



A GUIDE for the TEAM MEMBER

of the On-Site Visiting Team

August 2025

TABLE OF CONTENTS

● INTRODUCTION	2
● TASKS OF THE TEAM MEMBER BEFORE THE ON-SITE VISIT	3
○ INITIAL COMMUNICATIONS	
○ TRAVEL ARRANGEMENTS	
○ PREPARATIONS	
○ COMMUNICATION	
○ THE SELF-STUDY	
○ TEAM ZOOM MEETING	
● TASKS OF THE TEAM MEMBER DURING THE ON-SITE VISIT	4
○ TEAM ORIENTATION MEETING	
○ TOUR AND RECEPTION	
○ PROFESSIONAL CONDUCT	
○ OBSERVATIONS	
○ PREPARING TO WRITE	
○ THE REPORT TEMPLATE	
○ TIPS FOR ORGANIZING	
● TASKS OF THE TEAM MEMBER ON THE LAST DAY OF THE ON-SITE VISIT	7
○ COMPLETE CHECKLISTS	
○ TEAM MEMBER EVALUATION SURVEY	
○ WRITE A NOTE OF THANKS	
● APPENDIX A - ON-SITE VISIT SAMPLE SCHEDULE	8
● APPENDIX B - SUGGESTIONS FOR SECTION INTRODUCTION TOPICS	10
● APPENDIX C - IT'S ALL ABOUT THE WRITING	14

INTRODUCTION

A successful **On-Site Visit** for accreditation is a shared responsibility of the visiting **Team Leader (TL)** and every **Team Member (TM)** assigned. This demands a number of strategies in a variety of situations: diplomacy, objectivity, professionalism, patience, a sense of humor, consensus-building, and closure. It is the TL who serves as the liaison between the school and the **Southwestern Association of Episcopal Schools (SAES)**, but each TM is entrusted with writing a thorough report of findings based on reading the **Self-Study (SS)**, research, and observations while serving on the team. With the guidance of the TL, the team as a whole will determine if the school has:

- Completed all elements of the Self-Study, including responses to all questions posed, and appendices and documents required by the Self-Study;
- Disclosed fairly and accurately a congruence between its mission and its program;
- Hosted a constructive, well-organized on-site visit, and
- Demonstrated commitment to and compliance with SAES Standards.

As a Team Member, you have unique work to do on your own and as a member of a team. Though you'll be visiting various areas of the school and forming your own opinions, you'll also be sharing your opinions with the team and using their feedback to refine your thinking. This blend of individual and collaborative work is a rich opportunity to grow professionally and personally.

The goals of an On-Site Visit are two-fold. The first goal of the team is to establish if what the school reports in its Self-Study is actually in practice at the school. The second goal is to determine if the school is in compliance with the **Standards** established by SAES for schools who are seeking accreditation. This requires careful examination and thoughtful reflection. Even though you are assigned to write about particular aspects of the school, you must relate each part to the larger context of the mission to determine the school's alignment with the mission and the Standards of SAES.

Conflict of Interest

In accordance with best practices and SAES policies, accreditation team leaders and team members must not accept an assignment where a conflict of interest exists. Common conflicts of interest include, but are not limited to, the following: you are a current or former employee of the school; you have a relative who is a current or former student, employee, or Board member of the school; your school is a direct competitor of the school; you have been in communication with the **Head of School (HOS)** regarding your own career path; you have a current or planned consulting or financial relationship with the school; you have a special/personal interest in the school's accreditation. Please don't assume that SAES is aware of any such conflicts of interest. If you feel that you have a conflict, please discuss it with the SAES **Director of Accreditation (DoA)**.

The association uses a number of abbreviations throughout its documents with which the Team Member must become familiar:

- Southwestern Association of Episcopal Schools: **SAES**
- On-Site Visit: **OSV**
- Self-Study: **SS**
- Team Leader: **TL**
- Team Member: **TM**
- Head of School: **HOS**
- Director of Accreditation: **DoA**
- SAES Staff Liaison: **SL** (normally but not always the DoA)
- International Council Advancing Independent School Accreditation: **ICAISA**
- Texas Private School Accreditation Commission: **TEPSAC**
- Oklahoma Private School Accreditation Commission: **OPSAC**

TASKS OF THE TEAM MEMBER BEFORE THE ON-SITE VISIT

INITIAL COMMUNICATIONS

The Director of Accreditation will notify you by email of your selection to an On-Site Visiting Team. You'll receive a copy of the **Team Roster** with email addresses and phone numbers of the team. Further communications will happen as the time of the on-site visit nears.

