

UTLA **SUB**STANCE

Providing Answers and Unity for the Substitute Teachers of LAUSD

Message From The New Chairman

Greetings!

My name is Dave Peters. I am the new chairman of the substitute committee. I have been subbing now for twelve years with LAUSD. During that time I have served as chapter chair for the South Calling Area and the Central Calling Area. I have also created the only local email group and bulletin board for substitute teachers in the country, called LASUBS@yahoo.com. If you email me at xanadu5958@sbcglobal.net, I will add you to the list. Currently we have 2,250 members in our group.

Our first social event of the year was the highly successful summer gathering in August at the San Antonio Winery in Downtown Los Angeles. We had a huge turnout of 125 substitutes and VIP's from the District and the Union. It was a grand affair.

Our first Quarterly Meeting was just before Thanksgiving and celebrated twin seventieth birthday bashes for Jack Fitzgerald and Robert Rivers. Roger Scott gave his annual seminar on grievances and write-ups to great acclaim and Liz Bahn guided us through the mysteries of our somewhat dysfunctional payroll system. The sudden passing of our beloved Minh Mullen the night before cast a pall over the entire event.

Our February STC Meeting was a spectacular success. We were graced by the arrival of UTLA President Duffy to much applause. This was a first in our long history. We also enjoyed the appearance of Dale Van Mill, the head of the Sub Unit. Betty Ng, the controller for LAUSD, also joined us along with Karen Tillman, the head of Payroll for the District. With such unexpected firepower at one of our substitute meetings, we had a great success at this, our fourth STC Meeting of the year.

At our next Quarterly Meeting, we will be discussing substitute concerns for the new contract. We also want to organize our membership to have a greater impact on our Union and the District.

We will need a lot of help from our fellow substitutes, so we will keep in place the model of a Steering Committee and hope to expand it somewhat to make us even more effective. We want our voices heard at UTLA and at LAUSD!

Please lend us as much help as you can by volunteering to assist in any way you feel you can contribute.

Let's make it a great year for substitute teachers at Los Angeles Unified School District.

Dave Peters

Make sure you are a member. Call UTLA Membership at (213) 368-6241.



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MEMBERSHIP MATTERS!
CALL UTLA TODAY TO CONFIRM
YOUR MEMBERSHIP!
(213) 368-6241

Join Us!

Help protect our contract rights.

Your input is needed now on changes we would like to make regarding unavailables, having Subfinder offer jobs the night before the assignment, and the new LAUSD computer system. You must attend one meeting before being eligible to vote on these important issues. Don't risk having a few people making decisions for the entire group. Be there, be counted!

Please save these dates and join us for UTLA Substitute Meetings:

UTLA Substitute Committee Meetings meet from 4:30 pm - 6:00 pm.

September 28

November 9

December 14

February 1

March 1

March 29

May 3

May 31 Election Day for 2006/2007 Chairman

Substitute Committee General Meetings meet on Saturday from 9:30 am - 2:00 pm.

November 19

February 4

May 13

Meetings are held in Room 815 of the UTLA building, 3303 Wilshire Blvd. (Two blocks west of Vermont on the northwest corner of Berendo.) Free parking is available in the parking structure behind the UTLA building, and a free dinner will be served at 5:00 PM to all who attend.

Membership Has Its Privileges

FREE \$100,000 OCCUPATIONAL LIABILITY INSURANCE FOR UNION MEMBERS!

By Marianne Friedland

Are you a UTLA union member? The easiest way to determine if you are a member is to check the bottom of your pay voucher. Next to the amount of \$27.29 will be either "UTLA" or "AFEE" (Agency Fee). If Agency Fee is indicated, you are not a union member. If you have not received a blue plastic card with the UTLA logo on it, you are not considered a member.

After the first 100 days or 600 hundred hours of employment, all Substitute Teachers begin to pay \$34.45. If you join UTLA, the money goes to UTLA. If you do not join UTLA, the money is considered an "Agency Fee." This fee, which is required by the Labor Code of California, is automatically deducted from your paycheck each month. For this fee you are entitled to 20 issues of United Teacher and representation in grievances and arbitrations. **You are not entitled to any other union benefits!**

MEMBERSHIP MATTERS!

Make sure you are a member.

