

SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

NAKORNPAYAP INTERNATIONAL SCHOOL

**240 Moo 6 Tambon San-Phi-Sua, Amphur Muang,
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Preface

Nakornpayap International School (NIS) conducted a thorough and collaborative Focus on Learning Full Self-Study aligned with ACS WASC expectations. Beginning in the 2024–2025 school year, all faculty and staff participated in training led by the Data Collection and Reporting Panel, following WASC preparation at the 2024 EARCOS Conference in Bangkok.

All faculty worked in Focus Groups organized by WASC criteria, while parents and students contributed through surveys, forums, and meetings—ensuring broad stakeholder involvement. The process clarified what students should know and be able to do through clearly defined schoolwide learner outcomes (SLOs) and alignment with international standards.

Comprehensive data analysis informed reflection on student achievement and program effectiveness in relation to the SLOs and WASC criteria. Findings guided the creation of a long-range action plan with measurable goals, responsible parties, and systems for monitoring progress.

Overall, NIS's self-study demonstrated inclusive participation, data-informed evaluation, and a strong commitment and capacity to implement continuous improvement aligned with WASC standards.

Vision:

Education Through Diversity: Promote passionate, lifelong learners who strive for academic excellence through a well-balanced and relevant curriculum.

Mission: Nakornpayap International School will embrace diverse cultures and effectively collaborate with all stakeholders and the local community. NIS will respect the importance of inclusive relationships built from mutual support while nurturing engaged, confident, and empathetic students. Our goal is to develop active critical thinkers and caring members of the global community.

Student Learning Outcomes (SLO)

The SLOs have been redone since the last self-study and approved by the Board.

- **Critical Thinker:** Students make plans and follow logical steps. They solve problems by making sensible connections. They create new ways to solve these problems.
- **Effective Collaborator:** Students learn with and from others. They help others to understand new ideas. They share their ideas and listen to others.
- **Confident Learner:** Students support and promote their own goals. They set academic and personal goals and believe in their ability to learn.
- **Kind Citizen:** Students show curiosity and openness towards other cultures. They use digital tools safely and responsibly. They are empathetic toward others in their community





CRITICAL THINKER

Students make **plans** and follow **logical** steps. They **solve** problems by making sensible **connections**. They **create** new ways to solve these problems.





EFFECTIVE COLLABORATOR

Students learn with and from **others**. They **help** others to **understand** new ideas. They **share** their ideas and listen to others.





CONFIDENT LEARNER

Students **support** and **promote** their own goals. They set academic and personal **goals**, and **believe** in their ability to learn.





KIND CITIZEN

Students show **curiosity** and **openness** towards other cultures. They use digital tools **safely** and **responsibly**. They are **empathetic** towards others in their community.

Chapter 1: Progress Report

Significant Developments:

1. COVID Pandemic & Effects on Enrollment

The COVID-19 pandemic in 2020 caused a significant but temporary 20% enrollment decline at Nakornpayap International School (NIS). Following the easing of restrictions in 2022–2023, NIS experienced strong enrollment recovery and growth, particularly among Chinese nationals. This growth led to expanded high school course offerings, increased English language support, and strategic investments in new facilities, programs, and leadership roles. While rapid growth introduced challenges related to space and staffing, the school adjusted operations accordingly to address these logistical needs.

2. Transition of Ownership

In the 2024/25 academic year, Mr. Paween Yimprasert assumed the role of School Licensee, succeeding the School Director. Mr. Paween, NIS Alumni and son of school owner Dr. Piti Yimprasert, has been actively involved in Governing Board meetings and works closely with the school's Administration Team since assuming the role. Also joining the operational management team in August 2024 is Chief Operating Officer (COO), Ms. Sarida Songatikamas.

3. Housing Support Options for Non-Resident Families

During the 2018–2019 academic year, NIS identified a need for housing options for non-resident students, as school policy requires students to live with a parent or legal guardian. In response, Parent Teacher School Association (PTSA) President and Governing Board Member Ms. Melody Chu established a private homestay to accommodate up to 20 students, primarily from China. While recommended by NIS, the homestay operated independently and was not an official school facility. Plans to expand the initiative into a formal boarding program were suspended due to the COVID-19 pandemic, which left the facility unused for nearly three years. Upon review in 2024–2025, the property was confirmed to be outside the school's licensed premises and therefore could not serve as an official boarding facility. However, the school, in consultation with WASC, submitted section E of the self-study with the understanding that NIS is responsible for the well-being of all students attending NIS and will formalize records and documentation processes for students staying off campus with guardians who are not their parents. It continues to function independently as a private homestay option for families unable to reside in Chiang Mai.

4. Changes to the School's Leadership Structure

Since the last Mid-cycle review in November 2022, NIS has made significant changes in the school's leadership structures

Since the November 2022 Mid-Cycle Review, NIS has restructured its leadership model to improve focus and efficiency. In 2023/24, responsibilities of the Middle and High School Section Leaders were redistributed among senior administrators, with clearer roles in student affairs, curriculum development, and college counseling. In 2024/25, a Curriculum Coordinator position was created to oversee curriculum mapping and teacher training. In 2025/26, Section Coordinators for each division and Subject Leads for core areas were reintroduced to strengthen academic oversight, collaboration, and instructional alignment, supporting a distributed leadership model that allows senior leaders to focus on strategic planning and sustainable development.

5. Infrastructure Expansion and Improvements

Nakornpayap International School expanded its facilities to accommodate rising enrollment, particularly through the addition of Building D for high school students in 2024/25. This new building enhances safety, provides more space for academics and activities, and allows for a clear separation between middle and high school students. A substantive change request for this development was submitted to WASC on July 2, 2024. To optimize space, Grades 4 and 5 moved to Building C, and the former art room was converted into ECC classrooms, supporting growth across all divisions. In 2025/2026 the school opened a new Early Childhood building and a substantive change was submitted to WASC and is included in this self-study.

6. Student Learning Outcomes (SLO) Development and Refinement

Between 2020 and 2025, Nakornpayap International School systematically reviewed and refined its Schoolwide Learner Outcomes (SLOs) to integrate global competencies. Initial research and drafting began in early 2020, leading to the development of NIS global competencies aligned with the 2020 ACS WASC manual. These were incorporated into curriculum planning and classroom practice during 2020/21. From 2021 to 2023, the School Improvement Panel continued refining the SLOs through faculty feedback and stakeholder surveys, resulting in four new SLOs approved in March 2023. Since 2023/24, efforts have focused on embedding the new SLOs into school culture through visible displays, assessment links, teacher evidence collection, and schoolwide activities, with plans to connect them to student goal setting in 2025/26.

7. Significant Curricular Changes

Curriculum changes are aligned with the Curriculum review cycle and led by the Curriculum, Instruction, and Assessment School Improvement Panel. The most recent curriculum change for 2025/26 was a change in a math program. NIS adopted the Singapore Mathematics curriculum for Grades 1-8.

8. Implementation of the Grade 5 Subject Specialist Model

In 2023–2024, NIS introduced a Subject Specialist Model for Grade 5 in response to data showing gaps in students' foundational skills and readiness for middle school. Instead of a traditional homeroom system, students now rotate among teachers for English, Mathematics, and Science, gaining more focused instruction and practice with organizational skills. To accommodate this shift, specialist classes (Music, Art, PE, and Languages) were reduced to once weekly.

9. Technological Advancements and AI Integration

The school has introduced additional Chromebooks to the Elementary School, iPads in ECC, and implemented a “Bring Your Own Device” policy in Middle and High School. In addition, the school is exploring the safe and effective use of AI in the classroom.

10. Focus on Professional Development and Collaboration

The school has strengthened teacher development through the faculty-led Professional Development Panel, dedicated funding, and ongoing training in teaching strategies, differentiation, and SEL. Collaborative planning time supports curriculum alignment across grades and departments. In 2024–2025, the school's subscription to the National College enhanced access to online professional learning and standardized child safeguarding training.

11. Revised Salary and Benefits Package

The salary structure was revised in 2024/25 and again in 2025/26 to reward advanced qualifications, teaching experience, and active licensure, encouraging continued professional growth and maintaining high educational standards. The goal is to attract and retain high-quality educators.

12. Launch of All-inclusive After School Activities (ASA) and Sports Program

Beginning in the 2025-2026 academic year, NIS implemented a free After School Activities (ASA) program for students in all grade levels. Teachers are contractually required to offer after school classes twice per week to support the ASA and Sports Program.

13. Addressing Community Needs

Some significant changes that have addressed the safety and community needs are that the school strengthened student well-being through a clear Child Protection Policy, improved canteen facilities with enclosed, air-conditioned spaces, installed positive air pressure systems in classrooms for better air quality, and provided health and safety training for canteen staff in partnership with the Ministry of Health.

14. Tuition Adjustments for 2025/26

Following two years of frozen tuition during the pandemic, NIS implemented a 10–20% tuition increase in 2024–25 based on a market analysis. The increase in funds allowed for an increase in teacher salaries and benefits, updates to learning resources, facility improvements, and staff training. The adjustment led to a demographic shift within the parent community, with many families initially opposed to the increase choosing to leave the school, and a remaining group of dissatisfied parents. There was a projected enrollment of 500 students for August 2025 due to the tuition increase.

Process for Implementation/Monitoring Schoolwide Action Plan:

After the last self study in 2019, NIS put a process in place to implement and monitor the School Improvement Plan (SIP). Key improvement goals were organized into focus areas. Faculty representative School Improvement Panels were established for each goal area. These panels are responsible for coordinating, implementing and reviewing progress toward the assigned goals. Each panel conducts an annual reflection to evaluate progress, update existing tasks, close completed tasks and identify new areas of need.

As of the 2024-25 academic year, the School Improvement plan is organized around nine core goals, each with an active panel:

1. Safety Panel
2. Student Learning Outcomes (SLO) Panel
3. Technology Panel
4. Curriculum Panel
5. Assessment Panel
6. Professional Development Panel
7. Data Collection & Reporting Panel
8. Student & Staff Support Panel
9. Eco Panel

NIS employs a structured, data-driven approach to monitor its School Improvement Plan. Curriculum alignment is tracked through Rubicon Atlas, while student achievement and growth are analyzed using multiple data sources such as MAP, GPA, and standardized test results. Stakeholder input is gathered through perception surveys, guiding action planning and adjustments. Professional development is strategically aligned with identified learner needs, and regular meetings across departments ensure collaboration and accountability. Progress is documented through Interim Progress Reports with defined target dates, and timelines are adjusted as needed. This systematic process, supported by reflection and feedback mechanisms, promotes continuous improvement across all school operations.

Progress on Schoolwide Action Plan:

Goal 1: Safe School Environment

Objective: Ensure all students have a safe school environment to maximize student learning by formalizing and implementing child protection policies and practices schoolwide.

Progress toward ensuring a safe and secure learning environment has been consistent and systematic, with several initiatives completed and others in ongoing implementation. The school has demonstrated a proactive approach to safety through policy formalization, infrastructure updates, and procedural refinement.

Policy Accessibility (1.1):

The Child Safeguarding Policy has been widely disseminated and formally acknowledged by staff through a sign-off procedure, reinforcing accountability. Efforts to enhance accessibility, such as translation tools and posted safeguarding information, have increased stakeholder awareness, particularly for non-English-speaking families.

Safety Drills and Preparedness (1.2, 1.4, 1.6):

Regular fire and lockdown drills have been maintained, incorporating both announced and unannounced formats to build preparedness. Feedback from the 2023/24 school year prompted several completed improvements, including updated safety rosters for accurate attendance tracking, the replacement of physical signage with digital evacuation floor plans, and the introduction of clearer accountability processes at assembly points. These refinements have enhanced the efficiency and clarity of emergency responses. The upcoming earthquake drill protocol further reflects ongoing adaptability to evolving safety needs.

Safety Infrastructure (1.7):

Fire safety measures have been fully integrated into new and renovated facilities, such as the K3 and Grade 4–5 classrooms, as well as the High School building, completed in 2024. Updated evacuation routes, clear signage, and regular fire extinguisher maintenance demonstrate adherence to safety standards. Fire drills conducted in these new areas confirm the effectiveness of the implemented protocols.

Campus Safety Survey (1.3):

The development of a comprehensive Campus Safety & Security Survey is underway to gather stakeholder feedback and guide future safety planning. Once deployed, it will provide valuable data for refining existing measures and identifying areas for improvement.

Emergency Training (1.5):

Ongoing CPR training for students and staff remains a core component of emergency readiness, ensuring that members of the school community are equipped with essential life-saving skills.

Overall Progress of Goal 1:

NIS has made substantial progress toward its goal of a safe school environment.

Goal 2: Schoolwide Learning Outcomes (SLOs)

Objective: Review Schoolwide Learning Outcomes (SLOs), expand understanding for all stakeholders, and provide training on embedding SLOs into teaching and assessment.

Progress toward strengthening understanding, integration, and assessment of the Schoolwide Learning Outcomes (SLOs) has been systematic but remains in process across all key areas. The school has made foundational progress in establishing review structures, embedding SLOs into school culture, and initiating assessment alignment, with next steps focused on deepening implementation and consistency across classrooms.

Periodic Review and Refinement (2.1):

The establishment of an SLO Panel and a structured review process represents an important step in formalizing oversight and ensuring sustainability. The creation of mission and vision statements to guide the panel's work provides direction; however, broader stakeholder engagement with the NIS Vision, Mission, and SLOs remains limited. Expanding staff, student, and parent involvement in this process will be essential for ensuring shared understanding and ownership.

Integration into Teaching and Culture (2.2):

SLO visibility has increased through displays, inclusion in report cards, and integration into schoolwide events such as the Kindness Campaign. Teachers have begun to embed SLOs in classroom instruction, though levels of engagement vary. The collection of teacher feedback and collaboration with the SEL team demonstrates progress toward aligning SLOs with holistic student development. Future efforts, such as connecting SLOs to student goal setting and reflection, are planned to strengthen student voice and agency in this process.

Professional Development (2.3):

While a formal, comprehensive professional development program on SLO integration has yet to occur, initial capacity-building efforts are underway. Resources such as teacher guides and structured assemblies have introduced practical examples of SLO application. The next stage of progress will require dedicated training sessions focused on how SLOs can inform instructional design, classroom assessment, and feedback practices.

Assessment and Reporting (2.4):

The SLO Panel has begun developing assessment tools and protocols to measure student achievement related to the SLOs. These tools aim to align with academic standards and reporting systems, laying the groundwork for more consistent evaluation of student growth in non-academic competencies. Planned updates to report cards will further embed SLO attainment into formal reporting structures, pending final alignment of protocols.

Overall Progress towards Goal 2:

NIS has made notable progress in formalizing systems, increasing visibility, and beginning integration of SLOs into curriculum and assessment practices.

Goal 3: Technology Integration and Digital Citizenship

Objective: Enhance student learning experiences by increasing access to technology in the classroom, evaluating the integration of technology into the curriculum, and implementing a systematic review process. Additionally, focus on teaching students to be competent digital citizens. The panel will also assess the school's technology needs and facilitate the maintenance and improvement of the existing technology infrastructure.

Progress toward enhancing technology integration, access, and digital citizenship education has been steady but remains largely in process, with notable advancements in infrastructure, resource alignment, and professional development. The school is transitioning from foundational planning to targeted implementation across divisions.

Digital Citizenship (3.1):

Plans to extend Digital Citizenship instruction to high school students not enrolled in Computer Science & Digital Literacy (CS&DL) are identified but have not yet been scheduled. Progress in this area will be crucial to ensuring equitable digital ethics and safety education for all students.

Curriculum Alignment (3.2):

Substantial progress has been made toward aligning Computer Science and Digital Literacy standards across the elementary and middle school divisions. The Tech Panel has conducted a comprehensive review of curriculum resources aligned with Massachusetts standards and gathered feedback from teachers through surveys and shared documents. These steps have produced a clearer picture of current practices and established a foundation for consistent, standards-based instruction. Implementation of a unified curriculum is planned for the next academic year, reflecting thoughtful, data-driven progress.

Professional Development in Technology and AI (3.3):

Teachers have begun engaging with professional development focused on artificial intelligence and technology integration. Resources and opportunities have been compiled into a shared, evolving document, and some faculty have attended external PD sessions exploring AI in education. While initial awareness has improved, a more structured and schoolwide professional learning approach is needed to support consistent and ethical AI use across subjects.