CONFIDENTIALITY

All Team Members must complete the **Confidentiality Agreement** via Google Forms prior to attending the Zoom orientation or engaging in any further team work. A copy of the agreement will be sent to you when you submit the form. The Team Leader will review confidentiality with the full team at the initial meeting.

TRAVEL ARRANGEMENTS

Make arrangements as soon as possible for travel to the OSV. Plan to arrive at the team's hotel on Sunday of the OSV in time to attend the initial training session at 3:00 pm; plan to leave after noon on Wednesday of the visit. Keep travel receipts or mileage information and bring it to the On-Site Visit. (The SAES Staff Liaison will coordinate the reimbursement procedures on Tuesday of the visit.) Lodging, transportation, and meals are provided by the host school, and travel expenses related to this trip will be reimbursed. If the visit is extended for personal reasons, the TM is responsible for the cost of additional lodging, food, and local transportation during that time.

TEAM ZOOM MEETING

The Director of Accreditation, in collaboration with the Team Leader, will schedule a Zoom orientation meeting for the entire team 3-6 weeks prior to the OSV. The TL informs the TMs about his or her Pre-Visit and any information which will be helpful prior to the visit. The DoA instructs TMs on the use of the **Team Portal** and about SAES OSV protocols. The HOS of the host school participates in initial introductions and reviews any important logistical information and then exits the meeting.

THE TEAM PORTAL

The Team Portal will be available for team use, and you'll receive an invitation to the portal after the Team Zoom, approximately 3-4 weeks before the OSV. This portal houses information about the school, team member information, SAES resources valuable to your work as a team member, the host school's Self-Study, and the template for the **Report of the On-Site Visiting Team**.

PREPARE TO SERVE ON THE ON-SITE VISIT TEAM

Become familiar with the **Standards of the Association**, the **Documents in Adherence to Standards**, and **Criteria for Membership**. Acquaint yourself fully with the school that you are visiting by visiting its website. A sample schedule for an OSV will give you an idea of the visit details and is included as **Appendix A**.

COMMUNICATION

The Team Leader will communicate with you about the impending visit and with information about the arrival of the Self-Study for your review. Any questions about your service on the team should be directed to the Team Leader.

THE SELF-STUDY

The school's Self-Study will be posted on the team portal approximately four weeks prior to the visit. You are asked to read the entire document thoroughly, making notations for questions, thoughts, and things that stand out to you. Pay special attention to the assigned sections of the Self-Study for which you will write the report. Team Members are welcome, but not required, to begin drafting the introduction of their various reporting sections before their arrival at the host school, and suggestions for that narrative introduction are included as **Appendix B** and **Appendix C**.

TASKS OF THE TEAM MEMBER DURING THE ON-SITE VISIT

TEAM ORIENTATION MEETING

Convene with the team in either the assigned hotel meeting room or the TL suite by 3:00 pm on Sunday of the OSV. Be prepared to discuss the Self-Study and participate in team conversations.

ATTEND THE SCHOOL TOUR AND RECEPTION

Tour the school and be prepared to greet constituents of the host school at a reception. You'll be asked to introduce yourself in a group setting.

UPHOLD THE HIGHEST LEVEL OF PROFESSIONAL CONDUCT

Model at all times an ethical and professional demeanor with members of the school community and the rest of the On-Site Visiting Team, recognizing that discretion and confidentiality are key to the team's work. Express gratitude and offer encouragement, but remain objective and neutral. You are not consulting, so be cautious about offering advice. Refrain from using a cell phone during observations, meetings, etc.

OBSERVE...OBSERVE...OBSERVE, THEN COMMUNICATE

Classroom visitations, meetings with groups on campus, and team discussions will help you evaluate the school and provide the information necessary to write a thorough evaluation. Some suggestions to guide you in your work:

