



CLEVELAND METROPOLITAN SCHOOL DISTRICT

Substitute Teacher/Paraprofessional
Handbook



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WELCOME!

Welcome educators of the Cleveland Metropolitan School District (CMSD).

This is a very challenging career. CMSD will do everything possible to make this a rewarding experience. Substitute teachers/paraprofessionals are a critical component in providing a quality education to our students. It is estimated that students will spend between 6%-10% of their K-12 educational experience under the instruction of a substitute teacher or paraprofessional. We can't emphasize your importance enough!

Your assignment is on an "as needed" basis. In the absence of the contracted employee, the District relies on each substitute to provide continuity of instruction for students. Substitutes are needed to manage unfamiliar and varying educational situations. It is necessary that you be prepared to assume responsibilities in different schools with a variety of expectations. It is a difficult task that requires professionalism at all times.

We are providing this handbook to help assist you in managing all of the responsibilities expected of you to ensure the District's children receive the very best continuity of instruction. Not all District policies and procedures are included. Policies included have been summarized. Understand that no modifications to contractual relationships or alterations of employment relationships are intended by this handbook. This handbook is neither a contract nor a substitute for the official Employee Policies and Procedures Manual (ClevelandMetroSchools.org/Domain/41). Nor is it intended to alter the status of noncontract employees in any way. The handbook is a guide to, and a brief explanation of, District policies and procedures related to employment. These policies and procedures can change at any time and shall supersede any handbook provisions that are not compatible with the change. For more information, employees may refer to the Policy codes that are associated with handbook topics, confer with their supervisor or call the appropriate District office.

VISION

The Cleveland Metropolitan School District envisions 21st Century schools of choice where students will be challenged with a rigorous curriculum that considers the individual learning styles, program preferences and academic capabilities of each student, while utilizing the highest quality professional educators, administrators and support staff available.

THE CLEVELAND PLAN

Our goal is to ensure that every child in Cleveland attends a high quality school and that every neighborhood has a multitude of great schools from which families can choose. To do this, Cleveland must transition from a traditional, single-source school district to a new system of district and charter schools that are held to the highest standards, and work in partnership to create dramatic student achievement gains for every child. The Plan is built upon growing the number of excellent schools in Cleveland, regardless of provider, and giving these schools autonomy over staff and budgets in

exchange for high accountability for performance. We will create an environment that empowers and values principals and teachers as professionals and makes certain that our students are held to the highest expectations.

For detailed information, visit: [ClevelandMetroSchools.org](https://www.clevelandmetroschools.org), About Us, Strategic Initiatives or [ClevelandMetroSchools.org/Page/532](https://www.clevelandmetroschools.org/Page/532).

NEW EDUCATOR PORTAL

New to the District? We are excited to welcome you as a new member of our CMSD team!

Now that you are ready to begin your career as an educator, we want to ensure that you have the tools you need before reporting to your assignment. Whether you are a new, returning or a longtime educator, make sure that you visit our New Educator Portal at [ClevelandMetroSchools.org/NewEducatorPortal](https://www.clevelandmetroschools.org/NewEducatorPortal).

LOCATION OF SCHOOLS

If you need to know where a school is located, hours of operations and or a telephone number:

1. Visit [ClevelandMetroSchools.org](https://www.clevelandmetroschools.org)
2. Select the tab "Schools"
3. Under "Schools," select Elementary or High School Locator Map

CUSTOMER SERVICE – H.E.A.R.T MODEL

The Cleveland Metropolitan School District prescribes to the "Communicate with H.E.A.R.T" customer service model. This model has two primary components:

S.T.A.R.T. with H.E.A.R.T. (Upfront Service Delivery Model)

- Smile and greet customers warmly
- Tell your name, role and what to expect from you
- Active listening and assistance
- Rapport and relationship building
- Thank the customer

Respond with H.E.A.R.T. (Service Recovery Model)

- Hear
- Empathize
- Apologize
- Respond
- Thank

The District considers all employees to be ‘Educators.’ As educators, our customers are scholars, families and caregivers, visitors and fellow educators. We provide service with H.E.A.R.T to our customers when we assist to “make right what went wrong.”

How we engage with our community and each other is integral to reaching our Cleveland Plan goals. CMSD is committed to improving and measuring the exemplary service delivered to our families/caregivers and taxpayers. Communicate with H.E.A.R.T. gives CMSD a shared language of behavior.

EQUITY AND INCLUSION DECLARATION

We believe that equity and inclusion at CMSD is an essential call to action, a catalyst to ensure value and appreciation among our employees, so that we may be fair and welcoming now and in the future. It is necessary to foster practices that address awareness and understanding of differences and to gain buy-in from our entire workforce and the community we serve. It requires truthfulness, definition of terms and a customized message for our employees to create and promote an inclusive mindset. It requires the continuous development and capacity building of our employees to better engage and meet the needs of our students and their families. It will be realized when each person can fully and comfortably be themselves at work regardless of their race, ethnicity, national origin, religion, sex, ability, age, citizenship status, sexual orientation, gender-identity or expression, socio-economic status, title or other dimensions of identity.

DISTRICT EMAIL

Microsoft Office 365 is the email source for District communications.

On your first day of work you will receive an email containing your Workday and Office 365 email credentials to login. Be sure to check your spam/junk mail as well.

Check your District email often, as most District communication will be sent through your District email including messages from the Chief Executive Officer, special announcements, training through Public School Works and much more.

GETTING AN IDENTIFICATION CARD

All District employees are required to have an identification card. You have an opportunity to obtain your employee identification card during New Educator Orientation. If you misplace or need a new ID, you must have a valid photo ID such as a driver’s license or state ID, then report to the Safety and Security Division as follows:

- Monday/Wednesday/Friday– 9:00 am-11:00 am or 2:00 pm-4:00 pm
(Dates may change around holidays or when schools are closed)
- East Professional Center, 1349 East 79th Street, Cleveland, Ohio 44103

CRIMINAL BACKGROUND CHECKS

Every person working in an education setting in the State of Ohio is required to submit to a background check. Background checks include both a BCI (Bureau of Criminal Investigation) and FBI (Federal Bureau of Investigation) check prior to employment. The Ohio Department of Education (ODE) will not issue a teaching certificate/license or educational aide permit until the mandatory background checks have been completed. Background checks will be completed by Safety and Security, but must be paid for by the substitute. Background checks must be submitted electronically to ODE.