Technology Access and Infrastructure (3.4):

Technology access and utilization show variation across divisions:

- **Early Childhood Center (ECC):** Effective integration of iPads supports interactive and skill-based learning, with a digital awareness syllabus piloted in K3. Plans for expanding coding and AI-assisted tools indicate forward progress.
- **Elementary School:** Access is adequate but limited due to shared Chromebook use and aging lab equipment. Teachers adapt with collaborative approaches, though upgrades and potential interactive whiteboard trials have been identified as needs.
- **Middle & High School:** Students primarily use personal devices under the BYOD policy, with access to robotics, 3D printing, and newly equipped computer labs. WiFi improvements and modern facilities in the new high school building have strengthened functionality.

AI and Technology Policy Implementation:

The inclusion of AI and Acceptable Use Policies in the Student Handbook reflects a clear institutional commitment to ethical and responsible technology use. However, inconsistent staff awareness of these policies and uneven enforcement across school sections highlight areas requiring stronger orientation and follow-up. Teachers also report challenges with AI misuse and maintaining academic integrity, suggesting the need for clearer guidance and monitoring practices.

Overall Progress:

NIS has made measurable progress toward enhancing technology integration and infrastructure, with groundwork laid for curriculum alignment, digital citizenship, and AI policy development.

Goal 4: Curriculum

Objective: Establish vertical alignment of the schoolwide curriculum via Rubicon Atlas curriculum mapping software and formalize curriculum review processes to improve student learning.

Progress toward establishing vertical curriculum alignment and formalizing review processes through Rubicon Atlas is in progress, with foundational steps completed but key elements still under development.

The Rubicon Atlas rollout has advanced, with all courses and unit titles entered and standards alignment underway. A structured timeline guides implementation through 2025–26, moving from standards mapping to full unit development and integration of learning outcomes, assessments, and instructional plans. A designated faculty member supports teacher onboarding and will receive official training to strengthen internal capacity.

Actions related to teacher feedback (4.2) and curriculum review (4.3) remain in early stages, with plans for surveys, focus groups, and collaboration with the Assessment Panel yet to be executed. These elements are embedded in the curriculum cycle but have not yet yielded measurable impact on instructional improvement.

Development of a training program for unit plan design (4.4) is exploratory, with potential resources identified but no formal program launched. Similarly, the creation of curriculum documentation incorporating teacher feedback (4.5) is pending, requiring clearer structures for content organization and review.

The school has completed central documentation (4.6) via Rubicon Atlas, establishing a digital repository for all curriculum materials. However, consistent and comprehensive use across divisions remains an ongoing priority to ensure compliance with WASC and Thai MOE requirements.

Efforts to integrate student performance data into curriculum development (4.7) are limited. While MAP, AP, and benchmark data are collected, systematic analysis and use of this data to inform curriculum adjustments are not yet established.

Overall, NIS has made **foundational progress** in digitizing and organizing its curriculum through Rubicon Atlas.

Goal 5: Assessment

Objective: Increase teacher understanding to facilitate effective and authentic student assessment by providing opportunities for collaboration and professional development.

Progress toward strengthening assessment practices and teacher understanding is ongoing, with foundational actions initiated across policy review, professional learning, and collaborative structures.

The Assessment Policy review (5.1) has begun, with plans to engage faculty through reflection and feedback surveys before implementing revisions.

Significant advancement occurred through professional development (5.2) led by assessment expert Ken O'Connor. Leadership teams across all divisions participated, leading to a schoolwide commitment to review and align standards-based assessment frameworks. The High School will adopt a standards-based approach in 2025–26. Internal PD sessions and coaching are planned to extend this learning across all divisions.

For assessment platforms (5.3), IXL has been replaced by IKnowIt.com to enhance MAP preparation, and the Assessment Policy now outlines platform use and grading structures. However, formal training sessions on MAP procedures and data use remain a priority.

The **use of assessment data (5.4)** is guided by the revised Assessment Policy and standardized reporting through PowerSchool, though structured training on data analysis has yet to be implemented.

Collaborative assessment practices (5.5) are embedded in weekly planning meetings across divisions, allowing teams to share evidence of learning and align instruction. Future focus will be on dedicating time to systematic data analysis to deepen the link between assessment and instructional decisions.

Overall, NIS has built the foundation for a cohesive, data-informed assessment culture.

Goal 6: Professional Development — Progress Update

Objective: Develop a long-range school-wide Professional Development Plan that establishes systems, structures, and methods that facilitate school improvement.

Progress toward developing a comprehensive, schoolwide Professional Development (PD) system is ongoing, with established structures supporting consistent communication, application processes, and faculty engagement.

The follow-up system (6.1) remains in use through post-training reflection forms that allow teachers to evaluate PD impact on their classroom practice. An updated application and reflection form has been developed to enhance feedback consistency and is pending implementation in 2025–26.

The PD website (6.2) continues to be actively maintained, providing a centralized hub for opportunities, updates, and faculty contributions. This supports transparency and promotes a collaborative learning culture.

The application process (6.3) was formalized and published, ensuring equitable access to PD opportunities. Decision-making procedures between the PD Panel and Administration have been clarified, marking this action as completed.

Quarterly reminders (6.4) are regularly distributed to encourage participation, maintaining staff awareness and engagement with available opportunities.

While centralized PD records (6.5) exist through reflection uploads on the PD website, the system lacks a structured approach for comprehensive tracking and analysis, representing an area for future development.

Finally, the review of The National College platform (6.6) was completed through a faculty survey assessing engagement and effectiveness. Results highlighted moderate usefulness but limited adoption due to time constraints and content relevance. Findings will inform decisions on future platform subscriptions.

Overall, NIS has established consistent systems for PD communication, access, and equity.

Goal 7: Data Collection and Reporting

Objective: Collect, analyze, and disseminate academic, perception, and demographic data to inform decision-making and guide the school's continuous improvement efforts. Ensure timely and accurate reporting to stakeholders and oversee the implementation of data-driven strategies for school improvement.

Progress toward enhancing data collection, analysis, and reporting systems has been strong and sustained, with key structures now embedded into schoolwide practice.

The Data Collection and Reporting Panel (7.1) effectively gathered and synthesized academic, perception, and demographic data from all stakeholder groups through targeted surveys. Findings were consolidated into a comprehensive annual report used to inform decision-making and support WASC accreditation processes. The Panel prioritized data accuracy, confidentiality, and accessibility, while fostering data literacy among faculty. Continued emphasis on timely data reporting and broader dissemination will further strengthen the use of evidence to guide improvement planning.

FOL training (7.2) was fully implemented, equipping staff with the knowledge and skills needed to engage meaningfully in the self-study and accreditation process. Exit slip feedback and training records indicate high levels of faculty participation and understanding.

Panel training (7.3) was also successfully completed, resulting in cross-divisional collaboration through School Improvement Panels. Regular meetings and structured documentation demonstrate ongoing engagement and accountability, aligning panel work with schoolwide improvement goals.

Overall, NIS has made substantial progress in establishing a coherent, data-driven culture.

Goal 8: Student & Staff Support

Objective: Ensure that appropriate student support services, along with curricular and co-curricular activities, are available to align with the school's mission, complement its programs, and promote both personal and academic growth for all students. Additionally, the panel will organize staff social events throughout the year to foster a sense of community, enhance school spirit, and boost team morale.

Progress toward enhancing student and staff support systems at NIS has been steady but uneven, with notable advancements in socio-emotional and mental health initiatives, and slower progress in areas related to staff onboarding and structured community engagement.

Staff onboarding (8.1) began with preliminary planning, including a faculty survey and discussions on developing a comprehensive welcome pack for new hires. However, implementation has been deferred to 2025/26. Establishing this system will be key to improving staff transition and retention.

Staff and student voice (8.2) remains an area for development. While a staff social event survey was conducted, no formal mechanisms for regular staff or student forums were implemented during the 2024/25 academic year. The creation of structured opportunities for open dialogue and feedback is essential to fulfilling this goal.

Staff and student surveys (8.3) continue to be effectively used as a tool for collecting ongoing feedback. Data is analyzed and shared appropriately, ensuring stakeholder perspectives inform administrative decisions in a timely manner.

The most substantial progress has occurred under mental health and socio-emotional support (8.4). The appointment of a licensed socio-emotional counselor, formation of an SEL team, and rollout of SEL campaigns and workshops represent significant advancements toward a more comprehensive mental health framework. The Student Support Team has been strengthened, and clearer referral systems have improved accessibility. Continued integration of these initiatives and expansion of resources remain priorities for 2025/26.

The peer mentorship initiative (8.5) is in early development, with foundational work underway through the Professional Development Panel's peer observation program. These efforts have established the groundwork for a structured mentorship model to promote collaboration and professional growth among staff.

NIS has made effective progress in developing systems that support well-being and professional collaboration,

Goal 9: Eco Panel

Objective: Promote environmental awareness and sustainable practices across the school community.

The Eco Panel has made steady progress in developing a culture of environmental responsibility at NIS. Since its establishment in 2023/24, the Eco Team has expanded to include members from all divisions and launched the first Elementary ECO Club, engaging students in hands-on sustainability initiatives. Increasing participation from the Elementary and Middle School divisions remains a focus for 2025/26.

The Environmental Review, first conducted in 2023/24, was paused in 2024/25 for refinement to align with the ten core environmental themes. The revised review will be relaunched in 2025/26 to include broader schoolwide participation.

Work on the Eco Action Plan is in progress. The Eco Team aims to establish student-led ECO Clubs across all divisions before finalizing a unified, schoolwide plan to ensure strong student ownership.

Collaboration with outside agencies, such as Green Road, has enhanced recycling efforts and community engagement. Continued partnerships will strengthen environmental education and sustainability practices.

Overall, the Eco Panel has laid a strong foundation for future growth. While most objectives remain in process, progress is evident in structure, engagement, and collaboration.

Addressing Student and School Needs:

Critical Areas for follow-up identified in the Self Study and confirmed in the Mid-cycle visit:

Safe School Environment: To ensure that all students are provided with a safe school environment so student learning can be maximized, child protection policies and practices will be formalized and implemented schoolwide.

- This critical area is Goal #1 of the School Improvement plan. Progress toward ensuring a safe and secure learning environment has been consistent and systematic, with several initiatives completed and others in process or ongoing implementation.

Expected Schoolwide Learner Outcomes: Review Expected Schoolwide Learner Outcomes (ESLOs), expand understanding for all stakeholders, and provide training on how teachers can embed them into their teaching practices and assessments.

- This critical area is Goal #2 of the School Improvement Plan. All initiatives under this goal are in process and have made major steps forward. SLOs have been embedded in instructional practice, undergoing periodic review with mechanisms in place for refinement and alignment across grade levels.

Technology: Enhance learning experiences for students by increasing access to technology in the classroom. In addition, teach students how to be competent digital citizens.

- This critical area is Goal #3 of the School Improvement Plan as Technology Integration and Digital Citizenship. Each of the action items is either in progress or ongoing. There have been notable advancements in infrastructure, resource alignment, and professional development.

Curriculum: Establish the vertical alignment of the schoolwide curriculum via Rubicon Atlas curriculum mapping software and formalize the curriculum review processes to improve student learning.

- This critical area is Goal #4 in the School Improvement Plan. In efforts to align the curriculum, NIS has adopted the use of ATLAS as a curriculum documentation platform. The school is looking into ways to further enhance accessibility, coherence, and compliance across divisions. Other curriculum work is in process, but it is evident that it is a focus for the school.

Assessment: Increase teacher understanding to facilitate effective and authentic student assessment by providing opportunities for collaboration and professional development.

- Assessment is Goal #5 of the School Improvement Plan. The school has prioritized assessment practices and supported professional learning around assessment. Progress has been made with action items, and work is ongoing.

Professional Development: Develop a long-range school-wide Professional Development Plan which establishes systems, structures, and methods that facilitate school improvement.

- Professional Development is Goal #6 of the School Improvement Plan. Action for this Learner Need is ongoing. The school has completed developing a PD application process; other action items are ongoing.

New areas of growth identified in the mid-cycle visit, November 2022:

- **The administration team, together with the leadership team, investigates structures to support all students, including second language learners and those with learning support needs.**

NIS actively responded to prior accreditation findings by addressing the needs of the English language learners. The ESL program effectiveness is being closely monitored, and options to expand support services schoolwide are under active consideration. This area of growth is nested under Curriculum Development and alignment. The linguistic diversity and rising number of students with English language needs necessitate more robust support structures and inclusive curriculum design to ensure equity in access and outcomes. The school has asked itself the Strategic Question: How can NIS scale and strengthen its ESL and language support systems to meet the growing needs of a multilingual student population? Indicating a strong awareness and reflection of the needs of this student population.

- **Align the school's initiatives, as outlined in the school-wide action plan, with professional development goals. For example, this may include professional development to build capacity with all teachers for how to best address the needs of all students, curriculum mapping, and technology integration.**

NIS has made clear progress in aligning school-wide initiatives with professional development goals. The school has supported recent curricular changes—such as the adoption of a new math program—through ongoing professional development, including a workshop led by a certified Singapore-based facilitator. A representative Professional Development Panel oversees a transparent application process and allocates an annual budget to support staff learning.

Professional development has focused on enhancing instructional capacity in areas such as differentiated instruction, new teaching strategies, and social-emotional learning. To expand access, the school subscribed to the National College in 2024/25, ensuring centralized child safeguarding training and broader availability of online courses across multiple pedagogical domains.

The school has also strengthened technology integration through device upgrades (Chromebooks, iPads, and BYOD) and by sending teachers to conferences exploring the use of AI in classroom practice. Additionally, professional development is being planned to support unit planning and assessment literacy, including training on standards-based assessment led by

expert Ken O'Connor to deepen understanding of effective formative and summative practices.

- **The administration team sets structures in place to provide guidance throughout the process of the panels in regards to decision-making protocols.**

The administration team has made significant progress in providing guidance throughout the panel process. It is well organized with objectives and a constant feedback system from the panels to leadership.

- **Continue to work towards faculty recruitment and retention practices.**

There is evidence that this is an ongoing process. There was a salary increase for the 2024-2025 school year, the Principal is actively recruiting through social media and the administration is actively looking for ways to recruit and retain teachers. There is a core group of teachers that have stayed with the school for more than 5 or 10 year. Teachers gave the VC feedback that NIS is a very good place to work and there was an overall sentiment that teachers are happy.

Prior Accreditation Findings:

The school has been highly responsive in using prior accreditation findings to drive school improvement initiatives, which is evident throughout the documentation and confirmed through interviews with the visiting committees.

The following areas, identified during the previous accreditation cycle and subsequent internal reviews, continue to inform schoolwide improvement efforts:

- **Formalizing Systems and Procedures**
 - Development of consistent systems for data collection and analysis remains in progress.
 - Work continues to use data more systematically to inform instruction and monitor student progress.
- **Maximizing the Use of Rubicon Atlas**
 - Rubicon Atlas is in use for curriculum mapping.
 - Further refinement and training are planned to strengthen alignment, review, and instructional planning.
- **Enhancing ESL Support**
 - Expansion of ESL services at the middle and high school levels remains a focus.
 - Program effectiveness is under review to determine appropriate models of support.
- **Strengthening Assessment Practices**
 - Efforts continue to develop consistent schoolwide assessment practices.
 - Focus areas include collaboration across departments and improved data analysis to inform teaching and learning.
- **Evaluating the Impact of Professional Development**

- Processes are being established to assess how professional learning influences classroom practice and student outcomes.

Progress on Growth Areas Not in Current Schoolwide Action Plan:

All areas of growth from the previous self-study and the mid-cycle visit are embedding into the School Improvement Plan.

Chapter 2: Student/Community Profile

Chapter 2a. Student/Community Profile

- **Existing Profile:** Review the school's current Student/Community Profile.
- **Additional Data:** Gather the needed updated demographic and student performance data; see the WASC Student/Community Profile Guide for guidance.
- **Assurance:** Ensure the updated Student/Community Profile addresses the following:
 - Three years of data, if available.
- **Data presented through the use of appropriate charts, tables, and graphs**
 - Data disaggregated, as appropriate, and analyzed and interpreted.
- **Findings and Synthesis:** Provide findings noting trends and patterns.

Existing Profile

Nakornpayap International School (NIS), founded in 1993 in Chiang Mai, Thailand, is a privately owned for-profit school that offers a college-preparatory, English-medium education from Early Years to Grade 12. NIS has a standards-based curriculum with support programs as resources for the curriculum which is documented on Rubicon Atlas. The school offers Advanced Placement (AP) courses at the high school level. The student body is culturally diverse, with a majority from Asian nationalities. The school is fully accredited by WASC, ONESQA, and licensed by the Thai Ministry of Education, reflecting its ongoing commitment to quality and improvement.

Vision: Education Through Diversity: Promote passionate, life-long learners who strive for academic excellence through a well-balanced and relevant curriculum.

