

## **DETAILS OF THE FIVE YEAR VISIT**

### **Introduction**

International schools have a tendency to change more frequently and rapidly than schools in national systems. The Five Year Visit is therefore an important “mid-cycle” event which assists the school in following a consistent, continuous process of self-improvement.

The Visit usually takes place over three full working days, often plus part of a weekend, and is normally conducted by two Visitors. Each accrediting agency would normally select one representative, and these Visitors work closely together to produce one common Five Year Visit Report. Large schools or those with widely separated campuses may require extra Visitors.

### **Purposes of the Five Year Visit**

The Visit has a number of broad purposes, these being:

- to monitor the school's responses to the Visiting Team Report over the last five years, including how well it has put its own Action Plans into practice.
- to report on any other major changes in any aspects of the school's operation.
- to assess the school's current position relative to the Standards for Accreditation.
- to produce a list of Areas for Attention upon which the school would do well to concentrate in the period leading up to the school's next Preparatory Visit. The Visitors should comment on school's future Action Plans and whether they do or do not have the potential to address the issues concerned.

### **The Role of the School**

The school is responsible for:

1. Sending a copy of the school's Five Year Report on Progress and Planning to each agency by the required date (usually five years after the last Team Visit)
2. The payment of appropriate fees to the accrediting agencies and the payment of all basic expenses for transport, accommodation and meals for

the Visitors.

3. Providing each Visitor with basic guidelines with regard to practical arrangements for transport etc. (Normally the Visitors make their own arrangements to travel in the most economic manner, and are reimbursed directly by the School).
4. Making arrangements for accommodation, which includes a room in the school for the Visitors to work undisturbed.
5. Provision on-site of all supporting documentation which will enable the Visitors fully to understand the school's Five Year Report on Progress and Planning.
6. Scheduling any meetings with members of the school community which the Visitors may require.

### **The Role of CIS and NEASC**

The Accrediting Agencies will:

1. Appoint the Five Year Visitors.
2. Provide each Visitor with copies of:
  - the last Visiting Team Report
  - the school's First Report
  - any intervening Special Reports AND Special Visitors' Reports
  - the school's Five Year Report on Progress and Planning
  - Instructions for the visitor
3. Submit the school's Five Year Report, and the Five Year Visitors' Report when written, to scrutiny within the agencies' committee and Board structures.
4. Send the Five Year Visitors' Report to the school
5. Inform the school of the agencies' reactions to the Five Year Report and the Five Year Visitors' Report. The agencies may decide to confirm the school's accredited status until the next routine step of the accreditation cycle, or they may require some other follow-up procedures such as Special Report and/or Visit.

### **The Role of the Visitors**

The Visitors are responsible for:

1. Liaising with the school, for example over the scheduling of meetings with members of the school community.
2. Liaising with each other to ensure that all processes and procedures are clear. This includes deciding how the task of producing the Visitors' Report will be distributed between them.
3. Making travel arrangements and communicating them to the school (and to CIS and/or NEASC).
4. Arranging with the school for reimbursement of expenses.
5. Reading all relevant documentation provided by the school and the Accrediting Agencies (e.g. the last Visiting Team Report, and the First and Five Year Reports on Progress and Planning written by the school).
6. Writing the Five Year Visit Report, following the guidelines provided in this booklet.
7. Submitting a copy of the Visitors' Report on electronic support to CIS and NEASC (not the school) within two weeks of completion of the on-site visit.
8. Making a written recommendation to the Accrediting Agencies as to whether the school should continue to hold accredited status according to routine procedures, or whether some other special course of action should be followed.

### **Conduct of the On-Site Visit**

During the course of the Visit, the Visitors should:

1. In general, visit people from all sectors of the school community (administration/management, staff, board, students, parents) to ascertain whether the school's Five Year Report on Progress and Planning was written by an acceptable cross-section of that community and whether its contents reflect reality. (NB: It is not necessary to visit classrooms and observe lessons in the manner of a full Team Visit except where there is a particular reason e.g. to follow up on major recommendations in the Visiting Team Report concerning delivery of the Programme of Studies).
2. Discuss with appropriate persons any of the recommendations of the most recent Visiting Team which they feel warrant comment. If the ratings and comments in the school's own Five Year Report are considered by the

Visitors to be clear and acceptable, there is no need for further mention of them in the Five Year Visitors' Report. (Indeed it is not possible, or desirable, for the Visitors in their report to refer to every single Visiting Team recommendation and the way in which the school has reacted).

3. Identify and comment upon any significant developments in the school since the time of the most recent Team Visit (NB: These should, but may not, have been identified by the school in its own Five Year Report).
4. Review with the Head of School, and/or any other appropriate individuals or groups, the school's current standing with respect to the CIS/NEASC Standards for Accreditation. This review, and the other impressions gained by the Visitors, should be the source of the "Suggested Areas for Attention" in the Five Year Visit Report (NB: In some sections of the Report there may be no Suggested Areas for Attention since the Visitors should concentrate only on particularly important issues).
5. Prior to departing, check with the Head of School the factual elements which will be contained in Visitor's Report. Also discuss the likely major thrusts and recommendations it will contain.