House Bill 190 - (Ohio Revised Code 3319.391) mandates FBI background checks on all school district and contracted employees working in a school district every five years. In compliance with this mandate, all non-licensed employees must complete an updated background check every five years.

PUBLIC SCHOOLWORKS

Federal, state and district mandates require that all employees complete certain training annually. Public SchoolWorks is the current agency that assists the District in the implementation, management and sustainability of a comprehensive staff safety and regulatory compliance programs to meet the unique training needs of public schools. For example:

BLOODBORNE PATHOGENS

Most approaches to infection control are based on the Universal Precautions concept. Universal Precautions is an approach to infection control to treat all human blood and certain human body fluids as if they were known to be infections for HIV, HBV and other bloodborne pathogens. Federal law requires that employees have this training annually (Occupational Safety and Health Act 29 CFR, 1910.1030).

If you have questions, email Maria.Monroig@ClevelandMetroSchools.org

WORKDAY

Workday is the one source of record for human resources, finance, purchasing and payroll.

The systems and processes in Workday allow for greater accuracy and efficiency by automating manual processes, streamlining work and consolidating our many software systems into one place.

There are different types of access and training tools and job aids available to all employees. The access and training is dependent upon your position with the District. For example:

Employees will be able to:

- keep their personal information up to date.
- view more detailed paystubs online.
- see timesheet information in real time.
- view your time off and time off balance.
- change benefits, beneficiaries and dependents.
- view your benefit elections and current benefits cost.

For more information, including training materials and job aids, visit the Workday@CMSD website: [ClevelandMetroSchools.org/Workday](https://clevelandmetroschools.org/Workday)

Did you know that you can access your Workday account from your mobile device 24/7? Workday can be accessed through mobile devices 24/7, providing live data and interaction with the software. It is compatible with iPad, iPhone and Android devices.

As an employee, you can change personal information like emergency contacts, address, phone numbers and more. You can view detailed pay stubs, request time off and print W2s.

SUBSTITUTE SYSTEM – SMARTFINDEXPRESS

The Substitute System from PowerSchool Group (SmartFindExpress) is the automated software where teachers and paraprofessionals will enter their absence and request a substitute.

The Substitute System is also where substitute teachers and paraprofessionals will search for open job assignments.

Special Features

Using a touch-tone telephone or online access, substitutes can:

- search for available jobs.
- maintain, review and confirm assignments.
- review your work schedule.

Registering for the first time

1. Call the main number – 216.838.4782.
2. Enter your Access ID, followed by the star (*) key.
3. When the system asks for your PIN, enter your Access ID again, followed by the star (*) key.
4. Create your PIN. Enter the PIN you want to use followed by the star (*) key. The PIN must be numeric, must have 6 numbers.
5. You will be asked to record your name. Record your name and when you have finished recording, press the star (*) key.
6. Next you will hear your callback number. This is the telephone number the system will use to call you. If this number is incorrect, enter the correct number now.

After you are registered, you can access your account online at <https://cmsd.eschoolsolutions.com/logOnInitAction.do>

Visit the New Educator Portal at [ClevelandMetroSchools.org/NewEducatorPortal](https://clevelandmetroschools.org/NewEducatorPortal) and select Substitutes where you will find instructions and useful videos.

Email Substitutes@ClevelandMetroSchools.org for further assistance.

ASSIGNMENT PROCEDURES

A valid telephone number with area code is required in order to use the system. Failure to have a valid telephone number will prevent you from getting assignments via the callout process. SmartFind is not compatible with home answering machines and will disconnect the call and contact the next available substitute.

The automated substitute system calls out Monday-Friday – 5:00 am-10:00 am for same day assignments.

The automated substitute system calls out Sunday-Friday – 5:00 pm-10:00 pm for next work day and future assignments.

Assignments should only be accepted from the automated substitute system or a Substitute Center representative.

Substitutes will not be paid for assignments without a valid job number.

If an employee verbally requests you as a substitute, this DOES NOT automatically assign you to the position. You must be assigned or “specified” through the substitute system to the position. Once you are “specified” in the substitute system you will be required to ACCEPT the position through the automated callout process. If you do not accept the assignment during the automated callout, you will not be placed in the assignment and the position may be accepted by another substitute.

SUBSTITUTE SENIORITY

Substitutes will be called in order of substitute seniority, except as requested by the principal or the teacher.

CALL-OFF PROCEDURES

Call-off Procedure for Substitute in long-term assignments

- Substitutes in long-term assignments should call the Substitute Center at 216.838.0077 the morning of your absence, starting at 6:00 a.m.
- Substitutes should only accept short or multi-day jobs/assignments that they can report to from beginning to the end.

CALL-OFF PROCEDURE FOR DAY-TO-DAY SUBSTITUTES

- Day-to-day substitutes should call the Substitute Center at 216.838.0077.
- Any substitute who refuses 10 assignments in one semester will lose his/her seniority for the purposes of being called for employment via the substitute system.

In order to ensure that you are compensated in an accurate and timely manner, you must ensure that your job assignment(s) are accurate and that you submit and get approval by the end of each pay period.

CERTIFICATION/LICENSURE

Ohio Law mandates that substitute teachers/substitute paraprofessionals possess a valid Ohio teaching certificate/license or an educational aide permit. It is the responsibility of the substitute teacher/substitute paraprofessional to ensure he/she has a valid certificate/license or an educational aide permit within 60 calendar days from the hire date.

Substitute teaching licenses are issued by the Ohio Department of Education and educators working under substitute licenses are not required to develop an Individual Professional Development Plan (IPDP) and do not work through the Local Professional Development Committee (LPDC).

Substitutes holding a teaching license or certificate as a regular teacher, or who have long-term substitute licenses, are able to substitute in a position for absences of indefinite duration. Those substitutes who hold short-term substitute licenses are limited to no more than 60 consecutive days in the same assignment.

Reappointment and compensation in part is contingent upon a valid certificate/license or educational aide permit. Additional information can be found at the Ohio Department of Education website Education.Ohio.Gov.

