



## **SUBSTITUTE HANDBOOK**

**I acknowledge that I have received, read and understand the information regarding Penn-Harris-Madison School Corporation's Substitute Handbook.**

**I further understand that violation of any requirements or information included in the handbook will lead to disciplinary action up to and including termination.**

---

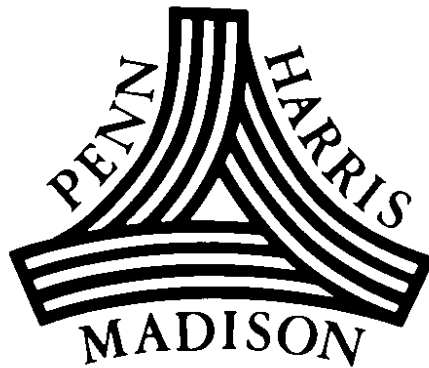
**Signed**

**Date**

---

Printed Name

# Substitute Teacher Handbook



Penn-Harris-Madison School Corporation  
55900 Bittersweet Road  
Mishawaka IN 46545

# TABLE OF CONTENTS

Introduction.....	3
Requirements .....	4
Application for Employment .....	4
Certification .....	4
Indiana Teaching License.....	4
Substitute Teaching Certificate.....	4
Immigration Law.....	5
W-4 and WH-4 Withholding Tax Forms .....	5
Calls For Substitutes .....	5
Length of Assignment.....	5
Responsibilities Of The School .....	5
Emergency/Crisis Plan.....	6
Responsibilities Of The Substitute Teacher.....	6
Dress .....	6
Ethics.....	6
Arrival.....	6
Lesson Plans.....	6
Student Arrival.....	7
End of Day .....	7
Discipline .....	7
Helpful Hints For Substitute Teachers.....	7
First Impressions .....	7
Student's Attitudes .....	8
The Disruptive Class.....	8
Rate of Pay .....	9
Payroll Deductions.....	9
Teachers' Retirement Fund.....	9
Substitute Teacher Evaluation .....	9
Expanded Criminal History Check .....	10
School Cancellation .....	10
Notes .....	11
Substitute Teacher Record .....	12
Penn-Harris-Madison Corporation Directory .....	13

# INTRODUCTION

A substitute teacher's service is an important contribution to our school system as well as to the development of the students in whom all educators are so vitally interested. For this reason this handbook is dedicated to all the teachers...past, present and future...who so cheerfully, willingly and efficiently respond to the call to serve in our classrooms.

Because you have indicated an interest in substitute teaching in our school corporation, we hope this handbook will serve as a guide to you, and that it will make the work a little more pleasant and effective. We want you, the substitute, to feel that you are an important part of our staff...because your services are indispensable.

Michael Lureman  
Director of Human Resources

Tamara A. Gizewski  
Administrative Assistant for Human Resources  
Substitute Services Coordinator  
574-258-9571 – [tgizewski@phm.k12.in.us](mailto:tgizewski@phm.k12.in.us)

Donna Kelly  
Receptionist  
574-258-9557 - [dkelly@phm.k12.in.us](mailto:dkelly@phm.k12.in.us)

## **REQUIREMENTS**

Persons interested in substituting in the Penn-Harris-Madison Schools must complete the online application and substitute packet located at [www.phmschools.org](http://www.phmschools.org). All substitute teachers must hold a valid Indiana Teaching License or a Substitute Teacher's Certificate. All Substitutes must also attend one of the provided inservices.

### ➤ **APPLICATION FOR EMPLOYMENT**

Every substitute teacher must fully complete a substitute teaching application online and the substitute teacher packet.

Applications will be received any time during the year. Names will be added to the AESOP substitute services system as they come in if all paperwork is completed and all requirements have been met.

Your name will be removed from the substitute list whenever you write, email or call to request that such action be taken. Please indicate whether you want your name removed permanently or if you want to be placed in an inactive file temporarily. If you are placed in the inactive file, it will be much easier for you to be put back on the active list. You will not have to complete the application again and we would still have a copy of your license/permit, criminal history report, etc.

### ➤ **CERTIFICATION**

The process for a substitute teacher is similar to applying for other types of licensure. Please see the information provided in the packet. All substitute teachers must hold a valid Indiana Teaching License or a Substitute Teacher's Certificate. Penn-Harris-Madison must have a copy of one or the other in our files in order for you to substitute teach. The only exceptions are if you hold a valid license in another state and have applied for your Indiana License or Substitute Certificate or if you have just completed your student teaching in a Penn-Harris-Madison school and have applied for your license. It is not necessary for you to apply for a duplicate Substitute Certificate if you work at more than one school corporation in Indiana. You are able to log into LVIS and print a copy of your license to give to us.