- Each faculty and staff member should be observed by at least two visiting team members. During class observations, do not take notes and do not participate or interrupt. Classroom visits should last approximately 15 minutes.
- Your objective is to arrive at in-depth conclusions and judgments. When the opportunity arises, ask opening, not leading, questions. When a person from the school makes a flat statement, ask him or her to provide an illustration or to cite the facts on which he or she has based this judgment; e.g., "That's interesting, can you give me an example of...." Or "Can you help me to understand this by giving me an illustration of...." Don't cast doubt; just encourage the person to present corroborating evidence. Then it will be your job to determine if the specifics support the general statement.
- Avoid being dogmatic. Don't impose your educational thinking on the school. Try to determine what the school envisions as its goals, then estimate how fully it is realizing those goals.
- Be purposeful in seeking information. You will not have time to observe everything in the school. Keep in mind the questions you had when you were reading the Self-Study. Try to determine what the major issues are, and then seek the information you will require to arrive at meaningful judgments on those issues.
- Be alert to those cues and clues that can open wider perspectives for you on the school and your assigned area. You are looking for areas of major strengths and areas needing strengthening. As you begin to form some tentative conclusions, look for the information that will shed more light on these.
- Listen carefully to what people tell you. While you are gathering information, attempt to determine why the person is responding as he or she is, as well as noting what the response happens to be. If you remain uncertain about an issue or information, note it and be certain to share it with the group at the next group meeting.

- Don't take any crucial statement at face value. Check it out by getting independent readings on it. The more perspectives you obtain on any matter, the more fully you will understand it.
- Avoid evaluations that involve personalities or blame. Keep your focus on the situation as it exists objectively, and remember that the On-Site Visit is a process of school reflection and improvement, not a personnel review. If you have a concern, be certain to discuss it with the TL or SAES Staff Liaison.
- Discuss the school and all its aspects freely with your colleagues on the Team. Their findings will reinforce yours or they might change your view. In keeping with the Confidentiality Agreement that you agreed to, do not discuss your observations or reactions with members of the school staff.
- There are numerous opportunities for the team to meet in private settings. If you have a need to discuss what you have seen or what you are thinking, this should be discussed only in those private places. This avoids people overhearing conversations that might be misunderstood.

PREPARING TO WRITE

The Visiting Team's report reflects the structure of the school's Self-Study, and will be divided into the following major sections: Mission; Episcopal Identity; Governance; Organization & Administration; Teaching & Learning; Fiscal Responsibility; Facilities, Safety & Security; and Health & Well-being.

At this juncture you'll have many notes and notations from conversations that will need to be sorted through, discussed with others on the team, and arranged to fit in the report.

- Review and understand the Standards of your assigned sections to determine if the school has or has not met them.
- Review the Documents in Adherence to Standards for your section to gain further insight.
- Seek the assistance of the Team Leader and the SAES Staff Liaison as needed during this process.

WRITING THE REPORT

Using the OSV Report template on the team portal, write a report on assigned sections of the Self-Study. Familiarize yourself with your section of the template and remember that you will not format anything, as it has been built into the template. The school's previous OSV report will be posted on the Team Portal for your comparison of the school's health and to help with your writing and organization of the report. Helpful writing tips can be found in **Appendix C**.

TIPS FOR ORGANIZING

Commendations, Suggestions And Recommendations should be listed in “descending” order with highest priority first, if possible. Make sure each phrase grammatically completes the opening phrase, “The SAES Visiting Team commends, suggests, recommends that the School:”.

WATCH FOR PRESCRIPTIVE LANGUAGE

A resource for writing the commendations, suggestions, and recommendations will be available on the Team Portal. See below a sample for avoiding those being too prescriptive:

- **Too prescriptive:** The SAES Visiting Team recommends that the School hire an additional music teacher to alleviate the heavy workload of its music faculty.
- **Excellent recommendation:** The SAES Visiting Team recommends that the School review the current schedule and workloads of its music faculty to ensure the objectives of the music program are being met.

TASKS OF THE TEAM MEMBER ON THE LAST DAY OF THE ON-SITE VISIT

EXTEND YOUR THANKS TO THE SCHOOL

Once the team discussions are complete, TMs are free to walk about the school with the opportunity to thank everyone, say your goodbyes, and any special recognitions you wish you give.

COMPLETE THE TEAM MEMBER EVALUATION SURVEY

You'll be asked to participate in an evaluation survey to comment on the visit as a whole, the efficiency of the team, the Team Leader, the SAES Staff Liaison, and the entire OSV process.

WRITE A NOTE OF THANKS TO VARIOUS SCHOOL PERSONNEL

The SAES SL will supply you with note cards.

DELETE ANY REPORTS OR INFORMATION UNINTENTIONALLY SAVED ON YOUR COMPUTER

All information gathered, unless given permission from the Team Leader to retain, must be deleted from personal and school computers.



