced, as well as appropriately assigned and supervised.	School Rating	X		
	Visitor Rating			
L. The school takes all reasonable steps to operate its facilities and related services using environmentally responsible practices, hence acting as a positive model for students and the wider community.	School Rating	X		
	Visitor Rating			

Foundation Standard 4 – Comments and Recommendations

Instructions: The school and the Visitor should record by number and letter (e.g., FS4.C) all of the Indicators in this Standard rated by the school as D (Developing) or N (Not sufficiently evident). In such cases, the school's Comments should include plans, if any, to address ratings of D or N. (500 words or less)

School Comments on Standard 4
D. Developing: WIS operates within a tight budget and there are significant sensitivities to tuition rates especially to the Namibian parent body. The school has a limited ability to increase tuition higher than inflation. The school is fully dependent on tuition. The school's financial management is sound and sensitive to the challenges and there are sufficient reserves available to manage emergency situations. Therefore compensation packages are at times the reason why the school finds it difficult to recruit well experienced IB staff.
NEASC Comments on Standard 4
NEASC Recommendations on Standard 4
For each Recommendation and regardless of the school's own rating, please indicate clearly whenever appropriate which indicator(s) must be addressed by the school, e.g., "FS4.C".

FOUNDATION STANDARD 5 – ETHICAL PRACTICE

The school has well established, transparent policies and practices in place to ensure that employees, learners, and parents are treated fairly, equitably, and ethically.

Foundation Standard 5 – Background

Schools are expected to have several key features to support its Ethical Practice:

1. policies that support fair, ethical and inclusive practices reflective of community values – which are reviewed regularly;
2. open, transparent information and communication platforms where policies and procedures are readily available;
3. conflict resolution structures.

Fair and Ethical Practices

All members of the school community are expected to support and uphold fair, inclusive and ethical practices. These should be enshrined in Governing Body policy, as well as in staff, student, and parent handbooks when possible.

Open, Transparent Information

Systems of open and transparent two-way communication must be in evidence where all members of the school community can easily obtain and supply information without negative repercussions.

Conflict Resolution

All members of the school community are expected to support and uphold processes of conflict resolution, supported by documented policies and procedures.

Foundation Standard 5 – Documented Evidence

(* indicates required documentation)

	Submitted? (Yes or No)	Version Year
*Faculty/Staff Handbook or Guide	Yes	2024-2025 in the process to be updated
*Student/Parent Handbook or Guide (see parent portal)	Yes	Information shared on Parent Portal
*Hiring/Retention/Dismissal Policies & procedures	No	2024-2025 Included in the Staff Working Agreement
* Sample employment contract	Yes	2025
*Employee appeals procedures	Yes	2024-2025 Part of the Staff Working Agreement
* Discipline Policy and procedures (for staff)	Yes	2025
*Non-discrimination Policy	Yes	Part of Identity, Belonging and Equity Policy
Climate survey results/analysis	Yes	Results linked in narrative
School newsletter/magazine	Yes	Weekly
Web page, social media	Yes	Actively updated
Sample parent communications or example of online parent community space	Yes	See evidence in Google folder

Other (please specify below)		
School comments on documented evidence (optional)		
Links to WIS Social Media accounts: The Staff Working Agreement that is updated annually in collaboration with the WIS Staff Association, contains all employment procedures and is the guiding document (policy) for all employment related matters. The Grievance Procedure is part of this guiding document. The Non-Discrimination Policy is part of our Identity, Belonging and Equity Policy. The Student Behaviour Policy serves as the disciplinary policy for students. Oryx #341 - The WIS Weekly Newsletter (06 December 2024) https://www.wis.edu.na/so/01PELWzgr?languageTag=en Social Media Handles Instagram Windhoek International School (@wisnamibia) Linkedin Windhoek International School Twitter Windhoek International School (WISNamibia@) / X TikTok WISNamibia Youtube Windhoek International School WIS Website www.wis.edu.na WIS Parent Information Portal https://sites.google.com/wis.edu.na/wis-parent-information-portal/home?authuser=0 WIS uses Toddle as our Learning Management System (LMS) for the Primary School and ManageBac as our LMS for the Secondary School. Communication with students and parents happens via Toddle and the “Discussion” section on ManageBac. Monthly coffee mornings are held in the Primary School about curriculum and other school related matters. In the Secondary School parent information evenings and coffee mornings are held on a regular basis - DP, navigating online behaviour, university and tertiary opportunities. The school uses WhatsApp groups for grade levels and has grade level representatives in each grade level that manage these groups. Clear guidelines are in place to direct communication in the WhatsApp groups. WIS also uses WhatsApp groups and Communities for communication about Events, Social Media posts, Welcome to WIS for new families. WIS is currently in the process of transitioning from iSAMS to Schools Buddy and Open Apply for improved communication - this is, however, still in its initial stages. iSAMS is still used for whole school communication (see evidence submitted).		