### ➤ **INDIANA TEACHING LICENSE**

Substitutes holding a valid Indiana Professional, Standard, Reciprocal, or Emergency Permit, issued by the Division of Professional Standards or the Department of Education, are allowed by law to teach an unlimited number of days in the school year.

### ➤ **SUBSTITUTE TEACHING CERTIFICATE**

If you already have a valid substitute certificate from an Indiana school corporation, PHM will honor a copy of that certificate. We will honor these certificates provided the applicant has successfully completed at least sixty credit hours of college study.

The information for applying for your substitute certificate is included in the application packet. It is also required of all applicants to have an expanded criminal history report. There is also a form enclosed for the process. We will complete the criminal check in our office.

### ➤ **IMMIGRATION LAW**

Under the provisions of the Immigration Law, the Penn-Harris-Madison School Corporation must attest that we have examined documents provided by the substitute teacher that establish both the applicant's identity and eligibility for employment. The substitute teacher must provide evidence of eligibility to be hired by producing any of the document(s) on the **LISTS OF ACCEPTABLE DOCUMENTS** attached to the form I-9.

## ➤ **W-4 AND WH-4 WITHHOLDING TAX FORMS**

The new substitute teacher must complete a W-4 Employee's Withholding Exemption Certificate and a WH-4 State of Indiana Employee's Withholding Exemption and County Residence Certificate. The substitute is required to keep these records up-to-date. If changes occur from year to year, it is the substitute teacher's responsibility to inform the Payroll Department in the Administration Building (258-9559) of the changes.

## **CALLS FOR SUBSTITUTES**

Calls made to you for your services as a substitute teacher will come either from the AESOP calling system, or the school secretaries or principals. You may also get on the AESOP webpage to retrieve assignments.

**Morning call out: 5:00 a.m. until one hour after the start of the job**

**Evening call out: 4:00 p.m. until 10:00 p.m.**

## **LENGTH OF ASSIGNMENT**

A full day of substituting is considered 7 ½ hours, with an unpaid ½ hour lunch.

A half day of substituting is considered 3.5 hours or less.

A substitute teacher should be flexible. You may be asked to assume other instructional duties such as supervising another class so that the teacher can participate in a staff development activity, tutoring individual or small groups of students, working in the media center, or recess/lunchroom supervision. If you are substituting at Penn High School or any of the three middle schools you may be asked to substitute during the teacher's prep time. As a substitute we are not required to give time for preparation of lessons.

## **RESPONSIBILITIES OF THE SCHOOL**

The principal should see that the substitute teacher is given:

- A friendly welcome.
- An introduction to the office personnel and a neighboring teacher. Information about general building procedures (hall duties, lunch room duties, emergency procedures, restroom privileges of students, location of restrooms and teachers' lounge, etc.)
- Information about procedures in case of injury to a student. Notice of any special activities for the day.

The regular teacher should:

- Leave a schedule of the day's program clearly outlined including instructions on sending students to the nurse or office, student use of the phone to call home and dismissal procedures.
- Leave an up-to-date seating chart.
- Leave lesson plans that the substitute can follow, with textbooks and materials clearly marked.
- Leave notes about any special problems that a student may have and the names of students responsible enough to assist the substitute with special duties.
- Have supplies available, textbooks accessible. If the teacher does not want certain supplies used, please indicate this. Curriculum guides and courses of study should be available.
- Leave instructions concerning homework, grading of papers, oral work, privileges of students in the room and work to complete during plan time.

## **EMERGENCY/CRISIS PLANS**

Each classroom, in every school has a comprehensive plan to cover a number of emergency issues. The following is a list of emergency plans:

- Fire evacuation plan                      Storm shelter plan
- Code blue                                      Shelter in place

Each plan has instructions and responsibilities to insure safety for our students and staff. Take time to locate the signs at the exit of the classroom and be familiar with exit routes.

A master copy of the crisis management plan is on file in the administrative offices. You may ask to review the building plan or you may ask questions to clarify the procedures.

## **RESPONSIBILITIES OF THE SUBSTITUTE TEACHER**

### **➤ DRESS**

Please dress in a professional manner, this sets a good example for the students.