Mission: NIS will embrace diverse cultures and effectively collaborate with all stakeholders and the local community. NIS will respect the importance of inclusive relationships, built from mutual support, while nurturing engaged, confident, and empathetic students. Our goal is to develop critical thinkers who are active and caring global community members.

SLOs: Since the last full visit, NIS has revised its SLOs to enhance accessibility and relevance for all stakeholders. Full descriptions of the SLOs are noted above.

- Critical Thinker
- Effective Collaborator
- Confident Learner
- Kind Citizen

Additional Data/Online Instruction:

The school does not offer online instruction at this time.

Additional Data/Focused Programs:

Academic Programs

Nakornpayap International School (NIS) offers a comprehensive, English-medium curriculum from Early Childhood through Grade 12, aligned with international standards and designed to support academic and personal development.

- **Early Childhood (Ages 3–6):** The ECC program emphasizes play-based, inquiry-driven learning with specialist instruction in music, art, science, and physical education.
- **Elementary School (Grades 1–5):** Students follow a broad curriculum including core academic subjects, languages (Thai and Chinese), and specialist areas such as art, music, PE, and computer science.
- **Middle School (Grades 6–8):** The program prepares students for high school through a rotating A/B schedule. In addition to core subjects, students take digital literacy, world languages, and participate in co-curricular activities.
- **High School (Grades 9–12):** The High School program is college-preparatory, offering Advanced Placement (AP) courses and electives. Graduation requirements align with

California State and University of California admission standards.

Additional Data/ Demographic Data”

Student Demographics

Year	Number of Students	Thai	Korean	Chinese	U.S.	British	Other	Totals
2024/25	680	20%	5%	47%	11%	2%	15%	100%
2023/24	619	21%	5%	47%	10%	1%	16%	100%
2022/23	525	27%	4%	45%	12%	2%	10%	100%
2021/22	436	28%	5%	38%	9%	3%	17%	100%
2020/21	477	28%	6%	36%	7%	3%	20%	100%
2019/20	516	25%	8%	36%	10%	3%	18%	100%
2018/19	447	27%	9%	30%	5%	4%	25%	100%
2017/18	449	30%	9%	26%	11%	4%	20%	100%
2016/17	416	32%	13%	20%	10%	3%	22%	100%
2015/16	419	36%	16%	8%	14%	2%	24%	100%
2014/15	394	39%	15%	3%	11%	7%	25%	100%

NIS **student enrollment** has grown from 436 (2021/22) to 703 (2024/25), reflecting a steady increase in total students. Thai student representation declined from 28% to 19%, while Chinese students grew from 38% to 46%, making them the largest group. The school has become more internationally diverse, with a notable rise in “Other” nationalities from 17% to 19% over the four years.

Faculty Demographics

Academic Year	Number of Faculty	Faculty Departing	Turnover %	Ph.D	Master's Degree	B.Ed	BA
2024/25*	101	18	17.8	6	26	37	88
2023/24	87	12	14	2	26	8	26
2022/23	73	14	19	1	28	7	19
2021/22	72	13	18	1	27	8	20
2020/21	64	16	25	1	27	10	43
2019/20	64	17	26	0	24	5	52
2018/19	60	12	20	1	23	14	39
2017/18	50	16	32	2	21	33	9
2016/17	64	16	25	4	15	18	20
2015/16	62	4	6%	2	22	28	10
2014/15	62	25	40%	1	19	35	6

Faculty at NIS increased from 72 in 2021/22 to 101 in 2024/25, supporting school expansion. While the number of Ph.D. holders remains low, the proportion of Master's degree holders is stable, and growth in certified staff reflects increased specialization. Faculty turnover declined from 18% to 12% over the same period, indicating improved retention and the effectiveness of staff support strategies. Ongoing investment in qualifications and professional development remains a priority.

	Foreign teachers	Thai	TA	Sub teachers
Total number of teachers	56	16	24	3
# Teachers at NIS for 5+ years	21	7	8	
Percentage	37.5%	43.75%	33.3%	

	Foreign teachers	Thai	TA	Sub teachers
Total number of teachers	56	16	24	3
# Teachers at NIS for 10+ years	7	7	4	
Percentage	12.5%	43.75%	16.7%	

A significant number of faculty at NIS stay for more than 5 or 10 years adding to the continuity of instruction and historical knowledge of the school.

Perception Survey Data

The school regularly administers perception surveys to students, parents, and faculty and uses the findings to inform both short-term operational adjustments and longer-term planning. Survey results are reviewed by the Data Panel, and relevant items are incorporated into the Survey Data Action Plan and the School Improvement Plan.

Student survey data from 2024–2025 indicated concerns regarding facilities, teacher quality, college guidance, and mental health support. The school responded with improvements to washroom cleanliness, adjustments to teacher compensation, expanded college counseling, and the addition of an SEL Counselor.

Parent survey data reflected a desire for improved communication, greater consistency in the use of digital platforms, enhanced program quality, and better food services. These findings are currently influencing communication protocols and program review discussions.

Faculty survey data highlighted the need for clearer communication channels, better role clarity, workload balance, compensation considerations, and increased support for student needs. These concerns have been acknowledged and are informing ongoing planning processes.

Overall, the Visiting Committee notes that the school demonstrates a structured approach to collecting and responding to community feedback, though continued attention to implementation consistency and follow-through will be important to sustain improvement efforts.

Student Assessment Data

The school utilizes a range of assessment measures to monitor student learning and college readiness. NWEA MAP assessments are administered regularly across grade levels and indicate that, overall, students perform above international norms in Reading, Language Usage, Mathematics, and Science. MAP results are reviewed to monitor growth and guide instructional decisions.

At the high school level, Advanced Placement (AP) offerings support academic rigor and university preparation. The school currently provides 19 AP courses. AP exam pass rates have shown a notable upward trend over the past four years, rising from 61.9% in 2021–2022 to 86.36% in 2024–2025, indicating recovery and improvement following pandemic-related disruptions.

The school is an SAT testing center and offers ongoing preparation opportunities, including PSAT access beginning in Grade 8. SAT readiness is supported through counseling and academic programming.

Overall, the Visiting Committee finds that the school uses standardized assessment data to monitor student progress and inform instructional planning. Continued refinement of how assessment results are used to differentiate instruction and track cohort growth will support further improvement.

Chapter 2b. Student/Community Profile

Student/Community Profile Implications

The Visiting Committee notes that student enrollment has grown significantly in recent years, with an increasing proportion of students from Chinese backgrounds. This growth contributes to the school's cultural diversity and international appeal; however, it also highlights the need for expanded ESL support, culturally responsive practices, and differentiated instruction.

Faculty capacity has strengthened, as reflected in increased staffing, reduced turnover, and higher teacher qualifications. Sustaining this stability while continuing to build leadership capacity and professional learning will be important as enrollment and academic expectations rise.

Student achievement data, including MAP results and improving AP pass rates, indicate strong academic performance. However, stakeholder feedback suggests ongoing needs related to instructional coherence and quality, which should continue to be addressed through curriculum alignment and teacher development.

The school demonstrates responsiveness to stakeholder input, with recent actions such as facility improvements, increased teacher compensation, enhanced counseling support, and efforts to improve communication systems. The Visiting Committee encourages the school to continue aligning these responses with strategic planning to ensure sustained and measurable improvement.

Preliminary Major Student Learner Needs

The VC concurs with the Major Student Learner Needs that NIS identified:

1. English Language Learning Support: The linguistic diversity and the rising number of students with ESL needs necessitate more robust support structures and inclusive

curriculum design to ensure equity in access and outcomes.

2. Structured College and Career Readiness Framework: Despite academic achievements, there is a need to expand comprehensive counseling, career exposure, and college application assistance in a growing school.
3. Curricular Coherence and Instructional Consistency: While overall performance is strong, parents and faculty point to inconsistencies in instructional quality, curriculum alignment, and workload balance, calling for greater coordination across grade levels.

Important Questions Raised

1. How can NIS scale and strengthen its ESL and language support systems to meet the growing needs of a multilingual student population?
2. What systemic approaches can continue to ensure equitable and effective college and career counseling services for all high school students in a growing school?
3. How can curricular coherence and instructional rigor be enhanced across divisions to maintain high standards while addressing stakeholder concerns about instructional quality and coherence?
4. What strategies can be adopted to sustain teacher retention, promote leadership growth, and support staff capacity as enrollment and expectations continue to rise?

Chapter 2c. Student/Community Profile

Nakornpayap International School (NIS) engaged in an inclusive and systematic process to revise, analyze, and refine the Student/Community Profile as part of the 2025 WASC self-study. The process ensured participation from certificated staff and key stakeholder groups, including administrators, teachers across all divisions, support staff, students, and parents. The goal was to develop an accurate, data-driven profile that reflects the school's current realities, informs major learner needs, and guides the focus group inquiry.

Access for All Certificated Staff and Stakeholders

Throughout the self-study cycle, the school ensured broad access to updated demographic, academic, perception, and operational data. Data sets were shared through:

- Faculty meetings and cross-divisional workshops
- Data Panel presentations
- School Improvement Plan (SIP) sessions
- Department and grade-level team discussions
- Parent Advisory Committee (PAC) meetings
- Student focus groups and leadership interviews

This transparent access enabled stakeholders to engage in meaningful dialogue around key questions:

Who are the students? What are the data findings? What are the implications?

Who Are the Students?

Stakeholders reviewed multi-year demographic trends showing significant shifts in the student population:

- Enrollment increased from **436 (2021/22)** to **703 (2024/25)**.
- Chinese students now represent **47%**, up from 38%, becoming the largest demographic group.
- Thai student representation declined from **28%** to **19%**.
- "Other" nationalities increased to **19%**, reflecting expanding diversity across 26+ nationalities.

Review sessions emphasized the implications of a linguistically and culturally diverse student body, including:

- Increased need for ESL support
- Expanded multilingual communication
- Culturally responsive instruction
- Community-building practices that promote inclusion

What Are the Data Findings?

Stakeholders examined multiple data sources:

Perception Survey Data

- **Students** indicated needs in facilities, academic challenge, well-being, and college preparation.
- **Parents** emphasized communication consistency, program clarity, and food services.
- **Faculty** highlighted the need for workload balance, instructional coherence, and clearer decision-making structures.

Academic Data

- **MAP results** show performance consistently **above international averages** across subjects.
- **AP pass rates** increased from **61.9%** → **86.36%** in four years.
- Growth in AP course offerings reflects rising academic aspirations.
- Enrollment shifts highlight the need for differentiated academic support.

Faculty Data

- Faculty increased from **72 to 101**, helping reduce class ratios.
- Turnover improved from **18% to 12%**, indicating improved retention.
- More certified and master 's-level teachers support instructional capacity.

These findings were discussed extensively in faculty forums, focus groups, and stakeholder meetings, leading to a clearer shared understanding of needs and priorities.

4. What Are the Implications of the Data?

Stakeholders identified several implications:

Academic Implications

- Continued alignment and coherence of curriculum across divisions is needed.
- Professional development must support the growing number of diverse learners.
- College- and career-readiness structures require expansion to meet demand.

Student Support Implications

- Linguistic diversity requires strengthened **ESL programming** and inclusive practices.
- The growing population necessitates expanded **social-emotional learning (SEL)** systems.
- Student leadership pathways must continue to expand to keep pace with enrollment growth.

Operational Implications

- Facilities planning must address overcrowding concerns and enrollment projections.
- Communication systems should be streamlined for multilingual families.
- Safety and child protection structures must keep pace with campus growth.

These implications directly informed the **Preliminary Major Learner Needs**, which were reviewed and verified by stakeholders.

5. Additions and Modifications to the Profile

As a result of ongoing consultation:

- The SLOs were **revised** to ensure accessibility:
- **Critical Thinker, Effective Collaborator, Confident Learner, Kind Citizen.**
- Additional demographic details were added to reflect rapid enrollment shifts.
- Expanded ESL and SEL data were incorporated to improve clarity about student needs.

- New sections on **faculty qualifications, AP performance, and MAP data trends** were added at the request of stakeholders.
- Parent feedback on communication, food services, and safety was integrated into the profile.
- Narrative descriptions of multicultural initiatives and diversity efforts were enhanced.

Regular updates ensured that the final profile accurately represented the school's context and needs at the time of the WASC visit.

Use and Update of the Student/Community Profile and Summary

The finalized Student/Community Profile and summary were shared with:

- All certificated staff
- Focus Group and Home Group members
- Panel leaders
- Administrative teams
- Parent Advisory Committee
- Student leaders (STUCO, MUN officers, PAC student guests)

These groups used the profile to:

- Identify and refine *additional student learner needs*
- Validate or challenge existing assumptions
- Ensure alignment when drafting schoolwide strengths and growth areas
- Inform conversations about curriculum, instruction, assessment, and program quality

Focus Groups referenced the profile consistently when analyzing data, validating findings, and forming recommendations. Panel leaders confirmed that all staff had access to the profile via the shared drive, meetings, and schoolwide briefings.

Conclusion

The process used by NIS to update the Student/Community Profile was **systematic, inclusive, data-driven, and reflective**, ensuring all stakeholders contributed to understanding student needs and shaping school improvement priorities. The profile continues to serve as a foundational tool for guiding inquiry, validating findings, and ensuring coherence across the WASC self-study.

Chapter 3: Evaluation of School Program

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING AND WELL-BEING

A1. School Purpose Criterion

The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted schoolwide learner outcomes* that reflect defined global competencies and form the basis of the educational program for all students. (Note: school purpose is a general term for terminology used by schools, such as core beliefs, vision, mission, or philosophy and objectives.)

Examples of schoolwide learner outcomes include: every student will demonstrate knowledge and understanding of diverse cultures that foster tolerance for individual differences; every student will be a collaborative worker; and every student will demonstrate higher-order thinking skills of application, analysis, synthesis, and evaluation.

A1.1. Clear and Coherent Student-Focused Purpose Statement

NIS has an established belief in Education Through Diversity. The school's purpose, including a school Philosophy, Vision, and Mission statement, as well as its values and Student Learning Outcomes, are visible on the school's website, campus signage and in classrooms. Interviews with multiple groups of community members confirmed their values, including the commitment to student safety and belonging. Inclusion, diversity, and global citizenship are key values of the school's mission and integrated in the SLOs, and the school effectively broadens school-wide engagement with the SLOs and global citizenship outcomes.

A1.2. School Program Consistent with School Purpose

The school program aligns with the school's purpose, as demonstrated in its admissions policies, instructional strategies, and learning experiences, which prioritize student diversity and belonging. During classroom observations by the Visiting Committee, collaboration, reflection, and inclusive practices were observed in an authentic way, reflecting the school's mission and vision; SLOs; and identified global citizenship outcomes.

A1.3. School Community Involvement in Development, Revision, and Refinement of the Purpose Statements

NIS effectively implements ongoing structured processes to engage the school community in the development, revision, and implementation of the school's purpose, schoolwide learner outcomes, and global citizenship outcomes. Faculty input and involvement are documented in surveys, and through their documentation of SLOs and global competencies in Rubicon Atlas. The embodiment of SLOs and global citizenship outcomes is demonstrated through real-world applications by students, which are visible through campus events, signage, and confirmed through student interviews. During the interview with the Elementary School Student Council, the students shared their ongoing initiatives to collect food staples to donate to local orphanages, which authentically demonstrated a student-led dedication to giving back to their community.

A1.4. Communicating and Understanding the School's Purpose Statements and Schoolwide Learner Outcomes

The school ensures ongoing and accessible communication throughout the school community through multiple pathways, including weekly parent and faculty updates, surveys, coffee afternoons, and through platforms such as Gmail, Google Classroom, and Class Dojo. NIS gains input from the community through feedback loops, which aid in developing a shared understanding of the school's purpose and the SLOs. Through multiple interviews with caregivers, students, faculty, and the

Marketing Manager, the Visiting Committee confirmed that the school community is knowledgeable and highly committed to the school's purpose and values.

A2. Governance Criterion

The governing authority (a) adopts policies and practices which are consistent with the school's mission and vision and support the achievement of the schoolwide learner outcomes (b) delegates implementation of these policies to the professional staff, and (c) monitors results.

A2.1. Selection, Composition, and Duties of Appointed/Elected Governing Authority

NIS is governed by a seven-member Board, which includes representatives from school administration, parents, and faculty. The Board's responsibilities and structure are clearly outlined in the Advisory Board Constitution and By-Laws, with the teacher and parent representative roles detailed as well. The school profile confirms alignment between governance policies, the school's mission, and its Student Learning Outcomes. The school acknowledges that documentation regarding procedures for monitoring governance effectiveness or addressing misconduct is limited and plans to formalize evaluation processes and misconduct protocols to enhance transparency and accountability.