The school does a climate survey every year that is shared with students and parents as well as teachers. The outcome and results of this survey are shared at the annual AGM happening at the beginning of semester 2 ([2023-24 Analysis](#); [2022-23 Analysis](#)).

NEASC comments on documented evidence (optional)

Foundation Standard 5 – School Narrative

Instructions: The school should compose a narrative description explaining how the school ensures that all school stakeholders are treated fairly, equitably, and ethically. (500 words or less)

Please limit to 300 words or less this “School Narrative” if completing an Abbreviated Foundation Standard Report/AFSR.

School Narrative

Currently, WIS is working on updating many of the policies and procedures and we are looking at refining and clarifying the processes. Given the ever and fast changing environment in education, there is a need to constantly update and review policies, particularly in child protection.

Foundation Standard 5 – Indicators

Evident (E)	Developing (D)	Not Sufficiently Evident (N)
There is evidence of excellent and effective alignment with this Indicator. The school has embedded systems in place to ensure that alignment will be sustained.	There is currently evidence of partial alignment with this Indicator. There is still some room for further development, and the school intends to improve alignment.	There is currently evidence of little or no alignment with this Indicator. Action is required.

		E	D	N
A. All employees and contractors have a written contract or employment agreement, supported by documented job descriptions, which provides for compensation and other benefits appropriate to the position and to the school’s location, and that respects local and international standards of good practice.	School Rating	X		
	Visitor Rating			
B. The school’s employee compensation structure is equitable and appropriately communicated to relevant stakeholders.	School Rating	X		
	Visitor Rating			
C. Employees have appropriate guarantees of job security for the term of employment, including procedures for appeals.	School Rating	X		
	Visitor Rating			
D. Employees and contractors respect and comply with all applicable statutes, government laws, and regulations, and with school expectations for appropriate behavior.	School Rating	X		
	Visitor Rating			

E. Written personnel policies and guidelines establish expectations for the performance of employees and are consistently and effectively applied.	School Rating	X		
	Visitor Rating			
F. Members of the faculty foster respectful interactions among and with students and with their peers, both inside and outside classrooms.	School Rating	X		
	Visitor Rating			
G. There is a documented, understood policy for the timely non-renewal and termination of employment. Staff reductions are handled ethically and in accordance with the school's written policies.	School Rating	X		
	Visitor Rating			
H. There is a documented, understood employee grievance policy.	School Rating	X		
	Visitor Rating			
I. Policies and practices foster effective performance and positive morale among all employees.	School Rating	X		
	Visitor Rating			
J. Policies and practices foster a sense of partnership between the school and parents/guardians.	School Rating	X		
	Visitor Rating			
K. Opportunities are provided for parents/guardians to learn about the school's educational aims, programs, and pedagogical approaches.	School Rating	X		
	Visitor Rating			
L. Staff onboarding processes result in staff feeling comfortable and confident with their transition to the learning community.	School Rating		X	
	Visitor Rating			
M. The school's policies, procedures and actions create a sense of belonging for all community members.	School Rating	X		
	Visitor Rating			

Foundation Standard 5 – Comments and Recommendations

Instructions: The school and the Visitor should record by number and letter (e.g., FS5.C) all of the Indicators in this Standard rated by the school as D (Developing) or N (Not sufficiently evident). In such cases, the school's Comments should include plans, if any, to address ratings of D or N. (500 words or less)

School Comments on Standard 5
L. Developing: Although WIS has an onboarding process with a dedicated staff member and time assigned to onboarding new staff. There is active correspondence between our WIS staff members and new teachers along the process so that new teachers are fully onboarded when they arrive. There is, however, not a formalised process for this. This can be an area of focus. WIS culture and the financial environment is quite unique in the international context, which needs to be addressed with new staff so that they can understand and feel comfortable working at WIS (WIS Onboarding Policy is in draft form).
NEASC Comments on Standard 5

NEASC Recommendations on Standard 5

For each Recommendation and regardless of the school's own rating, please indicate clearly whenever appropriate which indicator(s) must be addressed by the school, e.g., "FS5.C".

FOUNDATION STANDARD 6 – BOARDING/RESIDENTIAL (if any)

The boarding/residential program, if offered, effectively supports the well-being and enhances the learning experiences of all boarding students and staff.

Foundation Standard 6 – Background

Schools are expected to promote boarding/residential excellence in the following areas:

1. boarding program: alignment with the overall school program and desired Learning Impacts, with a sense of home shared by students and staff;
2. boarding facilities: suitable in terms of health, safety, comfort, and auxiliary services for students and adults;
3. boarding staff: sound character (including background checks), specific training, sufficient numbers, broad availability, and pastoral commitment to ensure welfare for all;
4. sufficient funding allocation for boarding facilities, staff, and programming.
5. effective communication between boarding staff, teaching staff and parents/guardians.