### **➤ ETHICS**

Substitute teachers are expected to maintain the same ethical standards as regular teachers. Gossip should not be carried from the building or taken to the public. No materials or supplies are to be removed from the building. Be overly cautious concerning conversations with students as remarks are sometimes misinterpreted.

Substitutes should not be critical of the schools, principals, or the regular classroom teachers, as this leads to a poor relationship between the staff and substitute teachers. Every effort should be made to follow the daily lesson plans prepared by the classroom teacher. Such cooperation eliminates an interruption of the learning process.

Do not use classroom phones or cell phones in class when students are present.

### **➤ ARRIVAL**

Report to the principal's office to introduce yourself to the principal and the secretary. It is a good idea to arrive early enough to go over the days' activities. Determine what activities or changes in the schedule are planned for the day. If you find yourself in an unavoidable situation in which you may be late, please contact the school immediately.

Check the correct procedure for:

- Reporting absences and tardiness.
- Clearing the building during fire drills or other emergencies.
- Making arrangements for lunchroom participation.
- Collecting monies during your assignment.

### **➤ LESSON PLANS**

The regular classroom teacher is required to leave lesson plans for the substitute and they would like you to follow the plans as closely as possible. Indiana State laws have changed significantly that continuing student learning while the teacher is away is imperative.

### **➤ STUDENT ARRIVAL**

When the students arrive it is a good idea to be at the door to greet them. Introduce yourself to them. Writing your name on the board is a good idea. Keep the atmosphere of the room as normal as possible by following the teacher's lesson plans as closely as possible. Notify the principal immediately should an accident or severe problem occur. Perform the regular teacher's extra duties (lunchroom supervision, recess duty, care of plants and animals, etc.). Grade papers and leave comments regarding the activities completed that day and the assignments given, if possible.

### **➤ END OF DAY**

Complete the day's assignments by:

- Leaving the teacher's desk and room in order.
- Returning equipment to the proper place.
- Leaving notes for the teacher about the days' accomplishments.
- Leaving keys and materials in the office.
- Check with the principal or secretary to see if your services are needed the following day.

## ➤ DISCIPLINE

If a discipline problem arises and the substitute finds he/she is unable to solve it, please refer the student to the principal or designated person in charge. *The substitute teacher should not use corporal punishment at any time.* A substitute teacher with much experience made the following statement:

“The substitute’s first objective is to gain the respect of the pupils.” This can be done by:

- being prompt
- being neat
- being patient
- being honest
- having a sense of humor
- being enthusiastic
- having a definite objective
- maintaining dignity
- being flexible

## HELPFUL HINTS FOR SUBSTITUTE TEACHERS

### ➤ FIRST IMPRESSIONS

Until you are thoroughly familiar with the atmosphere of any given school, it is best to avoid extremes. The way you appear, the way you structure your teaching, and the way you relate to others will be less conspicuous if the pattern follows the norm rather than either extreme. Inasmuch as your position involves moving from school to school, adaptability and flexibility should be your strong characteristics. As the class arrives, be friendly and understanding—but firm. Start out with a positive attitude. If you fully expect the class to behave well, there is a likelihood that they will behave well. Students generally live up to what is expected of them. Look at your assignment as fun and challenging, an opportunity for you to work with and help young people. They can sense immediately whether you have their best interest in mind.

Greet the students at the door as they arrive for class. You will have to set the pace for the class within the first five minutes. You should be positive, firm and pleasant. Sometimes a smile is all it takes. But you should also have the courage of your convictions as to how the class work will progress. Once you have announced plans for the day, you should not accept “we did that yesterday.” Instead, you can explain that there is always more to learn and offer optional activities for those who finish early. Develop enough confidence to avoid such crutches as, “your teacher says you have to do this.” The class will respect you more if you stand on your own principles and make it clear that you are there to provide continuity in learning, not to destroy it. If all of this is done in a good-natured manner, you may be surprised at how quickly the class settles down to the business of learning. Students may resent a substitute who hands out mountains of work just to keep things quiet, but they do prefer a day with some semblance of order and structure in which they really accomplish something.

### ➤ STUDENT’S ATTITUDES

From the students’ point of view, seeing a substitute teacher in the classroom means that the day will, at least, be “different.” If they do not know you, they do not know exactly how different it will be. So it is natural to expect that the students, too, will be apprehensive.

