



**A GUIDE for the
TEAM MEMBER**
of the On-Site Visiting Team

August 2024

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 | 3 |
| 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 | 6 |
| COMPLETE CHECKLISTS | |
| TEAM MEMBER EVALUATION SURVEY | |
| WRITE A NOTE OF THANKS | |
| APPENDIX A - ON-SITE VISIT SAMPLE SCHEDULE | 7 |
| APPENDIX B - SUGGESTIONS FOR SECTION INTRODUCTION TOPICS | 9 |
| APPENDIX C - IT'S ALL ABOUT THE WRITING | 12 |

INTRODUCTION

A successful On-Site Visit for accreditation is a shared responsibility of the visiting Team Leader and every Team Member assigned. This demands a number of strategies in a variety of situations: diplomacy, objectivity, professionalism, patience, sense of humor, consensus-building, and closure. It is the Team Leader who serves as the liaison between the school and the Southwestern Association of Episcopal Schools, but each Team Member is entrusted with writing a thorough report of findings based on reading the Self-Study, research, and observations while serving on the team. With the guidance of the Team Leader, 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; and
- hosted a constructive, well-organized on-site visit.

As a team member, you have unique work to do on your own and as a member of a team. Though you will be visiting various areas of the school and forming your own opinions, you will 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 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 do not 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.

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** SAES Staff Liaison **SL** Team Leader **TL** Team Member **TM**
- Head of School **HOS** Director of Accreditation **DoA**
- International Council Advancing Independent School Accreditation **ICAISA**
- Texas Private School Accreditation Commission **TEPSAC**
- Oklahoma Private School Accreditation Commission **OPSAC**

Thank you for your willingness to serve in this capacity on behalf of both SAES and the host school.

Questions and comments about this guide or the information contained herein may be directed to:

Chris Carter
Director of Accreditation, Southwestern Association of Episcopal Schools
ccarter@swaes.org

TASKS OF THE TEAM MEMBER BEFORE THE ON-SITE VISIT

- 1. INITIAL COMMUNICATIONS** - The Director of Accreditation will notify by email of your selection to an On-Site Visiting Team. You will 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.
- 2. 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.
- 3. 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.
- 4. TEAM ZOOM MEETING** - The TL (in collaboration with the Director of Accreditation) will schedule a Zoom orientation meeting for the entire team 4-6 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.
- 5. THE TEAM PORTAL** - The Team Portal will be available for team use, and you will 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*.
- 6. 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**.
- 7. 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.
- 8. 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 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 C**.

TASKS OF THE TEAM MEMBER DURING THE ON-SITE VISIT

1. **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.
2. **ATTEND THE SCHOOL TOUR AND RECEPTION** - Tour the school and be prepared to greet constituents of the host school at a reception. You will be asked to introduce yourself in a group setting.
3. **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.
4. **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.
- 5. 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.
- 6. 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 B**.
- 7. 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?*”.
- 8. 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:
- *The SAES Visiting Team recommends that the School hire an additional music teacher to alleviate the heavy workload of its music faculty.* **Too prescriptive.**
 - *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.* **Excellent recommendation.**

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

- 1. 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.
- 2. COMPLETE THE TEAM MEMBER EVALUATION SURVEY** - You will 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.
- 3. WRITE A NOTE OF THANKS TO VARIOUS SCHOOL PERSONNEL** - The SAES SL will supply you with note cards.
- 4. 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 |

Evening work: 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

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.

| | | | | |
|------------------|----------|--|--|-------------|
| 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 |

Team Goals: Complete report, write thank you notes to school personnel, organize materials for shredding, complete online evaluation survey.



SUGGESTIONS FOR SECTION INTRODUCTION TOPICS

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 One Year Head's Letter and school status report sections of interim reports.

A. Mission

- Congruence with programs and practices
- Needs of students, freedom of inquiry and respectful exchange of diverse viewpoint

B. Episcopal Identity, School Climate and Culture

- Correlation with mission
- Governance and administrative areas relating to Episcopal Identity
- School-Church relations
- Shared use and other cooperative agreements between school and church
- Worship and religious studies
- Diversity/inclusive environment, understanding and acceptance of differences, equity and social justice
- 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

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 and 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 and 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
- Safeguarding God's Children and other relevant training
- Awareness and implementation of school's policies of health and safety and supervision of students
- 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 and Safety

- Compliance with diocesan, local, state, and federal codes, including but not limited to background checks and *Safe Church* certification
- Comment on fire drill
- Adequacy of physical plant
- Food services
- Security and safety
- Supervision
- School vehicle compliance (if applicable)
- Crisis response plan
- Daily housekeeping and maintenance
- Master facilities plan

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 Grade 3 (not a grammar rule; just choosing one for consistency).

And finally,

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