A2.2. Professional Development of Potential and Current Governing Authority Members

Indicator Framing Questions:

Some NIS Governing Board members have completed relevant training, including child protection certification and WASC-FOL workshops. However, there is no structured onboarding process for new Board members or ongoing professional development in international school governance. The school also lacks a formal mechanism to assess how such training impacts governance effectiveness. To strengthen governance, the Board could implement structured onboarding and training programs to enhance Board members' capacity and effectiveness in an international school setting.

A2.3. Written Policies and Procedures Defining the Governing Authority's Roles and The NIS

Advisory Board Constitution and Bylaws outline the Board's composition, roles, and general expectations. There is limited evidence of how these policies guide decision-making or how they are reviewed over time. During the interview with the Board, it was clarified that the Board operates at the policy level, directing oversight and approval of topics presented to them. The school administration team is responsible for operational decision making.

The school acknowledges that clarifying and making these processes more transparent would improve a shared understanding of the role of the school governance effectiveness. The school has taken steps towards strengthening communication between the Board and the faculty through a teacher-created website that serves as a communication channel and feedback loop for concerns and requests initiated by the teachers.

A2.4. Policies and Procedures to Ensure Safeguarding and Child Protection, Safety and Welfare

NIS demonstrates a strong commitment to safeguarding through its School Child Safeguarding & Protection Policy Handbook, which defines abuse types, reporting procedures, and designated safeguarding roles. The policy is reviewed annually and accessible via the school portal. On-campus signage identifies the Safeguarding Team, and all teachers have completed National College Child Protection training. Key administrators—including the Director, Principal, and Manager—also hold this certification, reinforcing accountability. Additional safeguards include the Faculty and Parent & Student

Handbooks, which outline behavioral expectations. The school has further strengthened student welfare by hiring an SEL counselor and forming an SEL planning group, reflecting a holistic approach to student well-being.

A2.5. Role of the Governing Authority and School Ownership and Relationship with Professional Staff

The 2024–25 Teacher Orientation Folder outlines NIS’s governance and leadership structure, including an organizational flowchart and position-specific responsibilities for administrators and faculty. While these documents establish role clarity, there is no formal system for periodic role reviews, stakeholder feedback, or conflict resolution beyond initial orientation. It was clearly explained during the meeting with the Board, that governance operates at the policy level and members from the Administrator team handle operations.

A2.6. Stakeholder Involvement in Decision-Making

NIS actively seeks stakeholder input through annual Parent and Faculty Satisfaction Surveys, Student Perception Surveys, Coffee Afternoons with the Principal, and weekly Parent/Faculty Updates. The Governing Board includes Parent and Teacher Representatives, and Grade-Level Ambassadors facilitate classroom-level feedback. While these mechanisms demonstrate responsiveness, the school could further strengthen transparency by systematically documenting how stakeholder input informs decision making and strategic planning.

A2.7. Relationship of Policies to the School’s Purpose

The Policy Handbook and School Improvement Plan align with NIS’s mission, vision, and learner outcomes, covering areas such as assessment, safety, and professional development. The Board considers data-informed and research-based information and action items in their decision making. However, documentation on how governance prioritizes resource allocation in line with these goals is limited. The school could improve by implementing a structured process to track policy and funding decisions against its core objectives.

A2.8. Involvement of Governing Authority/Ownership in Monitoring the School’s Progress

The Administration Team (weekly meetings) and Leadership Team (monthly meetings) oversee progress on the School Improvement Plan, supported by specialized panels. Updates to the Board are shared through bi-annual meetings, but formal documentation of Governing Board engagement in reviewing these reports could increase the transparency of the Board’s decision making processes and plans with the community.

A2.9. Effective Complaint and Conflict Resolution Procedures

NIS addresses concerns through tiered processes outlined in the Policy Handbook, Parent & Student Handbook, and Faculty Handbook. Minor issues are resolved at the department level, while complex matters escalate to administrators. Past responses to health, safety, and academic concerns demonstrate proactive resolution. The 2023–24 Parent Perception Survey indicates satisfaction with communication, though formalizing procedures in handbooks and orientations could further improve transparency.

A2.10. Effectiveness of the Processes and Procedures to Evaluate the Chief Educational Leader of the School

While the Governing Board Constitution outlines leadership advisory roles, formal evaluation procedures for the Director and Principal are not explicitly documented. During the Board interview, they explained that the Principal’s effectiveness is based on data—such as student enrollment, and the percentage of the student population that receives scholarships. Formalizing evaluation criteria and processes could enhance transparency and alignment with governance goals.

A3. School Leadership Criterion

The school leadership (a) makes decisions to facilitate actions that focus the energies of the school on all students' achievement of the identified outcomes, (b) empowers all staff, and (c) encourages commitment, participation, and shared accountability for student learning and well-being in a global environment.

A3.1. Responsibilities of Leadership and Staff Defined in Written Policies and Handbooks

NIS clearly outlines leadership and staff responsibilities in formal documents such as the Policy Handbook (2024-25), Faculty Handbook, and Teacher Orientation Packet, which detail operational procedures, ethical expectations, and conflict resolution processes. The NIS Governing Board Constitution and Bylaws further define governance structures, while the Teacher Representative Job Description ensures faculty input in leadership decisions. Policies are reviewed annually (e.g., Child Protection Policy) and discussed during orientation, though the school acknowledges the need for a more systematic approach to evaluating policy effectiveness.

A3.2. Leadership Responsibilities for Child Protection

Leadership roles in safeguarding are defined in the Child Safeguarding and Protection Policy Handbook, which designates the Designated Safeguarding Lead (DSL) and Child Safeguarding Team (CST). Training via National College ensures staff competency, but the impact of this training on leadership oversight remains undocumented. Behavioral expectations are reinforced in the Faculty Handbook and Parent & Student Handbook, with annual policy reviews and SST/CST structures supporting implementation. The school could enhance transparency by documenting how leadership monitors safeguarding efficacy.

A3.3. Involvement of Staff in Shared and Collaborative Leadership

NIS promotes distributed leadership through School Improvement Panels (e.g., Curriculum, Safety, PD), where staff collaborate on strategic goals. Panel meeting minutes and annual reports reflect sustained engagement, but the school lacks mechanisms to evaluate their impact on student outcomes. While the model fosters inclusivity, formalizing feedback loops and outcome assessments would strengthen accountability.

A3.4. Effective Internal Communication Processes and Procedures

Weekly Faculty Updates, Leadership Team meetings, and the Teacher Representative website ensure consistent communication. School Improvement Panels document collaborative planning, while the Student Support Team addresses concerns. Though structures exist, the school could enhance clarity by systematizing how feedback informs decision-making (e.g., through Panel Reflections linked to the School Improvement Plan).

A3.5. Promoting a Globally Minded School Culture

The curriculum and SLOs emphasize global citizenship, reinforced by events like International Day, MUN, and STEM Talks. Co-curricular programs (e.g., Chiang Mai Philharmonic collaborations) and SEL initiatives foster inclusivity. Teacher evidence collections and student surveys track progress, but deeper integration of global perspectives into classroom practices could further align culture with mission.

A4. Staff Criterion

Qualified staff and leadership facilitate student achievement of the identified outcomes. There is a systematic approach to continuous improvement through orientation and ongoing professional learning on student performance data, student needs, and research.

A4.1. Policies and Procedures Related to Qualified Personnel

NIS requires faculty to hold relevant degrees/licenses, verified through international job postings (e.g., TIE Online) and reference checks. The Faculty Handbook and Orientation Packet clarify expectations, though hiring procedures could be more explicitly documented in policy handbooks.

A4.2. Child Protection Safeguards in Recruitment, Training, and a Code of Conduct

All staff undergo background checks, and annual National College training ensures compliance. The Safeguarding Referral Form and CST/SST teams provide reporting structures, but volunteer screening processes need clarification. The Faculty Handbook outlines conduct expectations, with ongoing reviews to align with leadership changes..

A4.3. Supervision and Evaluation Promoting Professional Growth

NIS is piloting quarterly walkthrough observations with feedback conferences, alongside peer observations facilitated by the PD Panel. The Faculty Handbook outlines evaluation frameworks, but consistency and follow-up require refinement. Faculty surveys indicate support for growth-oriented feedback systems.

A4.4. Staff Actions/Accountability and Collegial Strategies to Support Learning and Well-Being

IWeekly grade-level/department meetings and PD Panel initiatives (e.g., shared ELA resources) foster collaboration. The Teacher Representative system amplifies staff voices, though documenting the impact of collaborative strategies on student learning would strengthen accountability.

A4.5. Support and Measurable Effect of Professional Learning

The PD Panel manages a 400,000+ THB budget, tracking participation via the PD website and follow-up forms. While PD is aligned with school goals, the lack of a mentoring program and formal impact assessments presents an opportunity for growth.

A5. School Improvement Process Criterion

The school leadership facilitates continuous and innovative school improvement to guide the work of the school through (a) implementation of a schoolwide action plan focused on quality learning and well-being for all students; (b) involvement of the school community; and (c) collective accountability for implementing and monitoring the schoolwide action plan.

A5.1. Schoolwide Action Plan Aligned to Identified Outcomes

The School Improvement Plan (2024-25) integrates six strategic goals with Panel-led actions (e.g., Data Panel, Eco Panel). Meeting minutes and Panel Reflections show progress, though linking outcomes more explicitly to student data could enhance coherence.

A5.2. Stakeholder Involvement that is Broad-based, Collaborative and Shows Commitment

Surveys, Coffee Afternoons, and Grade-Level Ambassadors engage stakeholders. Staff training on the improvement plan fosters ownership, but broader community involvement (e.g., parent panels) could deepen commitment.

A5.3. Alignment between All Resources and Implementing the Schoolwide Action Plan

Leadership allocates budgets and schedules collaborative time to support goals. Rubicon Atlas and facility upgrades reflect strategic investments, though evaluating resource impact more systematically would optimize decisions.

A5.4. Innovation and Transformation of the School

Panels and surveys drive data-informed innovations. End-of-year reflections guide adjustments, but final-stage stakeholder input could improve buy-in.

A6. Resources and Resource Management Criterion

The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and identified outcomes. The school has developed policies, procedures, and internal and external controls for managing the financial operations and for long-term financial planning that meet local laws, accepted international practices, ethical standards, and support the sustainability of the school.

A6.1. Resource Allocation and Planning

NIS effectively demonstrates structured resource planning through its Five-Year Curriculum Review Cycle, approved by the Governing Board, which ensures timely updates to instructional materials (e.g., 2023 adoption of Mystery Science). Departments receive annual budgets tied to enrollment, with allocations tracked via NIS Departments Budget Tracking and PD Budget Spreadsheet. Leadership reviews purchasing requests (e.g., Inspire Science 2023) to align spending with curricular needs, though formal documentation of long-term resource impact assessments could further strengthen planning transparency.

A6.2. Financial Policies and Practices

The school adheres to sound financial management, with 70% of the budget allocated to fixed costs (salaries, operations) and a per-student funding model ensuring equitable distribution. Department proposals are reviewed by the Principal and School Manager before Board approval, and purchases follow a requisition process. The Head of Finance oversees audits, ensuring compliance with the Thai Private Schools Act.

A6.3. Safe, Functional, and Well-maintained Facilities

NIS has proactively upgraded facilities to support enrollment growth and program needs, including Building D (approved via WASC substantive change request, October 2024) for high school students, renovated libraries, and solar panel installations. Campus Improvements (e.g., air-conditioned canteens, ECC playgrounds) reflect attention to safety and sustainability. Emergency protocols are visibly posted, though regular stakeholder feedback on facility usability could enhance future planning.

A6.4. Child Protection Policy and Application in Facility Building and Design

Facilities comply with Thai safety regulations, incorporating positive air pressure systems, CCTV monitoring (aligned with PDPA), and secure entry points staffed by security personnel. The Child Safeguarding Policy Handbook and Emergency Plans guide physical safety measures, but the school could document how child protection principles directly inform design choices.

A6.5. Sufficient Resources to Support and Retain a Well-Qualified Staff

NIS ensures staff qualifications through rigorous hiring (e.g., TIE Online postings, credential checks) and supports retention via transparent PD budgets (e.g., 400,000+ THB annually) and Personal Professional

Development Plans (PPP). Faculty surveys indicate satisfaction with growth opportunities, though mentorship programs and clearer career pathways could further reduce turnover.

A6.6. Management of Instructional Resources

Through teacher interviews, it was shared that teachers send purchase requests to their Subject Leaders for approval. Purchases over a specified amount, must get approval from leadership. Departments manage annual budgets for materials, with ICT and librarians overseeing inventory. The Purchase Request Form and Repair & Maintenance Form standardize procurement, but a centralized digital repository for resource audits would improve tracking and equity.

A6.7. Marketing Strategies

The Marketing and Communications role is new in the 25-26 school year, and the position collaborates within the Department of Strategic Relations, working closely with the Admissions Manager and Engagement Manager. The Marketing Manager leverages social media to highlight mission-aligned programs and engage families via live Q&A sessions. International Day photos and multilingual content reinforce global citizenship, though analytics-driven evaluation of campaign effectiveness could refine outreach.

A7. Systems Management for Data Protection and Cyber Security Criterion

The school leadership takes a risk-based approach in the identification, management and mitigation of data privacy and protection concerns. The school follows an ethical approach to the collection, use of, and security of all personal data; ensuring a rigorous privacy management program.

A7.1. Training, Accountability, and Development

A Cybersecurity Policy outlines roles for ICT/Administration teams, and device-specific agreements (e.g., BYOD Policy, Teacher Laptop Agreement) define user responsibilities. Implementing annual cybersecurity drills and differentiated training (e.g., for teachers vs. leadership) would bolster preparedness.

A7.2. Legal Compliance

NIS meets Thai MOE and WASC standards, with Policy Handbook 2024–25 and Child Protection Policy aligning with PDPA/GDPR. PowerSchool restricts student data access, but gaps exist in IXL data collection policies (per 2022 Mid-Cycle Report).

A7.3. Student Rights and Safety

PowerSchool safeguards academic records, and the Parent & Student Handbook emphasizes confidentiality. However, faculty surveys (2024) reveal concerns about AI misuse and digital footprints, underscoring the need for AI-use guidelines and student/parent consent protocols (e.g., modeled on ECC's social media waiver).

A7.4. Policies and Systems

NIS has established foundational policies for data privacy and security, documented in the Policy Handbook (2024-25), Parent & Student Handbook, and MS/HS BYOD Acceptable Use Policy. These outline expectations for technology use, data access, and user responsibilities, with PowerSchool managing restricted access to student records. However, the school lacks a formal incident response plan or staff training program. Annual policy reviews led by the ICT Department address regulatory updates, but broader implementation and communication gaps persist. The school recognizes the need to formalize cybersecurity protocols and expand proactive measures to ensure consistent protection across all user groups.

A7.5. Data Storage, Access and Handling

Sensitive data, including student records and child protection files, are managed via PowerSchool and segregated under the oversight of the Director, Principal, and Manager, as outlined in the Policy Handbook and Child Safeguarding Policy Handbook. Technical safeguards (e.g., password protection, ICT monitoring) limit unauthorized access, though CCTV policies and third-party data agreements are underdeveloped. Staff responsibilities for data handling are communicated through Acceptable Use Policies during onboarding, but the school acknowledges gaps in vendor compliance reviews and encryption standards. Annual policy updates reflect responsiveness to operational needs, but structured audits and stakeholder input mechanisms would strengthen accountability.

A7.6. Risk Assessment

While NIS has not yet implemented a formal risk assessment process, the 2022 Mid-Cycle Report and 2024 Interim Progress Report highlight growing attention to cybersecurity and data privacy risks. The School Improvement Plan now includes action items for staff training and technology-use policies, signaling a shift toward proactive risk management. However, the absence of regular audits or documented legal risk reviews limits the school's ability to systematically identify and mitigate vulnerabilities. Developing a structured framework for annual risk assessments, aligned with the draft Cybersecurity Policy, would ensure comprehensive protection against evolving threats.