In the primary grades, the young children may actually fear the new adult they see. Some may even cry. One substitute who specializes in these grades maintains that honesty—liberally laced with kindness and warmth—usually eases the situation. She tells the children honestly, “Your teacher is not feeling well today, so I am here to be your teacher. I want you to help me.” If one child seems especially distressed, she will say, “You sit near me and be my special helper.” Temporarily taking the child away from the group prevents the apprehension from spreading. By the time they reach the upper elementary years, the students begin to dispel their nervousness by testing the substitute. But even as they are seeking to find your limits, they are really hoping that those limits are reasonable and that things will not be so very different from the usual. If you



combine fairness with firmness, you will reassure them that the day will not disintegrate into chaos and they will usually cooperate.

Secondary school students have already had numerous experiences with substitute teachers, and most of them will usually take no worse an attitude than that this is a day when you can take it easy and perhaps sit next to a friend instead of according to the seating plan. Perhaps the crucial factors in their attitude are:

(a) knowing the substitute and knowing that the substitute expects learning to continue; (b) knowing that the regular teacher leaves work and expects it to be done; and (c) knowing that the work will be checked by the regular teacher. As one junior high student remarked, "If the substitute is decent to the class, the class will usually be decent to the substitute."

### ➤ **THE DISRUPTIVE CLASS**

Every student is an individual, and every combination of students has a unique chemistry and set of reactions. There is no absolute rule on how to deal with disruptions. Your disciplinary methods must often change from one case to another, depending on how you appraise the situation. It is important for you to know that **under no circumstances may physical punishment be used to discipline a student**. The most fertile soil for budding misbehavior is a lack of adequate lesson plans. Nature abhors a vacuum; if the students are kept busy learning they will not resort to antisocial behavior. Your job is not merely to keep them quietly busy but to guide learning. If only a few students are disrupting the class, it usually helps to isolate the leader, but not in such a way that you give him a stage on which he can continue to draw attention.

If the entire class becomes so disruptive that learning cannot proceed, assistance should be sought from the school administration. You should always remember that disciplinary problems arise most frequently when students perceive that there is nothing better to accomplish. Your competence as a teacher and your ability to interest a class in learning are your best defenses against behavior problems. Use your spare time to improve your competence. Learn how to operate instructional equipment during a planning period. Use time between classes to find out, from students and other teachers, what the class has been working on recently. If you are assigned to one school frequently, obtain the principal's permission to attend staff meetings so you can keep abreast of policies and philosophies in that school. You have a decided advantage if you are reassigned to the same school because of your competent performance—your task is easier when you know the students and they know you.

Along with your competence, your next best assets should be an open mind and a sense of humor. You should be ready to show the students from the start that you are interested in them. Be fair. Give the students the benefit of the doubt. For example, if you see a student walking around the room in a high school class, you are probably asking for a confrontation if you command, "sit down!" Ask the student, in a pleasant way, why he or she is walking around. The chances are either that there is a good reason or that the student will then sit down. Be reasonable. Respect the students and treat them as persons. Students of all ages are good at reading your intentions. Your attitude and tone of voice let them know where you stand. When they see you are not going to fight them, you begin to build rapport.

Substitute teaching can be a very satisfying job. If you can carry out your responsibilities in an atmosphere of relaxation and enjoyment, you will go home each evening feeling that you have been successful. Your interest in our schools and students is appreciated. If you have questions, please feel free to call the Human Resources office, 258-9571, or the respective building principal.

### **RATE OF PAY**

**All substitute teachers and program assistants are paid \$75 per day, or \$37.50 per half day.**

Substitutes are paid for the number of days indicated on the reports turned in by the school secretaries / principals to the payroll office at the administration building every two weeks and payroll reports are also generated from the AESOP system. Since pay stubs are located online, the payroll office should be notified immediately of any address changes. All substitute teachers are required to participate in direct deposit of their

paychecks. Direct deposit is open to any bank or credit union. Direct deposit forms are included in the application packet

It is suggested that each substitute keep a record of the date, school and regular teacher's name whenever he/she works. You are also able to get this information from our AESOP system when you log in. Included in this book is a blank copy of the Substitute Teaching Record form for your convenience. If there are any questions about the amount received, the substitute should contact the Payroll Office at the Educational Services Center, 258-9559.

**Long Term Substitute Assignments are school board approved to be paid as follows:**

The first fifteen (15) days are paid at the \$75 per day rate of pay.