SAMPLE ON-SITE VISIT SCHOOL SCHEDULE

The Team Leader and Head of School will collaborate to schedule necessary meetings. **This template serves as a sample only**, and can be amended to suit the school and the team.

Date	Time	What	Who	Location
Sunday	Prior to 3 pm	Arrival	Team Only	(hotel)
	3 pm to 4 pm	Orientation	Team only	Hotel Meeting Room
	4:00 pm	Leave Hotel for School Tour	Team	(transportation)
	4:15 to 6 pm	School Tour & Reception	Team, School & Church Representatives	School Campus
	6:15 pm	Dinner	Team Only	(restaurant)
	8:30 pm	Meeting	Team Only	Hotel Meeting Room
<p><u>Evening work:</u> General discussion of observations, impressions, questions; Share impressions of what the school is about; Review schedule, assign constituent meetings.</p> <p><i>Team Goals: Complete travel, settle into hotel, participate in training, prepare for Monday work</i></p>				
Monday	7:30 am	Leave Hotel for School	Team	Workroom
	8 am to 8:30 am	Student Arrival	Team	Campus lot
	8:30 am to 2 pm	Classroom Observations		Campus
	8:30 am	Meet with HOS	TL, HOS, SAES Rep	HOS Office
	9:30 am	Fire Drill	Entire School	(location)
	10 am	Meeting with CFO	(various names)	Business Office
	11:45 am	Team Check In	Visiting Team	Workroom
	Noon	Lunch with students	Team,	(location)
	1:30 pm	Meeting with Board Chair	(various names)	(location)
	3:00 pm	Student Dismissal	Visiting Team	Campus lot
	3:30 to 4:30 pm	Faculty Meetings by division	Visiting Team	Campus
	3:30-5:30	Extended Care and After School Activities Observation		
	6 pm	Dinner	Team Only	(location)
	7:30 pm	Team Check In	Team	Hotel Meeting Room
<p><u>Evening work:</u> Review compliance with Standards (based on Self-Study and initial observations); Begin discussion of overarching commendations & recommendations; Initial list of section commendations & recommendations</p> <p><i>Team Goals: Visit relevant areas of focus, contribute observations, begin writing narratives, confirm Standards Compliance in areas of focus.</i></p>				

Date	Time	What	Who	Location
Tuesday	7:30 am	Leave Hotel for School	Team	Workroom
	8 to 8:30 am	Student Arrival	Team	Campus lot
	8:30 to 11 am	Classroom Observations	Team	Campus
	8:30	Board of Trustees Meeting	TL, Members as assigned	
	9 am	School Chapel	Team	Chapel
	10 am	Meeting with School Chaplain/Rector	(various names)	(location)
	11:45 am	Team Check In	Team Only	Workroom
	Noon	Lunch	Visiting Team with Parent Representatives	(location)
	1 pm to 3:00 pm	Classroom Observations	Visiting Team	Campus
	2:15 pm	Representative Parents Meeting	Visiting Team	(location)
	3:00	Student Dismissal	Team as needed	Campus lot
	3:30 to 5:30 pm	Extended Care and After School Activity Observations	Visiting Team	Campus
	4 pm	Faculty Meeting	Team with LS, MS faculty	(location) (location)
	6 pm	Dinner	Team Only	Hotel Meeting Room
	7:30 pm	Team Check In	Team	Hotel Meeting Room
<p><u>Evening work:</u> Continue list of Commendations and Recommendations; Reading and editing drafts of all section reports; Add Standards reference to section commendations and recommendations; Finalize overarching commendations & recommendations</p> <p><i>Team Goals: Make final observations, review Documents in Adherence to Standards and Supplementary Materials as necessary, complete and begin editing the report. Turn in reimbursement requests.</i></p>				
Wednesday	8 am	Leave Hotel for School	Team	Workroom
	9 am	School Chapel	Team, as needed	Chapel
	9 am	Visits to anyone who has not been observed		
	10:30 am	Report to School Leadership	TL, SAES Rep, HOS, Board Chair, Rector	HOS Office
	11:30	Team Members depart		
	3:30	Report to School Staff	TL, SAES Rep, school personnel	Parish Hall
<p><i>Team Goals: Complete report, write thank you notes to school personnel, organize materials for shredding, complete online evaluation survey.</i></p>				



SUGGESTIONS FOR SECTION INTRODUCTION TOPICS

For use with Standards 2025.