CATEGORY A: Organization for Student Learning and Well-Being Summary

Areas of Strength for Organization for Student Learning and Well-Being:

1. NIS has effectively communicated and embraced its school purpose, as demonstrated by its clear vision, mission, and Student Learning Outcomes (SLOs)—centered on diversity, inclusion, and global citizenship—which are visibly displayed on the school website, campus signage, and in classrooms. The school fosters a strong, collaborative culture where teachers feel supported, trusted, and have autonomy. Classroom observations confirm that instructional practices authentically reflect the mission, with an emphasis on collaboration, reflection, and inclusivity, while SLOs and global citizenship outcomes are reinforced through real-world student applications and campus events. Multiple communication channels ensure that all stakeholders—students, parents, and staff—understand and commit to the school's purpose, creating a shared sense of belonging and alignment with NIS's core values.
2. NIS demonstrates a well-defined school improvement process with strong resource alignment, as evidenced by its structured School Improvement Plan (SIP) featuring six strategic goals that guide focused actions across the community. The plan is implemented through specialized panels and supported by strategic resource allocation, including a Five-Year Curriculum Review Cycle for timely curriculum updates and targeted budgets. Stakeholders are actively engaged through PD training, Teacher Representatives, and community feedback mechanisms, fostering collective accountability.
3. The Governing Board at NIS demonstrates strong leadership and effectiveness, with a well-structured seven-member team that includes administration, parent, and faculty representatives, ensuring diverse perspectives in decision-making. The Board's roles and responsibilities are clearly defined in the Advisory Board Constitution and By-Laws, aligning governance policies with the school's mission, vision, and Student Learning Outcomes (SLOs). It

maintains a strategic focus on policy-level oversight, empowering professional staff to implement day-to-day operations while ensuring fiduciary and organizational sustainability. Additionally, it upholds a strong commitment to safeguarding, with annual policy reviews, certified child protection training for key leaders, and clear safeguarding protocols, reinforcing a safe and supportive learning environment for all students.

Growth Areas for Continuous Improvement for Organization for Student Learning and Well-Being:

1. Refining the Leadership Structure and Administrative Capacity

School leadership and the governing body continue to examine, clarify, and refine the school's leadership structure, including the delineation of roles, responsibilities, and administrative capacity to ensure it meets the needs, size, and complexity of the student population and ensures the consistency of guidance and support provided to teachers.

2. Governance and Policy Clarity

NIS has established a structured governance framework, including a committed Governing Board and foundational policies. Currently, the school is developing more systematic processes for onboarding new Board members and reviewing policies to ensure they remain aligned with the school's evolving needs. By formalizing these practices and procedures—such as publishing an annual report including governance evaluations and clearer communication of roles—NIS can further strengthen transparency and strategic decision-making, fostering even greater trust within the school community.

3. Professional Development Impact

NIS has made significant strides in providing diverse professional development (PD) opportunities, supported by dedicated funding and participation tracking. At this emerging stage, the focus is on deepening the impact of PD by linking it more directly to classroom outcomes. For example, introducing mentorship programs, peer coaching, or structured follow-up, feedback, and sharing-out of learning could help teachers integrate new strategies effectively. These steps will ensure PD not only enhances instructional practices but also aligns with the school's broader goals for student achievement.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Interviews with the Board, leadership and administrative teams, Focus Groups, students, parents, faculty, and other stakeholders
- Classroom observations and campus walk-throughs
- Publications and signage of the school's guiding statements and SLOs
- School Child Safeguarding & Protection Policy & Handbook
- Student Support Team Website
- Comprehensive handbooks and child protection procedures

CATEGORY B. CURRICULUM, INSTRUCTION, AND ASSESSMENT

B1. What Students Learn Criterion

The school provides a challenging, coherent, and relevant international curriculum for each student that fulfills the school's purpose and results in student achievement of the identified outcomes.

"Schoolwide learner outcomes are interdisciplinary statements about what all students should know, understand and be able to do by the time they complete the planned program or graduate." One example: every student will demonstrate higher order thinking skills of application, analysis, synthesis, and evaluation.

B1.1. Comprehensive International Curriculum Based on Learner Outcomes, Global Competencies, and Academic Standards

NIS provides an international curriculum grounded in recognized academic standards, including the Common Core State Standards and the Next Generation Science Standards. The school implements research-informed curricular programs—such as Singapore Math, Amplify, and Mystery Science—that support alignment with these standards. Evidence from documentation and interviews indicates that standards-based unit development is emerging and varies across the school. Assessment data from MAP, PSAT, SAT, and AP exams indicate student performance at or above international benchmarks, demonstrating curriculum effectiveness.

The Visiting Committee observed that the school is actively working toward deeper integration of its Student Learner Outcomes (SLOs)—a term intentionally used in place of Schoolwide Learner Outcomes—across the curriculum. The SLOs are visible in school culture through morning announcements, recognition systems, and shared language across divisions. They are increasingly embedded in the taught curriculum, and the school has indicated a clear commitment to strengthening the integration of the SLOs within the written curriculum to ensure consistent application schoolwide.

Online learning and e-safety are addressed through digital citizenship lessons, technology policies, and blended learning platforms, with continued development planned to strengthen digital literacy.

B1.2. Processes for Implementation and Evaluation of a Challenging, Coherent, and Relevant Curriculum

The VC confirms through interviews and documentation that the school has effectively established a structured and collaborative process for implementing and evaluating a challenging, coherent, and relevant curriculum. A five-year review cycle, coordinated by the Curriculum Coordinator and Curriculum Panel, supports the systematic evaluation across all divisions. The Curriculum Coordinator—who balances this role while serving as a full-time teacher—provides guidance, organization, and continuity to the curriculum review process and the role is logistic by nature. Oversight of the process is provided by Subject Leads.

Monthly meetings facilitate cross-school collaboration and documented decision-making focused on curriculum quality and instructional planning. The review process includes documentation for identifying needs, resource procurement, and monitoring implementation. Teacher feedback directly informs curriculum adjustments and curriculum program changes.

B1.3. Curriculum Alignment and Vertical/Horizontal Articulation

The self-study identifies curriculum coordination across divisions as a key area for continued development, and the School Improvement Plan reinforces the need for strengthened vertical alignment, unit planning, and data-informed instruction. Leadership has established clear expectations for curriculum articulation, which can be seen in Rubicon ATLAS as well as in Google-based documents such as

curriculum calendars, unit plans, and templates. While these efforts demonstrate progress, the effectiveness of articulation remains limited by the fact that curriculum materials exist in multiple locations, resulting in inconsistent coherence and accessibility.

Although Rubicon ATLAS is the school's designated platform for curriculum documentation, the Visiting Committee observed that much of the active planning continues to occur outside the system, primarily in Google Docs. More consistent and strategic use of ATLAS—or a unified curriculum mapping tool adopted schoolwide—would strengthen horizontal and vertical alignment by supporting clear documentation of standards, assessment practices, and instructional sequences across grade levels. Ongoing support and professional learning from the Curriculum Coordinator will be critical, as several staff members expressed uncertainty about ATLAS's purpose and potential benefits.

Based on the criteria, the school's horizontal and vertical articulation demonstrates emerging effectiveness. Structures and expectations are in place, and progress is evident; however, articulation is not yet fully aligned or implemented consistently across all grade levels and subject areas to ensure coherence with international standards and identified outcomes.

B1.4. Access to the Curriculum by All Students

NIS provides students with access to its international curriculum through several structures designed to address varying learning needs. Differentiation strategies and flexible placement practices—such as multi-level groupings based on language proficiency or academic readiness—are used to match students with appropriate levels of challenge. These placements are reviewed periodically, though the frequency and consistency of review vary by division. Students who require additional support are often referred to After School Activities (ASA), which function as supplemental learning opportunities rather than integrated intervention structures.

Evidence of students accessing a broad range of global educational options can be seen in university acceptances and impressive scholarship awards; however, the extent to which all students are systematically prepared for diverse post-secondary pathways is less clearly documented. Overall, while systems exist to support access and progression, the coherence and consistency of these supports across grade levels remain areas for continued refinement.

B1.5. Student Understanding of Standards-based Curriculum and Schoolwide Learner Outcomes

The Visiting Committee found that students have multiple opportunities to demonstrate their understanding of learning goals and standards through structures such as peer collaboration, group tasks, and teacher-student conferences. Classroom observations indicated that learning objectives are communicated visually and orally and referenced during instruction, supporting student awareness of expected outcomes.

Schoolwide Learner Outcomes (SLOs) are visible across the campus and reinforced through student leadership groups that facilitate morning announcements and activities connected to the school's values. In interviews, teachers expressed commitment to the SLOs while noting that deeper integration remains a work in progress. The School Improvement Plan identifies the need to further embed SLOs into instructional and assessment practices. Although current strategies promote student familiarity with expectations, the VC noted limited evidence of a systematic approach for monitoring how effectively students can articulate and apply the SLOs across grade levels. Developing consistent processes to evaluate student understanding of the standards-based curriculum and SLOs remains an important area for continued growth.

B1.6. Performance Measures to Assess and Monitor Satisfactory Progress of Student Learning

NIS employs a comprehensive and systematic approach to assessing and monitoring student learning and well-being through clearly defined performance measures. Standardized assessments such as MAP, AP, PSAT, and SAT, alongside section specific tools provide consistent data across grade levels. These are complemented by internal formative and summative assessments, portfolios, and well-being surveys to create a holistic view of student progress. Curriculum alignment with Common Core, NGSS, and AP standards ensures that all high school courses include measurable learning outcomes, while Rubicon Atlas and PowerSchool support consistency and transparency from ECC through high school. Teachers and leadership teams regularly analyze data to identify trends, guide interventions, and address individual learner needs, supported by tutoring, counseling, and personalized learning plans. Furthermore, NIS effectively disaggregates data to monitor subgroup performance, particularly for English Language Learners and students requiring additional support. Overall, the school's data-driven and multi-tiered system effectively monitors student achievement and well-being.

B1.7. Programmatic Follow-up Studies in Relation to Impact on Student Learning and Well-Being

The Visiting Committee finds that the school has some follow-up systems in place to assess how well students are prepared for postsecondary pathways; however, these systems are not yet fully systematic or comprehensive. The college counseling office maintains records of university acceptances, scholarship awards, and graduate placements, which provide useful trend data on student outcomes and inform ongoing counseling practices. This information has supported the expansion of AP course offerings, increased university guidance resources, and the current development of a revised college counseling website to better assist students and families.

Feedback from current high school students, particularly regarding portfolio support, understanding of regional university systems, and real-world learning preparation, has influenced program adjustments and highlighted areas for continued improvement. However, formal follow-up studies with alumni and feeder schools are not yet consistently conducted. Current alumni feedback is anecdotal rather than systematic, which limits the school's ability to fully evaluate long-term program effectiveness in preparing students for university, career pathways, and personal goals.

The Visiting Committee concludes that while the school demonstrates responsiveness to student feedback and college placement outcomes, establishing a formal and ongoing process for alumni and postsecondary follow-up would provide more meaningful data to guide curricular review and improvement.

B2. How Students Learn: Student Engagement Criterion

All students are engaged in challenging and relevant learning experiences to achieve the identified outcomes. Students become advocates for their own needs and interests.

B2.1. Student Understanding of Performance Levels

The Visiting Committee finds that the school provides students with clear academic expectations and structured tools that support their understanding of performance levels and progress toward learning outcomes. Course syllabi, a comprehensive high school course catalog, and published assessment criteria help students and families understand learning goals and requirements. Digital platforms such as PowerSchool, Google Classroom, and AP Classroom offer students ongoing access to grades, feedback, and assignments, enabling them to monitor their own learning in real time.

Teachers reinforce expectations consistently through rubrics, formative assessments, and student-teacher conferences, and students engage in goal-setting aligned with the Schoolwide Learner Outcomes. These practices help students reflect on their progress and take increasing ownership of their learning. Support structures are in place for students who require additional assistance, including teacher-provided help and intervention programs.

Overall, the Visiting Committee concludes that students at NIS generally demonstrate an understanding of expected performance levels and are provided with multiple systems to manage and monitor their learning. Continued attention to consistency of implementation across grade levels will further strengthen students' ability to self-direct their progress.

B2.2. Processes for Implementation and Evaluation of a Challenging, Coherent, and Relevant Curriculum

The VC was able to examine student work and observations of students working to confirm through these snapshots that students demonstrate high levels of learning. NIS has developed consistent structures to document student learning and align classroom instruction with the schoolwide learner outcomes, particularly through the Teacher Evidence Collection process, portfolio development, and the use of rubrics tied to SLOs.

Students are provided opportunities for reflection, goal setting, and self-assessment, especially through student-teacher conferences and student-led elements of parent-teacher conferences in the secondary school. These practices support students in recognizing their progress and engaging in conversations about their learning. While these systems demonstrate strong teacher documentation and alignment to outcomes, the school would benefit from strengthening evidence that students across grade levels can clearly articulate performance expectations and criteria for success without teacher prompting. Greater consistency in how self-assessment routines are implemented and how data such as MAP results are used directly with students to inform individual learning goals would enhance students' ownership and understanding of their performance levels.

B2.3. Opportunities for Student Voice and Feedback in and Beyond the Classroom

NIS provides students with meaningful opportunities to express their ideas and perspectives within both academic and extracurricular contexts. As observed in classrooms and student interviews, differentiated instruction and collaborative learning structures allow students to contribute in ways that reflect their strengths, cultural backgrounds, and communication preferences. Programs such as Model UN and projects linked to the UN Sustainable Development Goals give students structured platforms to practice advocacy, public speaking, and global awareness. School events, including International Day and Songkran celebrations, promote cultural expression and community identity, while the SLO Awards and recognition ceremonies reinforce shared values tied to the schoolwide learner outcomes. Student perception surveys, post-event feedback tools, and reflection activities support emerging channels for student voice, although these systems are still developing.

B3. How Students Learn: Student-Centered Instruction Criterion

The professional staff (a) applies current research-based knowledge about teaching, learning, and well-being; and (b) designs and implements a variety of learning experiences, including technology, that actively engage all students at a high level of learning consistent with the identified outcomes.³

NIS demonstrates a developing and intentional use of research-informed instructional practices across divisions. The school's Assessment Policy provides guidance that supports consistent expectations for instructional design and assessment. Professional collaboration is embedded within the school's organizational structures, including division-level meetings, School Improvement Plan panels, peer observations, and leadership walkthroughs that emphasize instructional quality and student engagement.

These structures provide teachers with regular opportunities to reflect on practice, share strategies, and make informed adjustments to support diverse learners. The School Improvement Plan identifies continued priorities aligned with research-based practice—such as deeper integration of SLOs, strengthened SEL supports, and the increased use of data to inform instructional decisions. Ongoing attention to these areas has the potential to enhance instructional coherence across divisions and further strengthen the impact of collaborative planning on teaching and learning.

B3.2. Application of Research-based Knowledge to Instructional Content and Lesson Design and Delivery

Teachers at NIS demonstrate strong knowledge of instructional content and research-based teaching practices across all divisions. The curriculum, regularly updated through Rubicon Atlas and the formal review cycle, ensures alignment with standards, while lessons incorporate differentiated instruction, formative assessment, and technology integration. Observations from walkthroughs, peer reviews, and professional development indicate effective implementation of these strategies. The use of digital platforms such as Google Classroom, PowerSchool, and AP Classroom enhances student engagement, feedback, and lesson delivery. Strategic initiatives in the School Improvement Plan further support technology integration and digital literacy. While these practices reflect a clear alignment with current educational research, the school could further strengthen coherence by systematically documenting the impact of research-informed strategies on student outcomes across all divisions.

B3.3. Student Engagement in Higher-level Learning

Students at NIS are effectively engaged in learning as evidenced in observations and student interviews. Higher-level thinking and learning was witnessed across all divisions. Teachers implement research-based strategies such as project-based learning, collaborative activities, AI integration, and student portfolio development. Assessment practices, guided by the Assessment Policy, emphasize critical thinking and synthesis through rubrics, project-based tasks, and formative assessment. Student work portfolios and the Teacher Evidence Collection provide ongoing documentation of achievement in key SLOs, while perception surveys, classroom walkthroughs, and peer reviews confirm that students experience meaningful and challenging learning opportunities. Participation in external competitions, community events, and schoolwide initiatives further reinforces the application of knowledge beyond the classroom. The School Improvement Plan strengthens these efforts by prioritizing curriculum development, instructional innovation, and data-informed teaching practices.

B3.4. Application of Learning

The VC found that students are provided with a range of opportunities to apply their knowledge and skills through performance tasks, project-based learning, and authentic assessments. Examples such as Art and Computer Science portfolios, Model UN, and academic competitions demonstrate students' ability to transfer learning to real-world contexts and engage in higher-order thinking. Assessment practices guided by the Assessment Policy further reinforce application, reflection, and critical thinking, and student perception data indicates that learners experience meaningful opportunities for collaboration and problem-solving.

Students access multiple perspectives through digital tools, collaborative activities, and library/media resources; however, the consistency of this varies across sections. Some areas rely more heavily on published curricular programs, resulting in uneven integration of diverse viewpoints and supplementary sources. Teachers report feeling well supported in accessing new resources through the curriculum

review process, which aligns with schoolwide priorities of curriculum refinement, differentiation, and technology integration.