**Call UTLA Membership
at (213) 368-6241.**

By taking a few minutes to fill out a union membership form and choosing one of the national affiliates: National Education Association (NEA) or American Federation of Teachers (AFT – CIO), you become entitled to numerous union benefits including a **\$1,000,000.00 occupational liability insurance plan.** According to UTLA, "This insurance protects you from bogus child abuse charges and other schoolrelated criminal charges you could face during your career." Additional benefits include legal representation in dismissals and layoffs and a free half-hour of legal advice for each incident to name a few.

For more information on the union affiliates: American Federation of Teachers

(800) 238-1133
www.aft.org

National Education Association

(800) 637-4636
www.neamb.com

In The Lead

2005/2006 Substitute Leadership

Substitute Director, UTLA Board of Directors:

Leonard Segal

Substitute Committee Chairman:

Dave Peters

Chapter Chair Central Calling Area:

Dave Peters

Co-Chair Central Calling Area:

Eddie Smith

Chapter Chair North Calling Area:

Leonard Segal

Chapter Chair South Calling Area:

Elizabeth Bahn

Secretary of Substitute Teacher Committee:

Tannie Lee Braziel

Steering Committee

Email Communications:

Dave Peters and Leonard Segal

Grievances and Write-Ups: Dave Peters

Subfinder Committee: Elaine Stumpus, Wayne Kaeser, Margaret Robinson, Erika, Dave Peters, Leonard Segal

Newsletter Committee: Dave Peters, Leonard Segal, Marianne Friedland, Jack Fitzgerald, Joe Wolverton, Aaron Cohen, Tannie Braziel

Video Communications:

Darryl Bohanan, ddbfx@sbcglobal.net

Phone Tree Development: Luis Ovalles**Parliamentary Procedures:** Diane Laux**Legal:** Tannie Braziel

Social Committee: Dave Peters, Leonard Segal, Vicky Garcia

Due Process Rights & Legal Information Committee: Leonard Segal, Joe Wolverton, Dave Peters, Tannie Braziel

Contract Rights Committee: Leonard Segal, George George, Dave Peters, Tannie Braziel

Website Committee: Leonard Segal, Robert Rivers, Dave Peters

Bylaws Committee: Robert Rivers, Marianne Friedland, Elaine Stumpus, Liz Bahn

Budget Committee: Dave Peters, Leonard Segal, Robert Rivers

Steering Committee: Dave Peters, Leonard Segal, Robert Rivers, Vicky Garcia, Fred Farzad, Marilyn Roberts, Marianne Friedland, Elaine Stumpus, Jack Fitzgerald, Wayne Kaeser, Liz Bahn, George George, Eddie Smith, Luis Ovalles, Hugo Amaya, Al D'Sa, Darryl Bohanan, Karolyn Berkman, Aaron Cohen, Diane Laux

Leadership Contact Information

Dave Peters: xanadu5958@sbcglobal.net

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Robert Rivers: supersub@pacbell.net

Marianne Friedland: haamlet@msn.com

Aaron Cohen: abcohen2@yahoo.com

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Tannie Braziel: tanniebraziel@uclalumni.net

Phone (323) 807-2404

Elizabeth Bahn: ebahn@lausd.k12.ca.us

George George: ggeorge@utla.net

Phone (310) 488-3597

Darryl Bohanan:

Phone (213) 252-0100

Substitute Committee Budget

The approved budget from 2005 to August 31, 2006 is \$17,600.

\$450	In-State Conferences
\$900	Out-of-State Conferences
\$1,550	Meeting Costs
\$13,105	Newsletters
\$300	Supplies
\$1,200	Organizing Events
\$95	Subscriptions

VOTE FOR CANDIDATES WHO SUPPORT SUBSTITUTES

By Marianne Friedland,

Take the importance of union membership one step forward and vote for the people in power who will fight for and support Substitute Teachers in our ongoing battles to maintain health benefits, to obtain pay raises, and to be treated with dignity and respect. While some Substitute Teachers only work while pursuing other careers, i.e. acting or going to school, a large percentage of Substitute Teachers have chosen substitute teaching as their profession. They are available to show up each day ready to face certain ongoing obstacles: difficult students, inadequate lesson plans, and the potential of being written up by an administrator, which could eventually lead to being fired. Now, more than ever, as substitute teaching has become more competitive and receiving job offers has become increasingly more difficult, we must band together as a committed force to help each other learn what our rights are, who can help us, and where to access the information we need in order to be informed. Be informed in order to protect our workplace rights and benefits! Know where to go for the help you need, and elect officials who will be there for Substitutes and will negotiate this massive bureaucracy on our behalf. If you are not a union member, you cannot vote. In addition to voting for elected officials, attend Substitute Committee meetings, Area Meetings, and stay closely aligned with other Substitute Teachers to VOTE for motions that affect us.