These are also provided in the OSV Report Template

Report Introduction (written by Team Leader) – refer to *Head of School Letter I* for information

- Brief description of school – location, grades, size, founding/history, etc.
- Brief summary of major changes since last OSV
- Brief summary of major challenges facing the school as identified by the school
- Anything else that will provide a report reader the major/relevant aspects of the school

Overarching Commendations and Recommendations (written by Team Leader w/ input from team members)

- Overarching themes and trends that rise from observations and discussions
- Should state commendation or recommendation, followed by a rationale
- Schools must address overarching recommendations in the Head's school status report sections of interim reports.

A. Mission

- Mission Statement itself, last known approval/revision
- Degree to which it is known and understood
- Congruence with programs and practices
- Needs of students, freedom of inquiry, and respectful exchange of diverse viewpoint

B. Episcopal Identity

- Correlation with mission
- Governance and administrative areas relating to Episcopal Identity
- School-Church relations (parish schools)
- Shared use and other cooperative agreements between school and church (parish schools)
- Worship and religious studies
- Diversity/inclusive environment, understanding and acceptance of differences, equity and social justice
- Anglican approach to exemplary education
- Description of school climate and culture
- School's use of community resources
- The school IN the community, local and global - community service and outreach
- Compliance with diocesan Safe Church, Safe Communities requirements
- Care for Creation and environmental stewardship

C. Governance

- By-laws, including but not limited to Board structure, incorporation, and conflict of interest
- Trustee recruitment, orientation, and Board development
- Trustee and whole Board evaluation
- Head of School support and evaluation
- Congruence of by-laws, policies, and practices with school's mission, viability, and goals
- Fiduciary, strategic, and generative tasks
- Vision and strategic planning

D. Organization & Administration

- Congruence of daily operations & policies (stated vs. practice)
- Administration responsibilities
- Administration qualifications and experience
- Hiring policies, including requirements, staffing priorities and transition plans (if needed)
- Recruitment and retention, including but not limited to compensation packages
- Admissions, including but not limited to current trends, financial aid, non-discrimination policy, published policies regarding student assessment
- Institutional Advancement/Development, including but not limited to fundraising, marketing, communications
- Student admission and academic data/records, graduate records, and personnel records
- Student/graduate "profile" – character traits instilled/developed
- Parent's association description, goals, leadership, etc.
- Alumni/ae
- Communication and interactions with parents, alumni/ae, and community
- Community awareness, local and global

E. Teaching & Learning

- Structure
- Curriculum and Instruction
- Division Overviews
- Content Areas/Special Programs
- 21st century capacities, including blended and online learning
- Residential/Boarding & Homestay Programs
- Supervision and evaluation – orientation, mentoring, ongoing assessment
- Involvement in ongoing program development
- Professional development
- Number of school days with students present; number of faculty/staff professional days
- Summer/Weekend Programs - Since the SAES Visiting Team is unable to observe any summer or weekend, either internal or external, programs, the Visiting Team Report will not comment on the quality of such programs; however, the report will address the impact of these programs on school operations (income from revenue stream, additional insurance coverages, wear-and-tear on facilities, etc.)

F. Fiscal Responsibility

- Status of Incorporation (parish/diocesan/independent school)
- Budget process

- Tuition
- Financial assistance
- Cash reserves
- Surplus or deficit
- Long-term debt
- Business/Finance personnel
- Endowment
- Insurance coverage and risk management plan
- Accounting Practices and Audit/Review including management letter
- General financial policies, including long-range or strategic financial plan
- Technology plan funding
- Strategic financial plan and/or long-range financial plan
- Compensation package
- Adequacy of funds to meet program needs

G. Facility, Safety & Security

- Compliance with city, county, state, (and federal) codes, including criminal background checks, TX Do Not Hire List, etc.
- Comment on fire drill
- Adequacy of physical plant
- Food services
- Security and safety, including campus access and monitoring
- Supervision of students
- School vehicle compliance (if applicable)
- Crisis response plan
- Daily housekeeping and maintenance
- Master facilities plans

H. Health & Well-being

- Physical education, health education, and social-emotional learning in the curriculum
- How parents are involved and informed about health and well-being for their children
- How the school articulates and addresses policies for relationships and personal interactions, including anti-bullying, anti-hazing, and sexual misconduct or assault.
- How the school teaches or models healthy relationships and interactions
- First Aid and medication
- Policies for illness, immunization, and allergies
- Resources for supporting physical, mental, and emotional health for students and employees
- Professional development for faculty and staff in health and wellness topics
-