SHORT-TERM VS. LONG-TERM SUBSTITUTE TEACHER LICENSES OR EDUCATIONAL AIDE PERMIT*

SHORT-TERM SUBSTITUTE LICENSE

If you have a bachelor's degree from an accredited institution of higher education, you may apply for a short-term substitute teaching license. You may teach in a given classroom for no more than 60 (school) days during the current school year under a short-term substitute license. For periods longer than 60 (school) days, an individual with a long-term substitute license must be employed.

LONG-TERM SUBSTITUTE LICENSE

If you have a bachelor's degree and completed content area coursework through an accredited institution of higher education, you may apply for a long-term substitute teaching license. The content areas include: Early Childhood (PreK to Grade 3), Middle Childhood (Grades 4-9), Adolescence to Young Adult (Grades 7-12), Multi-Age (PreK to Grade 12), Licenses in integrated content areas, Intervention Specialist (either PreK to Grade 12 or K-12), Pupil Services Interpreter for the Hearing Impaired, Career-Tech Workforce Development.

*Substitute license changes coming soon. This page will be updated as soon as information becomes available.

EDUCATIONAL AIDE PERMIT

(Applicable to substitute paraprofessionals only). These permits qualify an individual to perform educational assistant duties in a school, including the supervision of students and assistance with instructional tasks.

For detailed information, visit:

education.ohio.gov/topics/teaching/licensure/audiences/substitute-licensure

education.ohio.gov/topics/teaching/licensure/apply-for-certificate-license/educational-aides-and-monitors

ROLE OF A SUBSTITUTE TEACHER OR PARAPROFESSIONAL

A substitute is responsible for providing continuity in the absence of a regular teacher or paraprofessional and for maintaining a quality education. This includes responsibility to:

1. Teach or assist the teacher:
 - a. A substitute teacher is a guest teacher and accepts an assignment as a professional staff member who is capable of instructing pupils in the assigned subject. The lesson plans of the regular teacher should be followed as closely as possible. All written work assigned by the substitute teacher should be scored. The grades should not be recorded in the grade book of the regular teacher. A brief report of what was accomplished should be left for the regular teacher.
 - b. The duties of a teacher extend beyond the classroom. Unless the principal has made other arrangements, a substitute teacher is expected to perform other duties that have been assigned to the regular teacher during the course of the regular school day.
 - c. A substitute paraprofessional will provide instructional, physical and social and emotional assistance as needed to meet the unique needs of students with Individual Education Plans (IEP) and other exceptional needs. Potential areas of involvement include providing considerable physical support and control of students, as well as assisting with instruction in speech, hearing, sight, etc.
 - d. The duties of a paraprofessional extend beyond the classroom. Unless the principal has made other arrangements, a substitute paraprofessional is expected to perform other duties that have been assigned to the regular paraprofessional during the course of the regular school day.
2. To observe school policies and regulations:
 - a. The substitute, as a guest teacher/paraprofessional in many classrooms and schools, will observe different practices and operating procedures. If there are questions concerning the practices and operating procedures of the school, the substitute should make inquiries to the principal or designee.

3. To maintain classroom control:
 - a. The substitute is expected to maintain primary control of the classroom and is responsible for the conduct of the class. If a disciplinary situation should occur, the substitute should use professional judgment in seeking the assistance of the principal or assistant principal. Under no circumstances should the substitute leave students unattended at any time to report such a situation.
4. To practice ethical professional conduct:
 - a. The substitute is on the same professional level as a regular teacher/para and is expected to observe the same ethical codes. Comparison of schools, teachers, paraprofessionals and students should be avoided. Student records are to be held in the strictest of confidence. If the substitute does not approve of conditions in a given school, it is appropriate to inform the principal and/or Talent Department. Disagreements over education matters are sometimes healthy and may lead to progress, but should be handled in a professional manner.
5. To know the policies governing student rights and responsibilities:
 - a. The student handbook is designed to clarify District policies governing the rights and responsibilities of students in the Cleveland Metropolitan School District. All substitutes are required to study this handbook and should be familiar with these policies. Understanding rights and responsibilities of students is one way to better ensure that the policies are respected and met. Student handbooks can be obtained from the schools.

SUBSTITUTE TEACHER JOB DESCRIPTION

In the absence of the regular teacher, performs all duties related to student learning including strong classroom management techniques, integrating curriculum into positive outcomes and discipline.

Responsibilities:

- Teaches skills utilizing course of study adopted by the Board of Education and other appropriate learning activities
- Instructs students in subject matter specific in state law and administrative regulations and procedures of the school district
- Adapts material and methods to develop relevant sequential assignments that guide and challenge students
- Adapts the curriculum to provide individual, small group or remedial instruction to meet the needs of the individual student
- Encourages students to think independently and to express original ideas
- Establishes and maintains standards of student behavior needed to provide an orderly, productive classroom environment
- Identifies student needs and cooperates with other professional staff members in assessing and helping students solve health, attitude and learning issues

- Communicates with parents and other concerned individuals on student progress
- Supervises students in out-of-classroom activities during the assigned working day
- Administers or monitors group tests
- Participates in curriculum and other developmental programs
- Maintains professional competence through in-service education activities provided by the District and in self-selected professional growth activities
- Participates cooperatively with the appropriate administrator to develop the method by which he/she will be evaluated in conformance with district guidelines
- Seeks to involve parents/corporation/industry and community in education of youth

Qualifications

- Valid Ohio substitute teaching certificate in appropriate subject area
- Must be highly qualified in appropriate subject area
- Evidence of exemplary classroom teaching experience
- A special commitment to helping urban students to succeed; with an emphasis on urban schools representing a variety of socioeconomic levels, racial and ethnic backgrounds
- Demonstrated ability to work harmoniously with administrators, teachers, parents and community/corporate groups
- Ability to work well as part of an interdisciplinary team
- Willingness to spend the additional time needed to effectively meet the challenges, objectives and purposed of the school
- Ability to be a warm, caring hard worker dedicated to human growth and development

SUBSTITUTE PARAPROFESSIONAL JOB DESCRIPTION

Provides assistance with handling the unique needs of disabled and handicapped special education students. Areas of involvement may include providing considerable physical support and control of students as well as assisting with instruction in speech, hearing, sight, etc.