Foundation Standard 6 – Documented Evidence

(* indicates required documentation)

	Submitted? (Yes or No)	Version Year
*Boarding Guidelines for staff and students, including Code of Conduct		
*Emergency response and crisis procedures		
*Records of evacuation and other safety drills with improvement plans as appropriate		
Boarding staff roster with qualifications		
Schedule of evening/weekend events; staff duty schedule		
Example of recent communication to parents/guardians of boarders		
Other (please specify below)		
School comments on documented evidence (optional)		
NEASC comments on documented evidence (optional)		

Foundation Standard 6 – School Narrative

Instructions: The school should compose a narrative description of the school's boarding/residential program and its role in the overall learning community. (500 words or less)

Please limit to 300 words or less this "School Narrative" if completing an Abbreviated Foundation Standard Report/AFSR.

School Narrative

Foundation Standard 6 – Indicators

Evident (E)	Developing (D)	Not Sufficiently Evident (N)
There is evidence of excellent and effective alignment with this Indicator. The school has embedded systems in place to ensure that alignment will be sustained.	There is currently evidence of partial alignment with this Indicator. There is still some room for further development, and the school intends to improve alignment.	There is currently evidence of little or no alignment with this Indicator. Action is required.

		E	D	N
A. A clear boarding educational philosophy is in place which creates a 24-hour, seven-days-a-week living environment.	School Rating			
	Visitor Rating			
B. Sound, clear, and effectively implemented operating procedures and systems are in place which support boarding life and provide guidelines for addressing fire, medical, and other emergencies.	School Rating			
	Visitor Rating			
C. The boarding program is supported by written policies and effective record keeping which enhance the well-being of students.	School Rating			
	Visitor Rating			
D. Boarding staff have appropriate training and orientation for the role they play and have been effectively screened prior to appointment to ensure that they have the necessary skills and sound character to provide a supportive, safe, caring, and nurturing environment.	School Rating			
	Visitor Rating			
E. Boarding staff members are adequately deployed to provide boarding students with a safe environment and open, positive, inclusive and nurturing teacher/student relationships.	School Rating			
	Visitor Rating			
F. The boarding facilities effectively reflect the school’s Guiding Statements and support the well-being of students and staff in the following areas: ● the number and needs of the boarding students; ● the number and needs of the boarding staff; ● the range of formal and informal activities; ● the delivery of important services (laundry, meals, medical support, transport, technology, etc.);	School Rating			
	Visitor Rating			

G.	The boarding facilities and practices meet local authorities' safety standards and any reasonable stipulations which may be required by NEASC.	School Rating			
		Visitor Rating			
H.	The culture within the boarding program demonstrates sensitivity to and respect for the diversity of the student body as well as a sense of home and family.	School Rating			
		Visitor Rating			
I.	Effective channels of communication are in place between the school, boarding staff, and the home to ensure that parent/guardians, teachers, and residential staff work in partnership to support boarding students.	School Rating			
		Visitor Rating			
J.	Schools with students who are privately boarded, and/or for whom the school has legal responsibility, support their well-being through clear written expectations for the students and their guardians and by active monitoring.	School Rating			
		Visitor Rating			

Foundation Standard 6 – Comments and Recommendations

Instructions: The school and the Visitor should record by number and letter (e.g., FS6.C) all of the Indicators in this Standard rated by the school as D (Developing) or N (Not sufficiently evident). In such cases, the school's Comments should include plans, if any, to address ratings of D or N. (500 words or less)

School Comments on Standard 6
NEASC Comments on Standard 6
NEASC Recommendations on Standard 6
For each Recommendation and regardless of the school's own rating, please indicate clearly whenever appropriate which indicator(s) must be addressed by the school, e.g., "FS6.C".

Concluding Comments by School (optional)

Windhoek International School has a solid foundation with regards to all the above standards. There is always room for review and updating of policies which happens on an ongoing basis. Currently the Staff Handbook and the Shared Understanding of High Quality Learning are being reviewed by all relevant stakeholders. WIS aims to solicit input from the different constituencies of the school in order to be able to take into consideration different perspectives and priorities to ensure a learning environment that is inclusive, safe, well organised and maintained.

Conclusions by NEASC Visitor

(for NEASC use only)

1. To assist NEASC's judgment, please indicate the most important recommendations (indicated above) to be addressed by the school and a suggested timeline for addressing these recommendations.

Questions 2-4 for New NEASC Applicants Only:

2. Please indicate if there are any other considerations or aspects that have (or should have) a bearing on this school's eligibility and/or on subsequent visits.

3. Suggested season (January-June or September-December) for the next visit approximately six months after the Foundation Standards Visit (or longer if warranted by the recommendations above). Please note that dates for visits will be confirmed by the NEASC office.

4. Which Pathway do you recommend that the school now pursue in its NEASC accreditation journey? Please write your recommendation here. If still unknown, please explain here and/or contact the CIE Office.

5. Concluding Acknowledgements by the Visitor(s):