Beginning on the 16<sup>th</sup> day of the assignment the substitute will be paid as follows:

Substitute Permit - \$105 per day

Indiana Teacher License (current) - \$190.736 per day

**PAYROLL DEDUCTIONS**

Substitute teachers are subject to payroll deductions required by law. This includes Social Security Tax, Indiana State Tax and Federal Withholding Tax.

**TEACHERS RETIREMENT FUND MEMBERSHIP**

According to Indiana law, in order for substitute teachers to be members of the Indiana State Teachers Retirement Fund, they must:

1. Be certified by the Indiana State Board of Education (IC 20-6.1-3-2);
2. Have obtained at least an associates degree (IC 21-6.1-4-1); and
3. Teach at least one hundred twenty (120) days in a year or at least sixty (60) days in two years (550 IAC 2-4-3; IC 21-6.1-4-2). This can be two non-consecutive years and the total days can be an accumulation of days in one or more school districts.

It is the substitute teachers' responsibility to keep a record of the number of days that they teach. When the above indicated number of accumulated days is reached it is the responsibility of the substitute to inform all of the school corporations by whom they are employed of such information in order to be enrolled in the Indiana State Teachers Retirement Fund.

Substitutes who have already retired from TRF should not be reenrolled. No contributions should be made to the fund unless they exceed the earnings limitation for retirees under IC 5-10.2-4-8. Retirees are responsible for notifying TRF in this event.

**SUBSTITUTE TEACHER EVALUATION**

You will be evaluated in the following areas each time you substitute in a school:

Prompt arrival for assignments	Interaction with students
Interaction with staff	Ability to maintain order in the classroom
Following plans left by teacher	Evidence of student accomplishments
Professional & appropriate behavior	

Principals and teachers will provide us with on-going feedback on substitutes' performance so that we can insure that all persons working with the students of Penn-Harris-Madison are knowledgeable, responsible, and properly licensed or certified so that they enhance educational opportunities for our students.

**EXPANDED CRIMINAL HISTORY CHECK**

The State of Indiana requires an expanded criminal history check on all new school employees. As the statute is worded it indicates that all employees being paid by a school corporation must present an expanded criminal history profile or apply for one through the school corporation. The form is enclosed in your packet. You will

not be able to substitute until the criminal check is complete. This typically takes 24-48 hours. There are no provisions for exceptions.

### **BOARD POLICY**

During the course of his/her employment with the School Corporation, each professional/support staff employee and substitute teachers shall be required to report his/her arrest or the filing of criminal charges against the employee; and conviction of criminal charges to the Superintendent within two (2) business days of the occurrence. The Superintendent shall obtain a review of each reported conviction and shall recommend appropriate action to the Board considering the risk to members of the school community presented by the continued employment of the convicted employee.

### **SCHOOL CANCELLATION / DELAY**

It is the substitute teachers' responsibility to check with local radio and television stations if there is a question as to whether school will be delayed or cancelled due to snow, fog or other weather related problems. Please listen to the weather forecast and news the night before and the day of your assignments so you do not make an unnecessary trip to a building. Every attempt will be made to post such closings and delays on the AESOP website.

### **ENERGY CONSERVATION PROGRAM**

We at Penn-Harris-Madison School Corporation strive to conserve energy and to use energy in the most efficient way possible. We are always continuing to find ways to cut our daily costs. We have been very successful in the past with the help of all staff members. Please use the Five Simple Energy Action Items Listed below to help while you are in our buildings:

1. Keep doors closed at all times.
2. Use minimal lighting when students are not present and turn lights off when you leave the room.
3. Close the blinds at night.
4. Computers, monitors, speakers, televisions and radios should be turned off every day when you leave.
5. Maintain guideline set points for thermostats:  
68-72 degrees in the heating season  
74-78 degrees in the cooling season

# NOTES





(WHEN ON THE AESOP WEBSITE YOU CAN LINK TO MAPQUEST TO RECEIVE SPECIFIC DIRECTIONS)