JOIN THE UNION. Take advantage of all the free benefits that are offered to union members. When the time comes, you will have the opportunity to express your power and VOTE!

VOTING IS A PRIVILEGE

By Aaron Cohen

The ability to vote and guide the rules of our employment is a privilege and one that we must not throw away. Many Substitutes choose not to vote because of apathy, the political system, or not knowing who to vote for. If Substitute Teachers want to promote dignity and respect as well as fight for improved wages, health benefits, and a grievance process, one must vote for substitute-friendly candidates.

According to the United Teachers Los Angeles Constitution (Article 2, Section 3c), one of the privileges of active membership is the right to vote on all matters submitted to the membership. As eligible voters, Substitute Teachers can vote on any campus, at the UTLA building, or at any of the district union meetings. Many Substitute Teachers are treated with animosity, by not only the students, but by principals, teachers, and other staff members. That is why it is critical that Substitute Teachers fight for representatives who will combat the bureaucracy for appropriate justice.

In seeking a pay raise, health insurance benefits, and a formal grievance procedure, one must change the perceptions by changing our leaders. These perceptions cannot change without representation willing to fight for the transformation.

VOTE!

MEMBERSHIP MATTERS!

Make sure you are a member. Call UTLA Membership at (213) 368-6241.

Tips I Have Learned Along The Way

by Kathy Gazin

Some tips I have learned along the way after more than 25 years as an elementary school substitute teacher. These ideas don't necessarily work above elementary school. I hope these few suggestions will be of help.

1. If you are ever written up and asked to go to the principal's office, request that your Union Rep, from that school, be there at the meeting. Never defend yourself or say anything in private to the principal, without your UTLA Rep there. You have this right, no matter what the principal says.
2. After any meeting with an administrator, immediately go home and write down everything in detail that you remember about the "incident." Don't leave anything out about your situation and your side of the story. Don't wait until you receive the official notice of a write-up to write down all your thoughts.
3. Expect your class to come in and out of the room quietly. If they walk in loud, they will usually stay that way. Hold to reasonable standards. Don't let them get out of their seats without your permission. Explain at the beginning of class what YOUR rules are, which should conform as much as possible to the teacher's rules.
4. Make a quick seating chart. It helps when you know the children's names.
5. When coming into a difficult classroom, try to be as positive as possible with the worst offenders. "Bribe" them with being your "Special Helpers." Give them a job they usually would never get. Write their names on the board under a "Star Student" list for being good, as soon as you see them doing the slightest positive thing. Then explain that all the children on the Star Student List will have their names erased IF they don't keep up to the "Star Student Standards," which are just the basic rules for behaving that we all know.
6. Always carry along extra-work papers (e.g. word searches), if you are new to the game of subbing. Idle time makes difficult kids. They should always have an assignment to do. Since I have been doing this for so long, I have a ton of ideas in my head, so I no longer carry extra-work papers with me. Some quick ideas are handwriting, story starters, math games (with teams), spelling bee's, and math problems written on the board which are age-appropriate. There are tons of websites to show you fun lesson plans. Go to www.google.com and type in elementary school lesson plans, art lesson plans, language arts lesson plans, etc. They can always make up a story using their spelling words. Finding antonyms or synonyms in the story they are reading is also a good one.
7. If there is no lesson plan, make one up, with your class, on the board. Ask them where they are in Open Court and Math. Ask them the schedule for each thing, and write a complete schedule for them to see on the board. It works well when they can see what they will be doing and when they will be doing it. Always remember you can fill in with your own things.
8. Let the kids know about your personal life. They will relate to you better, if you give them a peak into who you are. I travel a lot, so I often discuss places I've been or experiences I have had. You can hear a pin drop when I tell them about some adventure. I will stop in the middle of something I am telling them about and tell them I will talk some more when we finish the assignment. Tell them you are human and that you can make a mistake, just like they can. Let them politely correct you, if you make a mistake. Sometimes, I might make a mistake on purpose to engage them.
9. Always hang what I call "carrots" over the class to get them to complete their assignments. For example, if we finish early, I show my class a card trick. If they have tried their best, we do an art lesson or go out to PE.
10. If you get negative on a class, you've lost them. Find and praise the kids who are doing well, even in an awful class. The best hint is to be fun and relaxed. If you come in like a soldier with unreasonable expectations, most classes will rebel.
11. If you have a sense of humor, use it. Kids love to laugh and will respond well to a humorous teacher. Another good idea is to let one person in the class tell a joke (appropriate for school) for every hour of quiet time where they complete their assignments. So, in a well-behaved class, we can hear six jokes, or riddles, in a day. They love this.
12. Always give yourself ten minutes at the end of the day to see that the children clean up their desks and the floors. You can be straightening the teachers desk at the same time, so you don't have to stay after the kids leave.