Responsibilities:

- Becomes familiar with District initiatives including but not limited to *The Cleveland Plan*, Academic Achievement Plans, etc.
- Adapts to the individual social and emotional and academic needs of the students
- Respects and disciplines students through preventative, proactive, dignified classroom management techniques that reflect structure, equity and consistency
- Observes and supports students as directed by the teacher and records specific behaviors exhibited as outlined on each student's IEP

- Reinforces students as directed by the teacher in areas which might include academic tasks, social skills or other instructional components of the program
- Assists the teacher in the implementation of behavior management programs
- Provides information to teacher regarding student performance during these activities
- Identifies, locates and uses materials appropriate for each student
- Assists and monitors the students in special training activities, such as showering, and other self-help skills
- Records academic and social progress as required by the teacher
- Assists the teacher in preparing, collecting, adapting, and maintenance of equipment, supplies, or materials
- Assists teacher with physical intervention of behavior issues
- Performs other routine duties as assigned by principal
- Participates as a member of a team

Qualifications:

- High school diploma or GED required; related college education courses preferred
- Paraprofessionals must meet one of the following to be highly qualified: associate's degree or a minimum of 48 semester hours or 72 quarter hours or successfully passing the Para Pro Assessment
- Possess or be eligible for an Ohio Educational Aide Permit required within 60 days
- High moral character
- Genuine interest in children/youth
- Desire to serve the school and community
- Evidence of good health, vitality and enthusiasm
- Ability to physically manage handicapped students
- Effective written and oral communication
- Experience working with handicapped students preferred

SUBSTITUTE TEACHER CLASSIFICATION DEFINITIONS

Daily Assignment – To last 1-5 days in the same assignment

Short Term – To last 6-60 days in the same assignment

Long Term – A minimum of 61 days in the same assignment

For additional information, please refer to the agreement between the District and the Cleveland Teachers Union – Article 23, Section 9K.

SUBSTITUTE PARAPROFESSIONAL CLASSIFICATION DEFINITIONS

The duties listed below are things that a paraprofessional may have to do while working with a specific student population listed. As with any position there may be other duties that are to be performed that may not be listed.

Para 1-on-1 – Support for 1 child which includes spending your entire day with the student

For a student with behavioral needs:

- Assist with implementation of behavior intervention plan (including but not limited to tracking of data, taking students away from instruction for de-escalation, etc.)
- Assist with communication under the guidance of the intervention specialist and/or speech-language pathologist (i.e. use of augmentative communication, implementation of PECS or a picture schedule, etc.)
- Physical assistance as needed

For students with physical disabilities:

- Scribe for written assignments
- Physical assistance for moving in and out of wheelchair or navigating building
- Physical assistance on and off transportation
- Physical assistance for hygiene needs (i.e. toileting, washing hands, etc.)
- Physical assistance for eating, including obtaining lunches, assist with opening and set up, assist with feeding

Para Multiple Disabilities/Autism (MD/AU)

Student population: students typically serviced in a MD/AU classroom exhibit more severe cognitive disabilities. These students receive instruction focused on application of the state standards through essential life skills. Intervention specialists in these classes utilize the Ohio Learning Standards–Extended for their classroom instruction. The students in these classes may exhibit a number of deficits which may include: academic deficits, inability to retain information, needs related to adaptive behavior/self-care, behavioral needs, etc. There may be students who are non-verbal who will communicate with different forms of augmentative communication or assistive technology (i.e. GoTalk, iPad/iPod, visual scheduling, etc.) More one-on-one instruction is needed for students in these classes. The students also need to be monitored throughout their school day.

- Assist with implementation of behavioral intervention plan (including but not limited to tracking of data, taking students away from instruction for de-escalation, etc.)
- Physical assistance on and off transportation
- Physical assistance for hygiene needs (i.e. toileting, washing hands, etc.)

- Physical assistance for eating, including obtaining lunches, assist with opening and set up, assist with feeding
- Conduct small group activities that are planned by the Intervention Specialist
- Attend Encore classes with students to provide support

Para Medically Fragile (MEF)

Student population: Students typically serviced in an MEF classroom have medical needs that make it necessary for them to be in a building with a full-time nurse. In addition to this they present with the most severe disabilities. These students receive instruction focused on application of the state standards through essential life skills. Intervention Specialists in these classes utilize the Ohio Learning Standards—extended for their classroom instruction. Many students are nonverbal and have limited communication; some may communicate with eye-gaze, while others may have some form of assistive technology. A focus with some students may be on sensory stimulation. The large majority of students in these classes are in wheelchairs and require a great deal of care. Physical assistance (that includes lifting) is needed for most.

- Lifting and positioning of students as needed (based on doctor, therapist and/or IEP team determination)
- Physical assistance on and off transportation
- Physical assistance for hygiene needs (i.e. toileting, washing hands, etc.)
- Physical assistance for eating – including obtaining lunches, assist with opening and set-up, assist with feeding
- Conduct small group activities that are planned by the Intervention Specialist
- Attend Encore classes with students to provide support

Para Emotional Disturbance (ED)

Student population: Students serviced in an ED setting are in that environment because of the need for more intensive behavioral support. Students can exhibit a range of behavioral needs including, but not limited to, use of vulgar language, refusal to follow directives, oppositional defiant behavior, physical aggression, etc. The students' cognitive levels of functioning spread across a wide range. Because of this, there may be students who have academic deficits, but there also may be students who receive some or all instruction within the regular education setting. More one-on-one behavioral support is needed for students in these classes. The students also need to be monitored throughout their school day.

- Assist with implementation of behavior intervention plan (including but not limited to tracking of data, taking students away from instruction for de-escalation, etc.).
- Behavioral support may take up the large portion of your day.
- Provide support to students within the regular education classroom.
- Conduct small group activities that are planned by the Intervention Specialist.
- Attend Encore classes with students to provide support.