Conclusion (written by Team Leader) – refer to *Steering Committee Report* and *Head of School Letter II*

- Correlation between Steering Committee observations and conclusions and OSV Team observations and conclusions
- Summary of the school's plans for change/improvement
- Priorities for school action, overarching themes and/or major challenges as observed by Team
- Reflections on/Incorporation of skills for Schools of the Future

- Fulfillment of membership and accreditation requirements
- General statement about compliance with *SAES Documents in Adherence to Standards* (see *Documents Compliance Checklist* that should be inserted in final report)



IT'S ALL ABOUT THE WRITING

The following pages will offer suggestions and prompts to help with the grammatical formatting of the report. The Team Leader and SAES Staff Liaison will also provide assistance during the visit.

- 1. RECOMMENDATION WRITING PROMPTS** - address, analyze, appraise, assess, attend, avail, balance, categorize, clarify, classify, combine, compare, compile, compose, conclude, conduct, construct, contrast, correct, create, decide, deduce, defend, demonstrate, design, detect, determine, develop, devise, discriminate, dissect, draw, eliminate, employ, encourage, establish, estimate, evaluate, examine, extend, expand, explain, focus, formalize, generate, hypothesize, identify, illustrate, implement, improve, infer, initiate, insure/ensure, institute, integrate, interpret, investigate, invent, judge, justify, maintain, manipulate, measure, modify, order, organize, originate, operate, paraphrase, plan, predict, prioritize, proceed, produce, propose, provide, recognize, relate, review, revise, resolve, seek, separate, solve, structure, summarize, survey, synthesize, transform, use, withdraw.

Examine the implications of	Intensify efforts
Address the need for	Attend to issues of
Continue efforts	Continue to develop
Continue to support	Study ways to provide
Clarify	Review policy of
Study the process of	Examine fully the process of
Identify ways to	Develop
Examine the possibility of	Study the need for
Recognize the value of	Further examine
Direct efforts to ensure	Initiate a plan for
Take steps to (Take immediate steps to)	Explore
Give immediate consideration to	Re-evaluate
Move in the direction of	Study the feasibility of
Make provisions for	Pursue (actively pursue/seek)
Take steps to	Develop a procedure to
Attempt to establish	Undertake a study of
Study ways to	Continue commitment to

- 2. CAPITALIZATION MATTERS** - Capitalize:
 - *Visiting Team*, *Team*, and *School* throughout the report
 - References to departments, staff positions, administrative titles, committees, etc.
 - The school's name

3. **THINGS TO AVOID** - Be careful to avoid the following when writing your section of the report.
- Referencing individual teachers or other school personnel by name, position or small group.
 - Using the name of a commercially produced material/product.
 - Editorializing and using lengthy descriptions, recommendations, suggestions, and commendations.
 - Writing a suggestion when it should be a commendation or recommendation and vice versa. (If there is Team consensus and/or strong, consistent feeling, then make it a commendation or recommendation.)
 - Using too many recommendations, suggestions, and commendations. Look at possible combinations if this is the case. On the other end, try to give at least one recommendation and one commendation.
4. **GRAMMAR 101**

Capitalization:

<u>With:</u>	<u>For example:</u>	<u>No capitalization:</u>
Proper nouns:	Stevens Hall, English Trinity School (once identified, may be referred to as the School)	math
Titles	Head of School Rector Board of Trustees	school w/o name teacher, treasurer on site visiting team
Names of specific courses	Algebra 2	history (general course)
Specialty classes	Mandarin Chinese	kindergarten, art, music (general courses)
Divisions	Lower School	

Hyphens:

All compound numbers	thirty-two
All spelled out fractions	one-third
Words hyphenated in the dictionary	part-time, full-time

Who vs. That or Which

<i>Who</i> refers to a person	Sally is the one <u>who</u> rescued the cat. She is on the team <u>that</u> won first place.
<i>That</i> introduces an essential clause	I do not trust products that claim “all natural ingredients”.
<i>Which</i> introduces a non-essential clause	The product claiming “all natural ingredients,” which appeared in the Sunday paper, is on sale.

Singular or Plural

Staff

The staff is

Staff members are

Faculty

The faculty is

Faculty members are

Ordinal Numbers

Use 3rd grade (not a grammar rule; just choosing one for consistency).

And finally,

Our students attend *Episcopal* (adjective) schools. Members of the church are *Episcopalians* (noun)!