B3.5. Teaching and Learning Policies on Use of Digital Technology and Schoolwide Integration and Implementation of Technology

NIS has established clear policies that guide the responsible use of digital technology across all divisions, with expectations outlined in the Policy Handbook, Parent and Student Handbook, and BYOD and device-use agreements. These policies promote digital citizenship, responsible online behavior, and safe device practices, with the Child Safeguarding and Protection Policy reinforcing the connection between technology use and student well-being.

Technology is consistently integrated into instruction through platforms such as Google Classroom, PowerSchool, and AP Classroom, supporting research, collaboration, and the development of digital literacy skills. Students apply technology in project-based learning and portfolio creation, and walkthrough observations and student surveys confirm regular and purposeful use of digital tools. The School Improvement Plan prioritizes continued growth in digital learning, including AI literacy and the development of a Cybersecurity Policy. While foundational systems are strong, the school can enhance its impact by further embedding structured digital citizenship instruction across grade levels and regularly evaluating the effectiveness of technology integration to ensure that all students are developing the skills necessary for safe, ethical, and purposeful engagement in digital environments.

B4. How Assessment Is Used: Reporting and Accountability Processes Criterion

The school leadership and staff continuously use effective and valid assessment processes to collect, disaggregate, and analyze assessment results. School and student performance data is regularly reported to all stakeholders, including student progress toward accomplishing the identified outcomes.

B4.1. Use of Student Performance Data and Effectiveness of the Assessment Processes

NIS collects, analyzes, and uses student performance data across all divisions to monitor learning and guide instructional decisions. The Assessment Policy outlines expectations for standards-based assessment, rubric use, and consistent feedback, supporting fair and transparent evaluation practices. Student progress is monitored using a blend of internal and external measures, including MAP testing from K3 to Grade 11, SAT, PSAT, AP exams in high school, and structured literacy assessments in elementary school. Teachers submit quarterly samples through the Teacher Evidence Collection process to demonstrate alignment with the school's SLOs, and weekly updates in PowerSchool ensure students and parents have timely access to performance information. Data is discussed regularly in leadership and section meetings to identify trends, determine interventions, and adjust instruction. Student perception surveys provide an additional layer of insight into engagement and learning experiences. The School Improvement Plan includes targets for continued growth in assessment practices, such as reinforcing formative assessment strategies and strengthening cross-departmental collaboration. Assessment processes are effective as observed in interviews and documentation. The school can increase its effectiveness by more clearly documenting how assessment data leads to specific instructional adjustments and by further developing shared practices for interpreting and applying formative data to support learning progressions across grade levels.

B4.2. Consistency in Determining, Monitoring, and Reporting Student Progress and Performance Levels Within and Across Grade Levels

NIS has established procedures for determining, monitoring, and reporting student performance within and across grade levels. The VC found that there may be inconsistencies in practice due to possible misconceptions about the use of standards based assessment and grading.

The Assessment Policy provides clear expectations for standards-based practices, rubric use, and timely feedback, supporting aligned approaches across divisions. Teachers record and update grades in PowerSchool, giving students and parents real-time access to progress information. The Teacher Evidence Collection process ensures that student achievement related to the school's learner outcomes is documented using shared criteria. Formal reporting occurs quarterly through report cards and narrative comments, and parent-teacher conferences provide opportunities for shared dialogue about student progress. Leadership and panel meetings are used to review student performance trends and ensure alignment of grading practices across subjects and grade levels.

B4.3. Use of Assessment Results to Inform Continuous Schoolwide Improvement, Schoolwide Decisions, and Allocation of Instructional Resources

NIS effectively uses assessment results to guide continuous schoolwide improvement, resource allocation, and instructional decision-making. Data from MAP, AP, PSAT, SAT, internal assessments, and stakeholder surveys are regularly reviewed by teachers, subject leaders, and the leadership team to identify trends, address learning gaps, and prioritize areas for support. These findings inform instructional adjustments, curriculum refinement, and the planning of targeted professional development. Faculty panels, department meetings, and curriculum review cycles reinforce collaborative data interpretation and ensure that resource decisions align with student learning needs. Assessment results also directly inform the School Improvement Plan, with measurable goals established based on demonstrated areas of growth and need. Multi-year survey trends further contribute to program evaluation and the shaping of strategic initiatives. The administrative team oversees this process to maintain transparency and alignment with schoolwide goals. Continued attention to documenting how assessment insights shape decision-making will help strengthen clarity and accountability across all divisions.

B4.4. Security Systems for Maintenance of the Integrity of the Assessment Processes

NIS has effective systems in place to maintain the integrity of assessment processes and protect assessment data across the school. Standardized assessments such as MAP, PSAT, SAT, and AP are administered according to established external protocols, which include designated proctors, secured testing materials, and controlled testing environments to ensure fairness and accuracy. Digital assessment data is safeguarded through secure, password-protected platforms such as PowerSchool and guided by device management agreements outlined in the Teacher Laptop Agreement, MS/HS BYOD Policy, Elementary Chromebook Policy, and ECC iPad Use Agreement. The Policy Handbook and Parent and Student Handbook clearly communicate expectations for responsible technology use, academic honesty, and protection of student information, while the Child Safeguarding and Protection Policy reinforces the ethical handling of student data. The development of a Cybersecurity Policy demonstrates the school's commitment to strengthening system-wide digital security measures. In a teacher interview the VC received feedback that there was a need for formal training around how to understand the MAP data and to formalize and standardize internal proctoring procedures for MAP testing and division-level exams.

B5. How Assessment Is Used: Continuous Assessment by Students and Teachers Criterion

Teachers and students frequently integrate a variety of continuous assessment strategies into the ongoing learning/teaching process. As a result, all students understand what they know and what they need to know; and teachers are able to modify instruction to improve student progress toward the identified outcomes.

B5.1. Implementation of Appropriate Continuous Assessment Strategies

NIS implements a comprehensive range of assessment strategies that are aligned with learning targets, academic standards, and the schoolwide learner outcomes across all divisions as indicated in the written curriculum. The Assessment Policy provides clear expectations for formative and summative assessment practices, rubric use, and standards-based grading, supporting consistency and clarity in evaluating student learning, although the VC could not confirm that the school has clear and consistent practices around standards-based grading.

Teachers utilize diverse assessment tools, including quizzes, discussions, project-based assessments, unit tests, and external benchmarks such as MAP, PSAT, SAT, and AP exams. Early childhood assessments emphasize developmental milestones and foundational skills, while elementary, middle, and high school assessments align with identified outcomes. The alignment of assessment to standards such as Common Core, NGSS depend to some degree on the curricular programs. The AP assessments ensure alignment due to the AP framework and external expectations.

B5.2. Multiple Assessment Measures to Inform Students and Teachers about All Students' Progress toward Identified Outcomes

NIS consistently implements multiple assessment measures across all divisions to monitor and support student progress toward identified academic standards and schoolwide learner outcomes. Guided by the Assessment Policy, teachers utilize a balanced combination of formative assessments, summative assessments, and performance-based tasks to evaluate learning and provide ongoing feedback. The Teacher Evidence Collection system documents student work tied directly to SLOs, reinforcing alignment between assessment practices and learner outcomes. Findings from assessments inform instructional planning, differentiation strategies, and professional development as reflected in curriculum review documentation and the School Improvement Plan.

B5.3. Assessment Processes to Modify Instructional Design and Delivery

NIS effectively uses assessment processes to modify instructional design and delivery across all divisions. Guided by the Assessment Policy, teachers regularly analyze data from formative, summative, and performance-based assessments to identify student needs and adjust instruction to support progress toward academic standards and SLOs. External assessments such as MAP, PSAT, SAT, and AP provide benchmarks that inform differentiation, pacing, and targeted support. The Teacher Evidence Collection process strengthens this cycle by requiring teachers to review student work samples quarterly and reflect on instructional effectiveness. Ongoing data review is embedded in department meetings, leadership discussions, and administrative planning, ensuring that instructional decisions are grounded in evidence. Curriculum Review Documents demonstrate that assessment trends directly influence updates to curricular materials and instructional approaches. The School Improvement Plan reinforces these practices by prioritizing data-driven instruction and continuous refinement of teaching strategies to support student learning.

B5.4. Impact of Teacher Feedback to Support Students' Managing and Monitoring Their Own Progress

The Visiting Committee finds that teacher feedback at NIS is generally timely, specific, and descriptive, and that it effectively supports students in monitoring and managing their own progress toward learning outcomes. Feedback is embedded in daily instructional practice and is strengthened through the use of digital platforms such as PowerSchool and Google Classroom, which provide students and families with real-time access to academic performance and learning behaviors. Teachers also make explicit connections between feedback and the Schoolwide Learner Outcomes, supported by formative assessments, student conferences, and the Teacher Evidence Collection process. Standardized assessment reports (MAP, PSAT, SAT, and AP) further inform student goal setting and discussions during advisory and parent conferences. Survey data indicates that students feel feedback is helpful in identifying strengths and areas for improvement. The Visiting Committee notes that these practices contribute to student agency and reflective learning.

CATEGORY B: Curriculum, Instruction, and Assessment Summary

Areas of Strength for Curriculum, Instruction, and Assessment:

1. **Assessment data** (MAP, PSAT, SAT, AP and more) shows student performance at or above international benchmarks, indicating curriculum effectiveness.
2. **Integration of Student Learner Outcomes (SLOs)** SLOs are visible across the school through language, displays, recognition systems, assemblies and daily routines. Teachers and students demonstrate growing familiarity with SLOs, which are increasingly referenced during instruction.
3. **Curriculum Review and Evaluation Processes** A structured five-year curriculum review cycle, supported by the Curriculum Coordinator and subject leads, guides collaborative evaluation and refinement. Monthly cross-division meetings support curriculum planning, decision-making, and documentation.
4. **Student Engagement and Higher-Level Learning** Classroom observations confirm consistent use of collaborative work, inquiry-based learning, and performance-based assessments. Programs such as Model UN, UN SDG projects, and academic competitions extend learning beyond the classroom.
5. **Collaborative Structures Support Instructional Quality and Data-Informed Decision Making** Regular collaboration through division meetings, curriculum panels, leadership discussions, peer learning, and the Teacher Evidence Collection process allows teachers to align instruction, share practices, analyze data, and adjust teaching based on student needs.

Growth Areas for Continuous Improvement for Curriculum, Instruction, and Assessment:

1. **Strengthening Consistency in Grading and Performance Interpretation Across Divisions**

School leadership, curriculum coordinators, and divisional teams strengthen alignment and consistency in the use of rubrics, standards-based grading practices, and interpretation of performance criteria across divisions. Minor variations currently exist across grade levels and departments, leading to inconsistencies in how student performance is assessed and communicated. Clear, unified expectations will ensure grading practices accurately reflect mastery of standards and are applied equitably. Improved coherence and transparency in assessment will enhance students' understanding of learning expectations, support fair and reliable feedback, and strengthen student confidence and readiness as they transition between grade levels.

2. Schoolwide Coherence in Standards-Based Planning, Instruction, Assessment, and Reporting

School leadership, curriculum coordinator, leadership teams, and subject leads should formalize and clearly communicate expectations for standards-based unit planning, grading, assessment and reporting practices schoolwide. While the school is committed to standards-based curriculum development, implementation varies across divisions. Establishing consistent guidelines, shared processes, and monitoring systems will strengthen coherence, ensure equitable learning experiences, and improve the reliability of assessment and reporting for all students.

3. Curriculum Alignment and Mapping

School leadership, subject leaders, and divisional teams expand the consistent use of curriculum mapping tools, to support coherent and aligned instructional practices and to strengthen horizontal and vertical alignment across and within sections. This may include making decisions regarding how to improve teacher facilitation of the current curriculum mapping tool or exploring other options, allocating dedicated professional time for collaborative alignment, and considering designated coordinator roles to support curriculum coherence and data analysis. Greater curriculum alignment and consistent use of mapping tools will improve continuity of learning, reduce gaps and redundancies, and ensure that students experience a more cohesive and equitable progression of skills and knowledge across all grade levels and sections.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement includes the following:

- Data from assessments that show high levels of teaching and learning
- Interviews with Focus Groups
- Interviews with the School Administrative Team
- Review of school documentation such as assessment policies, collection of student work, minutes of meetings, curriculum review process to name a few.

C. SUPPORT FOR STUDENT SOCIAL-EMOTIONAL AND ACADEMIC GROWTH

C1. Student Social-Emotional and Academic Support Criterion

All students are provided with a system of support services that meet their academic and social-emotional needs. All students are also provided with activities, opportunities and/or programs within the school and community that further accomplish the identified outcomes.

C1.1. Support for the Social-Emotional and Learner Needs of All Students

The Visiting Committee found that NIS has established foundational structures to support students' social-emotional and academic needs through its tiered Student Support Team (SST), recently strengthened SEL program, and dedicated counseling services. The school's movement toward a more proactive well-being model—anchored in the CASEL framework and supported by a full-time counselor—is a positive step forward. Stakeholder interviews revealed strong rapport between students and adults on campus, and students consistently shared that they feel safe, cared for, and comfortable approaching teachers or counselors for help.

The SST meets weekly to review referrals and monitor student progress. While this process is functioning, teachers expressed uncertainty around referral pathways and reported variability in how interventions are documented in PowerSchool. Classroom observations and teacher interviews revealed that SEL practices are firmly embedded in ECC and Elementary, whereas Middle and High School implementation is less consistent due to limited advisory time, turnover in SEL leadership, and varying levels of training. Students and staff expressed a desire for more structured SEL lessons and clearer systems for seeking help, reporting concerns, or accessing Tier 1 behavior support.

Overall, the school has invested meaningfully in SEL and student support, but these systems require further coherence, training, and consistent communication to ensure that all students receive timely, appropriate support aligned with schoolwide expectations.

C1.2. Personalized Approaches and Strategies

The Visiting Committee confirmed that NIS uses multiple sources of data—MAP assessments, classroom assessments, teacher observations, individual learner plans, and “Confidential Care Notices”—to guide academic placement, monitor progress, and identify student needs. Teachers reported that MAP data is accessible and used for broad placement decisions; however, they expressed varied levels of experience and confidence in analyzing student data and using it to design targeted interventions. This was affirmed during a whole-staff data dialogue session, where teachers indicated they did not feel adequately prepared to identify trends or convert findings into instructional action.

Classroom observations showed examples of differentiation, but teachers noted that wide academic ranges, multilingual learners, and behavioral needs sometimes limit their capacity to provide consistent, personalized support. Stakeholders identified a need for clearer Tier 1 behavioral structures and more systematic professional learning on differentiation, data literacy, and academic intervention strategies. While systems exist to personalize learning, NIS has not yet developed a consistent process to evaluate the effectiveness of interventions or determine long-term impact on student achievement.

C1.3. Empowering Student Voice and Student Self-Advocacy

Student voice is a clear strength at NIS. Across divisions, Student Councils, leadership teams, and student-led initiatives actively contribute to campus life. Students provided numerous examples of their input influencing decisions—such as event planning, Spirit Days, assemblies, wellness projects, and the development of student-led publications. Students demonstrated a strong sense of belonging, shared appreciation for their relationships with teachers, and articulated multiple avenues for seeking support.

Despite these strengths, students expressed a desire for more consistent advisory structures and clearer guidance around academic planning, career pathways, and SEL development. The school's implementation of Unifrog has faced challenges due to limited advisory time and inconsistent expectations, limiting its effectiveness as a tool for goal-setting and student self-advocacy. While informal feedback loops exist, the school lacks a systematic approach for analyzing and using student perception data to guide programmatic improvements.

C1.4. Alignment of Curricular and Co-Curricular Activities

Curricular and co-curricular programs at NIS are well aligned with the school's mission and Schoolwide Learner Outcomes (SLOs). Students participate in a wide array of opportunities—MUN, Eco Club, service projects, academic competitions, performing arts, sports, leadership teams, and cultural celebrations—that reinforce collaboration, creativity, global citizenship, and social awareness. Teachers described these programs as highly engaging and central to the school's identity.

While participation is strong, the Visiting Committee noted that intentional integration of the revised SLOs into instruction is still in the early stages. Teachers and students shared that although SLOs are publicly promoted—such as through quarterly SLO focuses and assemblies—their deep integration into lessons and assessment varies across divisions. Additionally, scheduling conflicts between ASAs, sports, and academic commitments have made consistent participation challenging for some students. The school does not yet have a systematic structure for monitoring participation or evaluating the impact of co-curricular involvement on student learning or SEL outcomes.