Para – Special Education Preschool (PreS)

Student population: Children between the ages of 3 and 6, residing in Cleveland, who are identified for special education services are guaranteed a seat in preschool. A classroom may include students with a wide range of disabilities. There are three possible classroom configurations in which a preschool special education paraprofessional may be assigned:

- Half-day: up to 8 students in the a.m., up to 8 students in the p.m.
- 6/6: full day, up to six students with disabilities and up to six typical peers
- Integrated PreK: 20 students with one Early Childhood teacher, one Intervention Specialist and one paraprofessional. The integrated classroom has 20 students total, 12 typical and 8 special needs.
- The para for preschool is also expected to assist with behavior plans and collect data under the direction of the teacher.
- Assist the teacher in preparing maintaining and adapting materials (helps set up and maintain hygienically-safe toys and materials).
- Conduct small group activities that are planned by the Intervention Specialist
- Physical assistance for hygiene needs (i.e. toileting, washing hands, etc.)
- Physical assistance for eating, including obtaining lunches, assist with opening and set up, assist with feeding
- Assist with non-academic times of day – bus drop-off and pick-up, lunch, nap time, recess
- Attend Encore classes with students to provide support

Para – Visual Impairment (VI)

Student population: Students who are blind or visually impaired. Students may be fully included in the general education setting or in a small group setting.

- Conduct small group activities that are planned by the Intervention Specialist
- Assistance with navigating unfamiliar environments
- Assistance with creating or organizing supplementary aids, such as large print texts or tactile items
- Help students use assistive technology
- May require physical assistance for hygiene needs or eating

Para – Hearing Impairment (HH)

Student population: Students who are deaf or hard of hearing. HH paras are typically in a self-contained classroom with a Teacher of the Deaf (HH Intervention Specialist), and the students often have other needs (such as cognitive deficits) that impede their learning. Note: The ability to communicate with students who are deaf/hard of hearing (sign language) is an essential function of this role.

- Conduct small group activities that are planned by the Intervention Specialist
- Facilitate students' communication with others
- Help students use assistive technology
- Attend Encore classes with students to provide support

Instructional Aide (Bilingual)

- Assists classroom teachers in the delivery of instructional programs to meet the specific needs of English Language Learners (ELL)
- Assists the teacher in preparation of all special activities, i.e. field trips, cultural festivals and bulletin boards depicting the culture of the second language learners
- Assists teachers and Multilingual Multicultural Education Office to provide appropriate accommodations during the administration of required standardized tests
- Assists with the development of appropriate bilingual instructional materials
- Participates in in-service/professional development activities assigned by the Multilingual Multicultural Education Office or building principals

SUBSTITUTE PROTOCOLS

- Arrive early. If you received a late call, arrive as soon as possible.
- Introduce yourself and check in with the Main Office and sign in.
- Secure keys and any necessary information pertinent to the assignment.
- Become familiar with the classroom.
- Become acquainted with teachers.
- Locate substitute folder, manuals, lesson plans and other pertinent information.
- Inquire about the end-of-the-day responsibilities (walking students to buses, storing lesson plans, etc.)
- Cell phone usage, including calls, texting or internet usage is prohibited during instructional time.
- You must return any keys and sign out before leaving the school (if required).
- Make sure that you submit your time and that the secretary/principal reviews and approves your time in Workday before you leave in order to ensure proper compensation/pay.

CLASSROOM MANAGEMENT TECHNIQUES

- Warmly greet students as they approach and enter the area/classroom.
- Command students' attention and cooperation in a firm but thoughtful and mutually respectful manner.

- Maintain order in the classroom by communicating your expectations clearly and consistently.
- Try to follow established routines for continuity and for a smooth transition when the regular teacher returns.
- Establish signals to rectify misconduct in its early stages, such as nods, pointing, disapproving looks, and any other appropriate methods.
- Use voice control as a disciplinary tool rather than as an emotional outlet.
- Be fair and avoid any semblance of favoritism.
- Use praise lavishly but sincerely.
- Supervise students at all times and in all areas of the classroom or school when you are the assigned teacher/para.
- Bring closure to all activities.

EXPECTATIONS OF SUBSTITUTE TEACHERS/SUBSTITUTE PARAPROFESSIONALS

- Be punctual. Start time will be based on contract language. It is suggested that substitutes who are unfamiliar with Cleveland obtain a map of the city. Directions can be found on the District's website at ClevelandMetroSchools.org/Domain/166
- Be well groomed and professionally dressed.
- Interact with students in a positive and mutually respectful/caring manner.
- Be at the door to greet students when they arrive for class.
- Introduce yourself to staff members.
- Be firm and fair, yet flexible.
- Never leave the class unattended.
- Do not scream or yell at students.
- Do not send multiple children to the office. Try to resolve problems in class, if possible.
- Be aware that the principal establishes the procedures in the school.
- Maintain composure, professional behavior and pleasant personality with staff and students.
- Introduce yourself to each class and write your name on the board.
- Follow regular teacher's lesson plan or regular paraprofessional's duties.
- Have an emergency lesson plan in the event that the regular teacher does not leave one. Cleveland.SchoolNet.com/Outreach/CSD/Library, select Educators
- Be prepared to give directions in a clear and concise manner.
- Avoid the use of any unfamiliar equipment.

- Ask questions BEFORE starting the day.
- Remember that all student personnel records are confidential.
- Instruct clearly and manage the classroom efficiently.
- Refer all severe rule infractions to the proper school authority. All physical contact with students should be avoided.
- Concentrate on teaching materials. Do not engage in personal work.
- Move around the classroom to maintain control and increase time-on-task efforts.
- Personal, religious or political beliefs or opinions are not to be imposed on students.
- Ensure that the room, equipment and records are left in order.
- Leave name, telephone number and a brief report for the regular teacher's use.
- Always lock the room when it is necessary to leave it unattended.
- Follow the directions of each building. Consult the office staff about any matter that is unclear.
- Only accept Job Number Assignments generated by the substitute system.
- If it is a long-term assignment, confer with the principal for details on instructional procedures and tasks.
- Always report to the office at the conclusion of the day to return keys and other materials.

SAMPLE LESSON PLANS AND OTHER RESOURCES

As a substitute teacher, there may be instances in which you are assigned to cover an absence for a teacher that did not leave a lesson plan for you.