**Penn-Harris-Madison School Corporation Directory**

<b>Penn High School</b> 56100 Bittersweet Rd Mishawaka IN 46545 PH: 258-9500 FAX: 258-9543	Building Principal Assistant Principal Assistant Principal Associate Principal Associate Principal Assistant Principal Dean of Students Dean of Students Dean of Students Administrative Secretary Payroll Secretary & contact for substitutes	Steve Hope Rhonda Jackson Barb Schalliol Duke Lines Russ Shaw Beth Zachary Brad Boyd Brandon Tugmon Lucas Fry Pam Hunsberger  <b>Jessica Tomaszewski</b>	8:25 a.m. – 3:17 p.m.
<b>Discovery Middle School</b> 10050 Brummitt Road Granger IN 46530 PH: 674-6010 FAX: 679-4214	Principal Assistant Principal Secretary Treasurer	Sheryll Harper Troy Kauffman Lesley Stoll Trisha Frank	9:05 a.m. – 4:00 p.m.
<b>Grisson Middle School</b> 13881 Kern Road Mishawaka IN 46544 PH: 633-4061 FAX: 633-2134	Principal Assistant Principal Assistant to the Principal Secretary Treasurer	Nathan Boyd Lavon Dean-Null Christine Grossnickle Cindy Glon Karen Barcome	9:05 a.m. – 4:00 p.m.
<b>Schmucker Middle School</b> 56045 Bittersweet Road Mishawaka IN 46545 PH: 259-5661 FAX: 259-0807	Principal Assistant Principal Assistant Principal Secretary Treasurer	Sean Galiher Kent Mikel Kevin McMillen Deb Pletcher Maureen Munger	9:05 a.m. – 4:00 p.m.
<b>Bittersweet Elementary</b> 55860 Bittersweet Road Mishawaka IN 46545 PH: 259-6341 FAX: 254-2866	Principal Secretary/Treasurer Office Aide	Bob Thompson Fran Haughee Tresur Pritz	7:55 a.m. – 2:20 p.m.
<b>Elm Road Elementary</b> 59400 Elm Road Mishawaka IN 46544 PH: 259-3743 FAX: 258-9384	Principal Secretary/Treasurer Office Aide	Lisa Soto-Kile Judy Marosz Elnora Freeman	7:55 a.m. – 2:20 p.m.
<b>Elsie Rogers Elementary</b> 56219 Currant Road Mishawaka IN PH: 259-5231 FAX: 254-9087	Principal Secretary/Treasurer Office Aide	Christina Campbell Rachelle Bradbury Maureen Donat	8:40 a.m. – 3:05 p.m.

<b>Horizon Elementary</b> 10060 Brummitt Rd Granger IN 46530 PH: 679-9788 FAX: 674-8395	Principal Secretary/Treasurer Office Aide	Tressa Decker Rita Szweda Patti Mills	7:55 a.m. – 2:20 p.m.
<b>Madison Elementary</b> 66030 Dogwood Rd Wakarusa IN 46573 PH: 633-4531 FAX: 633-4987	Principal Secretary/Treasurer	Ryan Towner Elaine Truex	7:55 a.m. – 2:20 p.m.
<b>Mary Frank Elementary</b> 13111 Adams Road Granger IN 46530 PH: 272-0340 FAX: 273-3806	Principal Secretary/Treasurer Office Aide	Debra Hildreth Joyce Miller Christine Jones	7:55 a.m. – 2:20 p.m.
<b>Meadow's Edge Elementary</b> 16333 Kern Road Mishawaka IN 46544 PH: 255-9347 FAX: 968-6005	Principal Secretary/Treasurer Office Aide	Jayson Snyder Vicki Roush Judy Sheyko	7:55 a.m. – 2:20 p.m.
<b>Moran Elementary</b> 305 N Beech Road Osceola IN 46561 PH: 674-8504 FAX: 674-4375	Principal Secretary/Treasurer Office Aide	Frank Anglin Martha Hilfman Linda Beck	8:40 a.m. – 3:05 p.m.
<b>Northpoint Elementary</b> 50800 Cherry Road Granger IN 46530 PH: 271-8598 FAX: 968-6003	Principal Secretary/Treasurer Office Aide	Diane Wirth Barb Colburn Lynn Killelea	7:55 a.m. – 2:20 p.m.
<b>Prairie Vista Elementary</b> 15400 Brick Road Granger IN 46530 PH: 271-0055 FAX: 273-1846	Principal Secretary/Treasurer Office Aide	Keely Twibell Karen Hake Susan Mater	7:55 a.m. – 2:20 p.m.
<b>Walt Disney Elementary</b> 4015 Filbert Rd Mishawaka IN 46545 PH: 259-2486 FAX: 257-8468	Principal Secretary/Treasurer Office Aide	Randy Williams Michael Furnas Amanda Tiffany	7:55 a.m. – 2:20 p.m.