C1.5. Student Involvement in Curricular/Co-Curricular Activities

Across stakeholder groups, students consistently shared that co-curricular opportunities are a highlight of their NIS experience. Participation in ASAs, clubs, service learning, and leadership projects is high and contributes to positive school culture, belonging, and student confidence. Teachers described many student-led initiatives, particularly within the Middle and High School divisions, that promote collaboration, creativity, and meaningful engagement with global and local issues.

However, the school does not yet have formalized systems for tracking student involvement or measuring the effectiveness of co-curricular programs. Without systematic oversight, the school cannot ensure equitable access, alignment with SLOs, or consistent evaluation of outcomes for student learning and well-being. Leadership and staff acknowledged the need for clearer structures and processes to monitor program effectiveness and ensure that all students benefit from a balanced, intentional co-curricular experience.

CATEGORY C: Support for Student Social-Emotional and Academic Growth Summary

Areas of Strength for Support for Student Social-Emotional and Academic Growth:

1. A developing, schoolwide SEL program supported by a dedicated SEL Team and full-time counselor, demonstrating a clear commitment to student well-being and CASEL-aligned practices.
2. A structured SST process with weekly meetings and a tiered referral system enabling timely identification of student needs.
3. Strong student leadership and voice across divisions, with meaningful opportunities for students to contribute to school culture and decision-making.

4. A wide range of accessible co-curricular opportunities—including ASAs, sports, clubs, service projects, and leadership programs—that promote holistic development and align with the school's mission and SLOs.
5. Positive, trusting relationships between students and teachers, contributing to a strong sense of safety, belonging, and care on campus.

Growth Areas for Continuous Improvement for Support for Student Social-Emotional and Academic Growth:

School leadership, SEL program leaders, and faculty should ensure the continuation and refinement of the SEL program beyond the current pilot period. This includes providing ongoing professional development that clarifies the program's purpose, expected learner outcomes, and how SEL differs from the role of the Student Support Team. Greater clarity, consistency, and staff preparedness are needed to support effective, schoolwide implementation. A well-defined SEL program will enhance student well-being, strengthen relationships, and improve readiness to learn by ensuring all staff are confident in their roles and practices within a coherent system.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Interviews with students, parents, teachers, SEL Team, SST members, leadership, and support staff
- Classroom observations across ECC, ES, MS, and HS
- SST referral forms, meeting notes, and PowerSchool documentation
- SEL Team documentation, early training artifacts, and CASEL implementation plans
- Student Council minutes, student-led publications, and leadership initiatives
- MAP assessment data analysis discussions and placement practices
- ASA schedules, participation records, and co-curricular program documents
- Self-Study Report (Category C and related sections)

D. SCHOOL CULTURE, CHILD PROTECTION, AND PARENT/COMMUNITY INVOLVEMENT

D1. School Environment Criterion

The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, equity, and a commitment to child protection, trust, caring, professionalism, support, and high expectations for all students.

D1.1. Collaborative Culture of Mutual Respect, Equity, Caring, and Concern for All Students

NIS demonstrates an effective and intentional commitment to fostering a collaborative culture grounded in mutual respect, equity, and care. The school's mission, vision, and SLOs guide a positive climate in which diversity is celebrated through inclusive community events, visible affirmations of belonging, and classroom practices that reinforce empathy and cultural competence. Robust SEL structures—including a dedicated SEL team, age-appropriate programming, and a recently added social-emotional counselor—further strengthen students' sense of safety and well-being. Clear policies in the Faculty and Parent-Student Handbooks, along with the Child Safeguarding & Protection Policy, ensure consistent expectations for conduct, inclusion, and safety, while regular training supports staff in upholding these standards. Survey data across stakeholder groups confirm that students and families feel respected and included, and the school's responsiveness to feedback reflects an ongoing commitment to continuous improvement. Through these coordinated efforts, NIS effectively cultivates an environment where all community members feel valued, supported, and secure.

D1.2. Student Social-Emotional Well-Being

NIS demonstrates a strong and effective commitment to supporting student social-emotional well-being through structured programs, intentional instruction, and community-building practices across all grade levels. Age-appropriate SEL experiences—from foundational routines in the ECC to weekly SEL classes in the Elementary School and advisory sessions in the Middle School—provide students with consistent opportunities to build positive relationships, strengthen emotional awareness, and develop essential life skills. Schoolwide initiatives such as Kindness Week and assemblies further reinforce a caring, inclusive climate that promotes belonging and positive peer interactions. While SEL is delivered effectively, the school currently lacks a formal system to monitor student growth in SEL competencies. Developing a more consistent tracking structure would deepen NIS's ability to measure impact and refine supports. Overall, the school's efforts reflect a positive and nurturing environment that meaningfully contributes to students' social-emotional development.

D1.3. Culture of Teacher Innovation and Support

NIS demonstrates a growing and increasingly effective culture of teacher innovation supported by structures that value professional voice, collaborative improvement, and instructional experimentation. Through participation in school improvement panels, WASC focus groups, and a panel-managed PD system, teachers are provided meaningful opportunities to influence school initiatives and pursue learning aligned with both individual interests and schoolwide priorities. Evidence indicates that faculty feel trusted to explore new instructional strategies and engage in diverse PD topics, contributing to a climate of autonomy and professional curiosity. While the school has made clear progress, expanding more formalized systems, such as peer coaching, mentoring, and consistent follow-through on PD implementation, would strengthen coherence across divisions and deepen the impact of innovation on student learning. Overall, NIS is on a positive trajectory toward cultivating a supportive, collaborative, and forward-thinking professional culture.

D1.4. Safe, Clean, and Orderly Environment

NIS has effective and well-established systems that promote a safe, clean, and orderly learning environment through strong operational policies, comprehensive safety procedures, and consistent staff supervision. The school maintains clear emergency protocols, secure campus access, and reliable health services supported by full-time nurses and well-equipped facilities, contributing to a high level of physical and emotional safety for students. Digital safety measures and BYOD guidelines further reinforce responsible technology use. While documentation of facility checks, full K–12 alignment in digital citizenship instruction, and consistency in visitor management have been identified as areas for refinement, the school's overall structures and practices effectively support student well-being. Continued strengthening of these systems will enhance safety, compliance, and the overall learning climate.

D2. Child Protection Criterion

(The Child Protection criteria/indicators are referenced throughout the Focus on Learning; the school should respond to all criteria/indicators. See A2. Governance, A2.4.; A3. Leadership, A3.2; A4. Staff, A4.2.; A6. Resources and Resource Management, A6.4.; A7. Systems Management for Data Protection and Cyber Security, A7.3.; B3. How Students Learn: Student-Centered Instruction, B3.5.; C1. Support for Student Social-Emotional and Academic Growth, C1.35; and if applicable, E3. Child Protection and Advocacy, E3.1., E3.2., E3.3.)

The school has an effective child protection program that includes a clear definition of child abuse, policies and practices, training for all stakeholders, and reporting procedures within the legal and cultural context of the host country.

D2.1. Definition of Child Protection

The school has a strong alignment with internationally recognized child protection standards, particularly those established by ICMEC, through clear, comprehensive definitions of abuse and safeguarding expectations outlined in the Child Safeguarding and Protection Policy Handbook and related school documents. These definitions are reinforced by structured reporting procedures, clarified responsibilities, and guidance addressing both in-person and online safety, ensuring consistent understanding across the community. Regular staff training—both internal and through external providers—further supports shared competency in recognizing and responding to concerns. While the school is continuing to strengthen K–12 digital citizenship alignment and broaden documentation of student-to-student boundary education, its policies and practices establish a solid foundation for maintaining a safe environment, with ongoing improvements poised to further enhance the effectiveness and reach of its child protection system.

D2.2. Policies, Practices, Written Guidelines, and Trainings for Child Protection

NIS maintains a well-documented and consistently communicated safeguarding framework that clearly outlines expected adult and student conduct across multiple policy documents, supported by structured orientation and ongoing professional development that reinforce staff understanding of behavioral expectations and reporting responsibilities. Strong implementation is evident in field trip and event procedures, which follow established safety protocols and reflect careful planning, supervision, and risk management. The school's annual policy review process—led by the Data Panel and informed by stakeholder feedback—ensures that guidelines remain current, accessible, and aligned with best practices. While continued reinforcement for new staff, substitutes, and student-to-student boundary education is an identified growth area, NIS demonstrates an effective and proactive approach to maintaining policies and practices that safeguard student welfare both on and off campus.

D2.3. National and International Norms of Child Protection

NIS demonstrates strong alignment with both Thai legal requirements and international child protection standards, ensuring that safeguarding expectations are clearly defined, consistently communicated, and embedded across school operations. The Child Safeguarding and Protection Policy reflects Thai law, outlines mandatory reporting procedures, and aligns with global frameworks such as the UNCRC and ICMEC, while accompanying handbooks ensure staff and families understand their legal responsibilities

within the local context. The school's responsiveness—illustrated by its partnership with the Chiang Mai Ministry of Public Health following a campus water safety concern—shows its commitment to proactive compliance and exceeding national safety expectations. NIS also effectively adapts to the norms of its diverse international community through inclusive policies, multilingual communication, and culturally responsive programs, ensuring that families experience a safe environment that honors both local regulations and global best practices. Regular training and collaboration with external agencies further strengthen the school's capacity to uphold ethical and legal expectations related to child protection, reflecting a comprehensive and well-implemented safeguarding system.

D2.4. Curricular Programs for Child Protection

NIS delivers a comprehensive and developmentally appropriate child-protection curriculum that is well aligned with international standards such as the UNCRC and ICMEC, effectively equipping students with the knowledge and skills needed to stay safe, make healthy choices, and seek help when needed. Across all divisions, the school integrates key protection topics, including bullying prevention, personal safety, digital citizenship, and emotional well-being, through classroom lessons, advisory structures, assemblies, and specialized workshops. Programs such as digital literacy in the lower grades, structured sex education beginning in Grade 5, and middle school advisory lessons reflect intentional progression and responsiveness to students' developmental needs. The school's collaboration with external experts, such as MindSpace psychologists, further enhances students' understanding of boundaries, consent, and emotional regulation. Clear expectations outlined in the Parent and Student Handbook, Faculty Handbook, and Child Protection Policy reinforce consistent messaging for students, families, and staff. The addition of a full-time SEL counselor and a cross-divisional planning group demonstrates a proactive effort to strengthen alignment and coherence. Overall, NIS offers robust, well-implemented child-protection education, with continued vertical alignment poised to deepen the program's impact on student safety and well-being.

D2.5. Reporting of Child Protection Disclosures

NIS has implemented clear and well-structured reporting procedures that ensure timely, consistent, and legally compliant responses to suspected or disclosed abuse. The Child Safeguarding and Protection Policy Handbook provides comprehensive guidance on identifying abuse, required actions, documentation, and escalation processes. Staff responsibilities are explicitly defined, reinforced through orientation, professional development, and visible campus communications such as the Safeguarding Team poster. Students and families have accessible reporting avenues, including an online referral system and handbook guidance, supporting transparency and trust. Roles and escalation pathways, including the Designated Safeguarding Lead and School Director, are clearly assigned with structured timelines, ensuring accountability and alignment with Thai legal requirements and international standards. Overall, these procedures reflect a robust, well-communicated system that prioritizes student safety, clarity of responsibility, and responsive action.

D3. Parent/Community Involvement Criterion

The school leadership employs a wide range of strategies to ensure that parental and community engagement and involvement is integral to the school's culture and established support system for all students.

D3.1. Consistent Parent Involvement

NIS demonstrates effective and intentional strategies to engage parents and caregivers as active partners in student learning. Through structured initiatives such as Coffee Afternoons with the Principal, Parent-Teacher Conferences, weekly updates, and classroom communication platforms like Class Dojo, families are consistently informed and able to participate in their child's academic and social

development. The PTSA and opportunities for classroom volunteering, grade ambassadors, and ECC events further strengthen home–school collaboration, fostering a shared responsibility for student success. The school also makes meaningful efforts to include non-English-speaking and remote parents through informal translation support, multilingual messaging, and accessible digital platforms. While current strategies are effective in promoting parent engagement, NIS recognizes the potential to further enhance inclusivity by formalizing translation practices and expanding multilingual parent education initiatives. Overall, these approaches create a welcoming, collaborative, and informed school community that supports student learning and well-being.

D3.2. Use of Community Resources

NIS effectively leverages a wide range of local and international community resources to enhance student learning, well-being, and real-world engagement. Collaborations with the Ministry of Public Health, ROTC programs, guest speakers, universities, and arts organizations provide authentic experiences that connect classroom learning to practical contexts and foster civic responsibility, discipline, and creativity. Students also engage in service-learning initiatives, environmental projects, and global programs such as Model United Nations, developing empathy, leadership, and problem-solving skills. These partnerships support both academic growth and social-emotional development while promoting global and local citizenship. While alignment with Thai legal requirements for off-campus service learning is under review, current efforts demonstrate NIS's effective and intentional use of community resources to enrich the educational experience.

CATEGORY D: School Culture, Child Protection, and Parent/Community Involvement Summary

Areas of Strength for School Culture, Child Protection, and Parent/Community Involvement:

- The school community is commended for fostering a welcoming, inclusive, and culturally rich environment grounded in mutual respect, equity, and care for all members. Schoolwide celebrations including International Day, Songkran, Winter Carnival, and numerous student-led events reflect a strong commitment to honoring diversity and building a sense of belonging across all divisions.
- The school demonstrates intentional efforts to support student social-emotional well-being. A dedicated SEL team, counselor-led initiatives, classroom check-ins, and kindness- and empathy-focused programs promote positive relationships and emotional safety. Student leadership opportunities across ECC, Elementary, Middle, and High School—such as Student Council activities, service-learning projects, and student-led assemblies—further contribute to a strong culture of engagement and ownership.
- The Child Protection Program is well established and aligned with Thai law and international standards (UNCRC, ICMEC). Clear reporting procedures, regular safeguarding training, and multiple accessible reporting pathways—including an online referral system—ensure that students and faculty understand expectations and processes. Operational safety is further reinforced through 24/7 campus security, CCTV coverage, regular emergency drills, and responsive public-health collaboration with the Ministry of Public Health.

- Parent and community involvement remain key strengths. Parents engage through Coffee Afternoons, PTSA activities, parent–teacher conferences, Class Dojo communication, and family participation events. Community partnerships with the Philharmonic Orchestra, Ministry of Public Health, university representatives, ROTC programs, and local recycling initiatives (Green Road) enhance learning and broaden students’ real-world experiences. The structured service-learning program also provides meaningful opportunities for civic engagement and global citizenship.

Growth Areas for Continuous Improvement for School Culture, Child Protection, and Parent/Community Involvement:

- School leadership, faculty, and parents strengthen communication and expand parent engagement through structured updates, education on curriculum, SEL, and digital safety, and increased opportunities for middle and high school parent involvement. Align service-learning with Thai legal guidelines and explore community partnerships. To ensure families can access information and actively support student learning and well-being. Greater parent and community engagement will enhance academic achievement, social-emotional growth, and overall student well-being through a stronger home-school connection and access to additional support resources.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Evidence from the self-study and visit includes:

- Faculty handbook
- Parent and student handbook
- Policy handbook
- Documented SEL initiatives and classroom observations
- Comprehensive handbooks and child protection procedures;
- Safeguarding training records;

CATEGORY E. RESIDENTIAL LIFE (IF APPLICABLE)

E1. Residential Program Criterion

The school offers a residential program aligned to the school's purpose. Residential program leadership and staff are qualified for their assigned responsibilities; are committed to the school's mission, vision, and schoolwide learner outcomes; and engage in ongoing guidance and support to all residential students.

Another variation for some programs will be whether the school or outside agencies manage the homestays. Schools have the ultimate responsibility for the students that are in residential and boarding as part of their schooling experiences. Though they may have delegated the responsibility to an agent or set of families, the school is responsible for the health, well-being, and supervision of all students

E1.1. Alignment to School Purpose

NIS does not operate a formal residential or boarding program on campus. A small number of students live apart from their natural families in informal host family arrangements, and they are supported through existing structures such as the Student Support Team and the School Safeguarding Team, which provide counselor check-ins, referrals, and coordinated case management. While there is no governing body specifically responsible for residential oversight, the school assumes responsibility for these students' well-being in alignment with its mission, vision, and Schoolwide Learner Outcomes.

The school acknowledges the absence of clearly defined policies and procedures regarding students living with caregivers. As a result, there is a need to formalize systems that ensure consistent implementation and alignment across the community. Identified areas for growth include establishing documentation for host family arrangements, creating regular communication channels with caregivers, and developing clear referral and monitoring processes for off-campus living situations. Aligning admissions policies with actual student living arrangements would further strengthen schoolwide consistency and reinforce safeguarding expectations.