For your convenience we have included two great sources of information for lesson plans, resources, rubrics and much more that will assist you in creating a lesson plan for the day(s) that you will serve as a substitute teacher in a school:

Cleveland.Schoolnet.com/Outreach/CSD/Library/Educators

ShareMyLesson.com

CORPORAL PUNISHMENT

The District eliminated corporal punishment as a method of resolving discipline problems, effective September 1987. Corporal punishment is defined as the act of inflicting or causing to be inflicted bodily pain upon an individual as a penalty for the commission or omission of an act. Any form of corporal punishment is prohibited. Please be aware of potential legal ramifications and personal responsibilities in this matter. Any complaint regarding a substitute's involvement in corporal punishment will be documented by the building principal and could lead to termination. Examples of corporal punishment include, but are not limited to, push-ups and forcing students to stand for long periods of time.

For more information, go to ClevelandMetroSchools.org, Board, Board of Education, Board Policies, Policy JP.

PROHIBITED CONDUCT (FROM EMPLOYEE POLICIES AND PROCEDURES MANUAL)

3.04.1 **Sexual Harassment** - Unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature may constitute sexual harassment when:

- submission to such conduct is made, either explicitly or implicitly, a term or condition of education, employment or participation in District activities.
- submission to, or rejection of, such conduct by an individual is used as the basis for educational or employment decisions affecting such individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's educational or work performance or creating an intimidating, hostile or offensive environment.

Examples of sexually related conduct may include, but are not limited to, unwanted sexual advances; demands for sexual favors in exchange for favorable treatment, academic advancement or continued employment; repeated sexual jokes, flirtations, advances or propositions; verbal abuse of a sexual nature; graphic verbal commentary relating to an individual's body, sexual prowess or sexual deficiencies; coerced sexual activities; any unwanted physical contact; sexually suggestive or obscene comments or gestures or displays of sexually suggestive or obscene objects or pictures. Sexually related conduct forms the basis of a sexual harassment claim if a reasonable person, in view of all the surrounding circumstances, would consider it sufficiently severe or pervasive as to create an objectively hostile or abusive educational or work environment and it causes the person who believes they have been harassed to subjectively perceive the environment to be abusive or hostile.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive and persistent such that it adversely affects, limits or denies an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment.

Sexual conduct/relationships with students by District employees or any other adult member of the District community is prohibited, and any teacher, administrator, coach or other school authority who engages in sexual conduct with a student may also be guilty of the criminal charge of "sexual battery" as set forth in ORC 2907.03. The issue of consent is irrelevant in regard to such criminal charge and/ or with respect to the application of this policy to District employees or other adult members of the District community.

3.04.2 **Discriminatory Harassment** - Verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of their sex, race, color, national origin, religion, age, sexual orientation, disability and any other characteristics protected by law, or that:

- has the purpose or effect of creating an intimidating, hostile, or offensive educational or work environment.
- has the purpose or effect of unreasonably interfering with an individual's educational or work performance.
- otherwise adversely affects an individual's educational or employment opportunities.

3.04.3 Discrimination - Any behavior, expression or activity that stigmatizes or victimizes individuals or groups of people because of their personal attributes, including sex, race, color, national origin, religion, sexual orientation, military status or disability, and that:

- involves an express or implied threat to an individual's educational efforts, participation in school-sponsored extracurricular activities, terms or conditions of employment or personal safety.
- has the purpose of interfering with an individual's educational efforts, participation in school-sponsored extracurricular activities, terms or conditions of employment or personal safety.
- creates an intimidating, hostile, demeaning or offensive educational or work environment adversely affects an individual's educational or employment opportunities. [Board Policy AC, adopted April 19, 2016]

APPOINTMENT/RE-APPOINTMENT OF SUBSTITUTE TEACHERS/SUBSTITUTE PARAPROFESSIONALS

Substitute teachers/substitute paraprofessionals must be notified by June 1 via certified mail of their non-reappointment for the ensuing school year. Those substitutes reappointed will be notified of their reappointment by June 30 of every year. Neither an interview nor submission of another employment application is necessary if a substitute teacher/substitute paraprofessional is reappointed for another school year. Substitute teachers/Substitute paraprofessionals who have had a one-year or more lapse in service with the District must be interviewed, fingerprinted for a criminal background check, provide a valid teaching certificate/license or an educational aide permit and complete all new hire forms. There is no guarantee that you will be rehired.

PRINCIPAL'S DO NOT RETURN LIST

A Principal has the option to request a substitute not return to the school. This request must be made to Talent Department on the proper form and within two working days of the substitute's assignment to the school. Within five working days of receiving the "do not return" form, Talent Department will send to the substitute a copy of the submitted allegation and directions on how to respond to the allegation. This response must be initiated by the substitute in a written rebuttal and submitted to Talent Department within five working days of the receipt of the notification. When a substitute, within one school year, receives three "do not return" forms from three individual schools, the Talent Department will conduct a hearing with the substitute to discuss the issue with the substitute and union representative. Following this hearing, the Talent Department will determine if remedial action is necessary. This action may include job assistance or non-reappointment by June 1. Examples of reasons to initiate a "Do Not Return" list may be, but not limited to, the following:

1. Adminstrating corporal punishment
2. Directing profanity towards students or staff
3. Violating attendance policies/excessive tardiness and suspected absence abuse
4. Falsification of documents, e.g., testing, attendance, court documents
5. Leaving students unattended
6. Lack of classroom control

- 7. Poor classroom management
- 8. Engaging in personal work during class time
- 9. Arguing or acting belligerent toward school or personnel staff
- 10. Leaving an assignment without completing the lesson plan
- 11. Failure to follow school rules
- 12. Other inappropriate behavior or conduct unbecoming a District employee

SALARY AND PAY PLAN

Substitute teachers/Substitute paraprofessionals are paid at the negotiated rate approved by the District and the Cleveland Teachers Union. Pay periods are the same as those of regular teachers/ paraprofessionals (semi-monthly). Electronic payment is mandatory for all employees and is currently available in two convenient choices: (1) direct deposit or (2) pay card. Mandatory income tax deductions or contributions are made for federal, state, city, Medicare and for either the State Teachers Retirement System or School Employees Retirement System. Dues deductions for the Cleveland Teachers Union are also taken.

All substitutes must be assigned a Job Number, via the substitute system, prior to reporting to an assignment.

Payment for services rendered will be issued to substitutes with assigned Job Numbers only, including submission and approval of time on Workday.

SALARY SCHEDULES

(Per Agreement between the District and CTU)

Substitute Teachers 2019 – 2020 School Year

Upon entering the District, you will be placed at the inexperienced substitute daily rate per the table below.

	Inexperienced (effective 7/1/19)	Inexperienced (effective 13th pay of school year)	Experienced (effective 7/1/19)	Experienced (effective 13th pay of school year)
A. Per Day	\$140.09	\$141.49	\$156.20	\$157.76
B. Per day on the 6th day and each succeeding day in the same assignment	\$156.20	\$157.76	\$181.53	\$183.35
C. Per day on the 61st day and each succeeding day in the same assignment	\$164.01	\$165.65	\$190.60	\$192.51

Eligibility for the experienced substitute rate?

Substitutes that have had “two or more years of regular teaching experience, have 120 or more days of substitute teaching service during each of the two years immediately prior to reappointment or appointment” are eligible for Experienced Substitute rates (Collective Bargaining Agreement, Appendix A, “Experienced Substitutes”).

Verification of prior teaching/paraprofessional experience

Verification of experience can be submitted to Eden Seay, Compensation Specialist at Eden.Seay@ClevelandMetroSchools.org within 60 calendar days after completing onboarding requirements.

Acceptable forms of documentation include:

- An Ohio STRS Annual Defined Benefit Statement (full document – 4 pages)
- Written verification of years of prior teaching experience on an accredited institution’s letterhead with the verifier’s name and contact information. Information should include position held, part-time or full-time, each school/institution year worked and how many days in each school/institution year

Eligibility for a pay increase

You are eligible for an increase in pay after five consecutive days in the same assignment. After 60 consecutive days in the same assignment you will be eligible for an additional increase in pay. Movement to a new assignment will adjust your daily rate to the minimum.

SUBSTITUTE TEACHERS WORKING TOWARD CERTIFICATION

Substitutes who are assigned to a specific position and who submit written confirmation that they are working toward certification/licensure appropriate for that assignment shall be paid \$5.00 per day above the highest substitute pay rate.

If you think that you meet this requirement, you must submit a letter from the university/college specifically stating that the student is enrolled in classes pursuant to their license. The letter should be submitted to Eden.Seay@ClevelandMetroSchools.org, Compensation, Talent Department.

Extended Day Schools

Substitute teachers working over the normal 185 day school year in the Board-approved calendar, shall be paid for each extended day at their daily rate. Any substitute teacher working over the normal 440 minute school day as defined in Article 9 shall be paid for the extended minutes at the daily rate for that school year. Any substitute teacher whose worksite included an extended day during the 2019-2020 school year will be given a hold-harmless payment equivalent to the compensation for the additional minutes worked in the 2019-2020 school year less the amount they will receive for the additional minutes outside the normal 440 minutes school day as defined in Article 9 for as long as that member remains at that worksite.

Substitute Paraprofessionals 2019-2020 School Year

Upon entering the District, you will be placed at the inexperienced substitute hourly rate per the table below.

	Inexperienced (effective 7/1/19)	Inexperienced (effective 13th pay of school year)	Experienced (effective 7/1/19)	Experienced (effective 13th pay of school year)
A. Per Hour — Day to Day	\$15.41	\$15.56	\$16.44	\$16.60
B. Per Hour on the 6th day and each succeeding day in the same assignment	\$16.18	\$16.34	\$17.21	\$17.38

Eligibility for the experienced substitute rate

Substitutes that have had “two or more years of regular substitute experience, and/or have 120 or more days of substitute service during each of the two school years immediately prior to reappointment or appointment,” are eligible for Experienced Substitute rates (Collective Bargaining Agreement, Appendix A, “Experienced Substitutes”).

Verification of prior paraprofessional experience

Verification of experience can be submitted to Eden Seay, Compensation Specialist at Eden.Seay@ClevelandMetroSchools.org within 60 days calendar after completing onboarding requirements.

Acceptable forms of documentation include:

- an Ohio SERS Annual Defined Benefit Statement (full document – 4 pages)
- written verification of years of prior experience on an accredited institution’s letterhead with the verifier’s name and contact information. Information should include position held, part-time or full-time, each school/institution year worked and how many days in each school/institution year.

Eligibility for a pay increase

You are eligible for an increase in pay after five consecutive days in the same assignment. Movement to a new assignment will adjust your daily rate to the minimum.

**SUBSTITUTE PARAPROFESSIONALS
WORKING OUT OF CLASSIFICATION**

As a substitute paraprofessional, you are expected to perform the duties and responsibilities for the position for which you were hired. Under no circumstances is a substitute paraprofessional to perform the duties of a substitute teacher. In the absence of the teacher, a substitute paraprofessional will not cover for the teacher for any portion of the day or for the full day.

HEALTH CARE

A substitute teacher or substitute paraprofessional will be eligible to purchase health care benefits from the District after five consecutive days in the same assignment. After 60 consecutive days in the same assignment, he/she is eligible for full employee benefits. For health care purposes the substitute is eligible to enroll for health care benefits on the 61st day in the assignment. He or she must enroll within 30 days of becoming eligible for health care. Coverage is effective on the first month following the 30-day enrollment period. A substitute may obtain health care coverage over the summer by assuming the cost of such coverage at the District's COBRA rate. (Article 30, section 9 of the CTU Agreement). For working spouse insurance coverage, please refer to the agreement between the District and CTU, Article 30 section 1e, for additional information in spouse coverage eligibility.

Substitutes who work 120 days in the same school and are hired back for the next school year are eligible for health benefits on the first day of work in that school year.

The cost will be the current approved bi-monthly premiums for the selected health care provider. It is the substitute's responsibility to keep a record of the number of days worked and to initiate health care coverage. The substitute teacher/substitute paraprofessional must contact the Substitute Center at 216.838.0077 to verify that you have reached your 61st day in the same position. Once the Substitute Center verifies the days, it will notify the Benefits Department. Once notified, an enrollment event will appear in your Workday inbox, which will allow you to enroll in benefits. The substitute must enroll online by the deadline on the benefits inbox task.