E1.2. Qualified Staff

NIS does not operate a formal residential program and therefore does not employ designated residential staff. However, students living in homestay or non-parental arrangements are supported through existing school systems led by counselors, teachers, and administrators who demonstrate appropriate professional experience, maturity, and a strong student-centered ethos. These staff members contribute to maintaining a safe and nurturing environment despite the absence of formal residential roles.

While their qualifications align well with general student support responsibilities, staff are not specifically trained for residential care. The school recognizes the need to strengthen structures that support students in non-parental living situations, including clearer expectations, improved communication with host families, and defined processes to ensure consistent oversight and care.

E1.3. Supervision and Continuous Professional Development

Because the school does not operate a formal residential program or employ dedicated residential staff, there are no residential-specific systems for supervision, evaluation, or professional development. Staff who interact with students in homestay or non-parental living arrangements participate instead in the school's established professional growth structures, which include regular evaluation cycles and required safeguarding training. All teachers complete Child Protection International training through the National College, ensuring a consistent baseline understanding of safety expectations for all students.

While these systems provide general support, the school recognizes the need for more targeted training and clearer guidance to better equip staff in addressing the unique needs of students living apart from their parents. This represents an opportunity to strengthen oversight and ensure alignment with the intent of residential care standards.

E1.4. Program Implementation, Evaluation and Continuous Improvement

Because the school does not operate a formal residential program, no structured systems currently exist for evaluating homestays, monitoring living conditions, or ensuring compliance with residential-specific legal standards. Instead, students living in non-parental arrangements are supported through the school's general systems, including counseling services, the Student Support Team, and the School Safeguarding Team. These structures provide responsive support but do not constitute a coordinated or purpose-built framework for residential oversight.

The school acknowledges that current procedures do not include systematic monitoring of living arrangements, nor do they provide a formal appeal process related to housing decisions. As part of its ongoing improvement efforts, the school is exploring ways to strengthen the tracking, evaluation, and support of students in alternative living situations to better align with expectations for safety, accountability, and continuous improvement.

E2. A Culture of Care Criterion

The school residential program is a safe, healthy, nurturing environment that honors individual and cultural differences. Staff understands and communicates clear expectations and responsibilities for all students and ensures the physical and emotional well-being and personal safety of all residential students.

E2.1. Respecting Diversity of the Students

Although the school does not operate a formal residential program, it demonstrates a clear commitment to supporting students living in homestays or non-parental arrangements in a manner that is safe, inclusive, and culturally responsive. Diversity is respected throughout the school's practices, and structures such as the School Safeguarding Team and Student Support Team help ensure that individual needs and cultural backgrounds are acknowledged in student support and counseling services. Staff training in child protection further promotes consistent and sensitive responses to student well-being.

The school recognizes the need to strengthen systems specific to students in alternative living situations, particularly in documenting homestay arrangements and ensuring consistent communication with families or caregivers.

E2.2. Personal and Academic Support to Meet Student Needs

Although the school does not operate a formal residential program, students living in homestays or under non-parental care receive personal and academic support through the school's established systems. The Student Support Team, School Safeguarding Team, and counseling services work collaboratively to monitor student progress, respond to concerns, and provide appropriate interventions aligned with the school's mission and learner outcomes. Teachers contribute through ongoing academic tracking, referrals, and informal check-ins, which help ensure continuity of care.

As the number of students in alternative living arrangements increases, the school recognizes the need for stronger communication and clearer structures for engaging host families.

E2.3. Communication

Communication between the school and students, parents, guardians, and host families is regular and supportive, primarily facilitated through email, parent-teacher meetings, and direct outreach. The Student Support Team and School Safeguarding Team collaborate effectively to address concerns for students living under non-parental care, helping ensure timely responses to academic or well-being needs.

However, the school does not yet have formalized systems specific to monitoring communication and expectations for students in homestay or guardianship arrangements. The school recognizes the need to strengthen documentation, clarify responsibilities, and establish more consistent follow-up procedures with caregivers to ensure all students receive appropriate oversight and support.

E3. Child Protection and Advocacy Criterion

An independent advocate with clear responsibilities and expectations, not under the authority of the residential program or the school leadership, is appointed to advocate for residential students. All residential students understand the role and responsibilities of the advocate and how to contact the person.

E3.1. Student Voice and Advocacy

The school provides clear behavioral expectations through its code of conduct, handbooks, and schoolwide policies, which help establish appropriate boundaries and promote student responsibility and self-advocacy. Child protection and safeguarding procedures are well documented and consistently implemented. All staff receive annual training, and the School Safeguarding Team serves as a reliable point of contact for student concerns, with its role communicated to students through age-appropriate channels.

For students living in non-parental arrangements, the same safeguarding systems apply; however, the school does not currently designate an independent advocate outside of school leadership. The school acknowledges the importance of strengthening student awareness of reporting pathways and ensuring that all learners—including those in alternative living situations—feel safe, supported, and empowered to voice concerns.

E3.2. Understanding and Use of Timely Reporting Processes

The school has established clear and timely policies and procedures for reporting accusations of abuse, neglect, or harassment, as outlined in the Child Protection and Safeguarding Policy. These procedures are consistently communicated to staff through mandatory annual training and to students through age-appropriate lessons, assemblies, and visual reminders across the campus.

Students are informed of multiple confidential pathways for reporting concerns, including direct communication with safeguarding team members, email, and referrals through trusted adults. Safeguarding personnel are clearly identified on campus signage, ensuring students know whom to contact. The Student Support Team's weekly meetings further ensure that concerns are reviewed promptly and followed up in a coordinated manner.

E3.3. Child Protection and Safeguarding Trainings

The school demonstrates a strong commitment to child protection through mandatory annual safeguarding training for all personnel. All staff complete the *Child Protection for Staff | International* course, ensuring a consistent understanding of the prevention, identification, and reporting of abuse, harassment, and neglect. These trainings are reinforced by the school's regularly reviewed Child Protection and Safeguarding Policy, which outlines clear procedures and expectations.

The Head of Student Affairs oversees adherence to safeguarding protocols, ensuring timely response and appropriate follow-up for reported concerns. While current practices effectively support a shared awareness of responsibilities, the school continues to enhance safeguarding systems with a focus on early identification, strengthened reporting pathways, and attention to the specific needs of students in homestay or non-parental care arrangements.

E4. Residential Facilities and Environment Criterion

The residential facilities are suitable for the residential program's size and purpose, are well maintained, and regularly assessed to ensure appropriate, enhanced quality, care, and safe living conditions of the residential students.

E4.1. Facility Resource Allocation and Adherence to Regulations

Residential life arrangements are privately managed. Whilst the living arrangements of students in non-parental living arrangements fall outside the scope of the school's direct facility management, the school recognizes its duty of care for all students, regardless of their housing situation.

E4.2. Basic Services

The school does not oversee the facilities provided at these homestays or directly manage residential services. Services such as meals, laundry, transportation, and housing arrangements are the responsibility of host families or guardians. The school does not monitor specific room configurations or amenities but recognizes the importance of ensuring students are living in safe and appropriate environments.

To support this, the school is working to improve the documentation of homestay arrangements and strengthen communication with host families. When concerns related to student welfare arise, the School Safeguarding Team and Student Support Team respond promptly, following established safeguarding protocols. The school remains committed to supporting the personal well-being and dignity of all students, regardless of their housing situation.

E4.3. Security Plan and Emergency Procedures

The school does not manage the safety protocols of individual homestays, however it is committed to safeguarding all students and responding promptly to any concerns raised regarding off-campus living arrangements.

CATEGORY E: Residential Life Summary (If Applicable)

Areas of Strength for Residential Life:

- Strong Culture of Care and Safeguarding
- Well-Established Support Systems
- Commitment to Inclusivity and Cultural Sensitivity
- Clear Recognition of Duty of Care
- Alignment with Mission and Schoolwide Learner Outcomes

Growth Areas for Continuous Improvement for Residential Life:

Formalization of Homestay oversight

1. School leadership, student support teams, and relevant safeguarding and admissions personnel need to develop a formalized, centralized system for overseeing residential life arrangements. This includes clear documentation and verification of guardians, consistent communication structures, and safeguarding processes tailored to students living in non-parental and off-campus settings. Strengthening these systems will improve student safety, stability, and access to support, enabling greater engagement in learning and contributing to overall well-being and academic success.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Interviews with the School Principal
- Interviews with the admissions manager that confirmed that home-stay students are tracked through admissions and documented on PowerSchool
- Child safeguarding policy
- Student Support Team and School Safeguarding Team case management, counselor check-ins, and referral systems.
- Professional growth structures, including annual Child Protection International training through National College.
- Recognition of gaps in formal residential policies, documentation, and monitoring for homestays.
- Use of established systems (Student Support Team, Safeguarding Team, counseling) to support personal, academic, and social-emotional needs.
- Clear behavioral expectations via code of conduct, handbooks, and schoolwide policies.
- Documented child protection and safeguarding procedures, including visual identification of Safeguarding Team members.
- Annual mandatory safeguarding training (Child Protection for Staff | International) and oversight by Head of Student Affairs.
- Multiple confidential pathways for student reporting, including in-person, email, and online referrals.
- Weekly Student Support Team meetings for timely review and follow-up of concerns.
- Recognition that homestays are privately managed, with the school maintaining duty of care.
- Procedures to improve documentation of living arrangements and strengthen communication with host families.
- Response protocols for welfare concerns via the School Safeguarding Team and Student Support Team.
- Commitment to personal well-being and dignity of students, even when the school does not directly manage facilities.

Chapter 4: Schoolwide Strengths and Growth Areas for Continuous Improvement

Brief Comments

The following areas, identified during the previous accreditation cycle and subsequent internal reviews, continue to inform schoolwide improvement efforts.

- **Formalizing Systems and Procedures**
 - Development of consistent systems for data collection and analysis remains in progress.
 - Work continues to use data more systematically to inform instruction and monitor student progress.
- **Maximizing the Use of Rubicon Atlas**
 - Rubicon Atlas is in use for curriculum mapping.
 - Further refinement and training are planned to strengthen alignment, review, and instructional planning.
- **Enhancing ESL Support**
 - Expansion of ESL services at the middle and high school levels remains a focus.
 - Program effectiveness is under review to determine appropriate models of support.
- **Strengthening Assessment Practices**
 - Efforts continue to develop consistent schoolwide assessment practices.
 - Focus areas include collaboration across departments and improved data analysis to inform teaching and learning.
- **Evaluating the Impact of Professional Development**
 - Processes are being established to assess how professional learning influences classroom practice and student outcomes.

Schoolwide Areas of Strength

1. **CATEGORY A: Organization for Student Learning and Well-Being**

NIS's Governing Board exemplifies strong leadership through its diverse seven-member team (administration, parents, faculty), with clear roles outlined in its Constitution and By-Laws. The Board aligns policies with the school's mission and SLOs, focusing on strategic oversight while empowering staff in daily operations. It demonstrates robust safeguarding through annual policy reviews, certified training, and clear protocols, ensuring a safe, supportive environment for students.
2. **Category B: Collaborative Structures Support Instructional Quality and Data-Informed Decision Making**

Regular collaboration through division meetings, curriculum panels, leadership discussions, peer learning, and the Teacher Evidence Collection process allows teachers to align instruction, share practices, analyze data, and adjust teaching based on student needs.
3. **CATEGORY C: Support for Student Social-Emotional and Academic Growth**

Positive relationships between students and teachers, contributing to a strong sense of safety, belonging, and care on campus.

4. **CATEGORY D: School Culture, Child Protection, and Parent/Community Involvement**

The school community is commended for fostering a welcoming, inclusive, and culturally rich environment grounded in mutual respect, equity, and care for all members.

Schoolwide Growth Areas for Continuous Improvement

The visiting committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. **Evaluation and Reflection on Co-Curricular Impact:** There is currently no systematic process in place to assess how student participation in co-curricular activities contributes to academic growth or social-emotional well-being. Establishing a framework to align co-curricular programs with learning standards—and incorporating structured student reflection—would strengthen their educational value and relevance.
2. **Systematized Use of Student Feedback for School-Wide Improvement:** Although student surveys are occasionally used at the classroom level, a consistent, schoolwide system for gathering, analyzing, and acting on student feedback is needed. Such a system would help inform instructional decisions and program development, while ensuring that student voice is meaningfully integrated into school improvement efforts.
3. **Professional Development to Support Diverse Learners:** There is a continued need for targeted professional development in differentiated instruction to meet the needs of a diverse student population. Further training in SEL implementation—including trauma-informed practices and inclusive strategies—would also promote greater consistency and impact across all grade levels.
4. **Instructional Reflection & Peer Feedback:** Classroom observations and reflective practices are not yet applied consistently across the school. Developing a structured system for peer observation, collaborative feedback, and professional reflection would support instructional growth and help build a stronger culture of continuous improvement.
5. **Clearer Student Support Documentation & Structures:** Current referral practices for academic and behavioral support vary in format and documentation. To ensure consistency and accountability, the school would benefit from a centralized referral system and a unified platform for tracking student support. Additionally, a guide that outlines the roles and responsibilities of student support personnel would help clarify procedures and promote collaboration.

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In addition, the visiting committee has identified additional areas that need to be strengthened:

(Note: Show the relationship to what the school has already identified, if possible.)

1. **Formalization of Homestay Oversight**

School leadership, student support teams, and relevant safeguarding and admissions personnel should develop a formalized, centralized system for overseeing residential life arrangements. This includes clear documentation and verification of guardians, consistent communication structures, and safeguarding processes tailored to students living in non-parental and off-campus settings.

Strengthening these systems will improve student safety, stability, and access to support, enabling greater engagement in learning and contributing to overall well-being and academic success.

2. **Schoolwide Coherence in Standards-Based Planning, Instruction, Assessment, and Reporting**

School leadership, curriculum coordinator, leadership teams, and subject leads should formalize and clearly communicate expectations for standards-based unit planning, grading, assessment and reporting practices schoolwide. While the school is committed to standards-based curriculum development, implementation varies across divisions. Establishing consistent guidelines, shared processes, and monitoring systems will strengthen coherence, ensure equitable learning experiences, and improve the reliability of assessment and reporting for all students.

3. **Curriculum Alignment and Mapping**

School leadership, subject leaders, and divisional teams expand the consistent use of curriculum mapping tools, to support coherent and aligned instructional practices and to strengthen horizontal and vertical alignment across and within sections. This may include making decisions regarding how to improve teacher facilitation of the current curriculum mapping tool or exploring other options, allocating dedicated professional time for collaborative alignment, and considering designated coordinator roles to support curriculum coherence and data analysis. Greater curriculum alignment and consistent use of mapping tools will improve continuity of learning, reduce gaps and redundancies, and ensure that students experience a more cohesive and equitable progression of skills and knowledge across all grade levels and sections.

4. **Refining the Leadership Structure and Administrative Capacity**

School leadership and the governing body continue to examine, clarify, and refine the school's leadership structure, including the delineation of roles, responsibilities, and administrative capacity to ensure it meets the needs, size, and complexity of the student population and ensures the consistency of guidance and support provided to teachers.

5. **Strengthening and Sustaining the Social–Emotional Learning (SEL) Program**

School leadership, SEL program leaders, and faculty should ensure the continuation and refinement of the SEL program beyond the current pilot period. This includes providing ongoing professional development that clarifies the program's purpose, expected learner outcomes, and how SEL differs from the role of the Student Support Team. Greater clarity, consistency, and staff preparedness are needed to support effective, schoolwide implementation. A well-defined SEL program will enhance student well-being, strengthen relationships, and improve readiness to learn by ensuring all staff are confident in their roles and practices within a coherent system.

Chapter 5: Ongoing School Improvement

Nakornpayap International School's School Improvement Plan (SIP) is comprehensive and very closely aligned with the school's identified areas of growth. Once the plan is reviewed, refined, and prioritized, incorporating the five additional growth areas identified by the Visiting Committee, it is both clear and achievable. Prioritization and appropriate sequencing will be essential to ensure meaningful engagement of all stakeholders in the implementation, monitoring, and refinement processes.

The school demonstrates a strong, schoolwide commitment to continuous improvement with a clear focus on student learning. Leadership effectively engages the community through collaborative structures that support transparency and shared ownership. Each SIP goal is intentionally addressed through schoolwide panels that meet every four-week rotation, ensuring ongoing attention to progress and needed adjustments.

Existing organizational structures position the school well to sustain and advance its improvement efforts. The Visiting Committee finds strong evidence of systemwide commitment to the SIP goals and to the ongoing cycle of reflection, assessment, and improvement.