EASE@WORK EMPLOYEE ASSISTANCE PROGRAM

Substitute teachers/Substitute paraprofessionals who have completed 60 or more days in the same assignment are eligible for the Employee Assistance Program (EASE@work). The EASE@work program is offered with the recognition that each of us, regardless of our position in any organization, faces a variety of problems in our daily lives. When problems become too much to bear, they begin to affect our personal happiness, our health and our work performance. When this happens, the EASE@work program is in place to offer immediate professional help. You may contact EASE@work at: www.EaseAtWork.com or call 216.241.EASE (3273) or 800.521.3273.

ANNUAL PROFESSIONAL DEVELOPMENT

The CTU and CMSD will jointly plan and present one day of professional development/orientation to all substitutes regarding information related to the developed handbook. This professional development is mandatory for all substitutes and all substitutes are required to have the professional development prior to their first assignment every year. Compensation will be at the substitute's negotiated hourly rate.

STATE TEACHERS RETIREMENT SYSTEM (STRS)

Membership in the State Teachers Retirement System is mandatory for substitute teachers employed in the Cleveland Metropolitan School District. Upon initial employment or returning to service after separation, each substitute teacher is required to complete a Membership Record Form. Members of STRS are currently required to contribute 14% of earned compensation for teaching services, including

supplemental and summer earnings. These amounts are withheld from salary payments by the District and remitted to STRS on a bimonthly basis. Service credit calculation is reported as a percentage of 1.00 full year and is granted for service from July 1st through June 30th. Service credit calculation for substitute teachers is dependent on the number of days or partial days of paid service. One hundred twenty (120) days each school year are required for a full year of service credit, per STRS guidelines.

Contributions are not included in taxable income for federal or state income tax purposes at the time the contributions are made. However, these amounts become taxable when received in the form of a refund or retirement benefits. In order to obtain a refund, it is necessary to request an Application for Refund of Member Deposits from the State Teachers Retirement System at 888.227.7877. Applications for refunds will not be processed unless a resignation is submitted through Workday (see Resignation Procedures on this handbook).

SCHOOL EMPLOYEE RETIREMENT SYSTEM (SERS)

With a few exceptions, anyone serving in a school position for which a teaching certificate is not required by the State Department of Education, must be a member.

Persons who perform a service common to the normal daily operation of a school district or educational unit, even though they may be paid by an outside contract company, must also be members. Employees must become contributing members of the Retirement System from the first date of employment. Membership is optional only for school board members and employees with student status.

Each member is required to contribute a percentage (currently 10%) of all school earnings to the retirement system. Contributions are deducted from gross salary and are forwarded by the employer to SERS on a monthly basis. A statement showing total contributions on deposit with the system and service credit as of the fiscal year end is mailed to each member annually. In order to obtain a refund, it is necessary to request an Application for Refund of Member Deposits from the School Employees Retirement System. Applications for refunds will not be processed unless a resignation is submitted through Workday (see Resignation Procedures on this handbook).

If you have any questions, contact the School Employee Retirement System (SERS) at 866.280.7377.

CREDIT UNION MEMBERSHIP

All Substitutes are eligible for membership in the Ohio Educational Credit Union (OECU). The OECU is a member-owned organization. Members are the only shareholders. The Ohio Education Credit Union is a full-service financial institution. Deposits to the OECU may be made via direct deposit or payroll deduction. The main office of the OECU is located at 2921 Community College Ave, Cleveland OH 44115. Contact the OECU directly at 216.357.5200 to obtain additional information.

EMERGENCY SITUATIONS

The Principal's Guide-Summary of Response to Emergency Situations is available at each school in the District. Substitutes should become thoroughly familiar with the established response to all emergency situations which outlines the established responses to (for example): a student threatening violence, suspected child abuse, serious illness/injury, attempted/threatened suicide, bomb threat and fire/explosion. In the event of an emergency:

1. substitutes without assignments or students at the time of the emergency will report to the principal for instructions.
2. substitutes with students will remain with them until relieved by the authority of the principal or superintendents' representative.
3. if class relocates, take attendance as soon as conditions allow.
4. send students in need of first aid to nurse or designated personnel or site.
5. if not given an assignment by the principal, the substitute will assist other educators in maintaining order and supervising students.
6. substitutes should have a pre-planned activity that could be utilized to lessen the tension of the situation.
7. substitutes should maintain attendance records and record any students transported or released to parents or emergency contacts. Substitutes should record who the child was turned over to and at what time.

Active Shooter Emergency

Active shooter incidents are often unpredictable and evolve quickly. In the midst of the chaos, anyone can play an integral role in mitigating the impacts of an active shooter incident. Department of Homeland Security aims to enhance preparedness through a "whole community" approach by providing products, tools and resources to help you prepare for and respond to an active shooter incident. For additional information, visit the links below:

[DHS.Gov/Cisa/Active-Shooter-Preparedness](https://www.dhs.gov/cisa/active-shooter-preparedness)

[DHS.gov/sites/default/files/publications/active-shooter-pocket-card-508.pdf](https://www.dhs.gov/sites/default/files/publications/active-shooter-pocket-card-508.pdf)

SUMMER EMPLOYMENT

The District does not normally employ substitutes during summer break. In the event that there is an emergency need to employ substitutes, only those substitute teachers/substitute paraprofessionals who have a valid Ohio Certificate/License or an Educational Aide Permit will be employed.

PREFERENCE FORMS (SUBSTITUTE TEACHERS)

Substitutes are required to complete a Substitute Preference Form which documents the substitute teacher's preferred grade/subject area. Substitute teachers should be available to work at all locations. If a change in preferences or availability is desired, those changes should be submitted via email to Substitutes@ClevelandMetroSchools.org.

CHANGE OF STATUS PROCEDURES

It is imperative that the Talent Department maintains accurate employee data for every employee. In the event of changes in marital status, name, home address, telephone number, etc., change please:

1. sign into your Workday account.
2. select the Personal Information application.
3. follow the prompts.

RESIGNATION PROCEDURES

Substitutes who are resigning from the District must submit their resignation through Workday.

1. Sign into your Workday account.
2. Click on the related Actions icon.
3. Select Job Change and then follow the prompts.

Thank you again
for serving our students
who deserve a great leader
in their classroom
every day!

Eric S. Gordon
Chief Executive Officer

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