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NEWS

Updates by Dave Peters Substitute Committee Chairman

House of Representatives

The following members will represent Substitutes at House Meetings:

Representatives

Patricia Rayhack
John Walsh
Marianne Friedland
Luis Ovalles
Charles Sitterly
Aaron Cohen
Daniel Moran
Wendy Goldman

Alternates

Robert Rivers
Michael Blasi

DALE VAN MILL IS MOVING UP

At the December Article 30 Meeting in which Leonard Segal, Dave Peters, Lydia Laurans, Dale Van Mill, and Cecilia Perea met to address substitute concerns, Dale informed us that she will be stepping up soon to replace Jeanne Yamane as Assistant Director of Certificated Placement and Assignments under Teri Lyons. Until they can find a replacement for her, she will be doing both jobs. There was a General Call sent out for her position which closed on December 22. They may have to do another one next year if there are not enough qualified candidates.

SUBSTITUTE STATS

Ms. Van Mill said there were currently between 5,700 and 5,800 LAUSD substitutes. They are hiring both elementary and secondary. So far, all the elementary ST's are fully credentialed. They are going through the list of eligible candidates on file. Dale said they have been recruiting secondary for a year and a half now. She said substitutes can switch two times in a semester between elementary and secondary. The

only restriction is that it has to be at a certain point in the pay period.

Elementary hiring began this year at the end of October or the beginning of November. She said their goal has always been to have a Sub Pool of about 20 percent of the regular teachers (which would put it around 8,000 ST's!). While this has been an ongoing goal of the Sub Desk, Dale indicated it was a rather unrealistic one.

We asked about what happens at 7AM at the Sub Desk. We said substitutes wanted more details about the jobs offered. Dale said that information is not available for elementary assignments, unlike secondary (unless it's put into a special instruction). She also said it's too much trouble and there's no time for that.

We asked when a teacher gets shut out of SF to list an absence. Dale was not sure. She thought it was at 7. After that time (if it's accurate), they need to call the Sub Desk.

Dale said that as a courtesy only, the Sub Unit tries to be user friendly on a very busy day (e.g. 4,000 jobs). After 7, if they see there's a huge volume, they will give out assignments to substitutes who call in. If there's only a few hundred left, those can be easily handled by Subfinder. If it's very busy and when it's not possible for SF to fill all the jobs, as a courtesy (not entitlement) they will give some out to call-ins. If 200 ST's call in and there's only 6 people on the desk, human nature kicks in (i.e. they don't want to spend a lot of time giving out excess data).

SUBSTITUTE APPRECIATION

There are two days designated for appreciating the Substitute Teacher. Special thanks to Leonard Segal for his work towards having LAUSD and the Board acknowledge the National Education Association's appreciation of substitutes on November 18, 2005 as National Educational Substitute Educators Day. Leonard and Ms. Van Mill worked together to place a message on Subfinder to show Substitute appreciation. The second observance this school year will be May 5, 2006 (Cinco de Mayo).

Certificated Credentials and Contract Services

Day to Day Substitute Online Credential Renewal

The California Commission on Teacher Credentialing has requested that all credential renewals be completed via the Internet. In conjunction with this, the District's day-to-day substitutes are asked to renew their permits through the ease of the on-line process.

To access the renewal web page:

1. Log on to www.ctc.ca.gov
2. Go to "Renew Your Credential."
3. Go to "Renew Your Credential Online."
4. Follow directions for the "Renewal Steps."

*California Commission on Teacher
Credentialing 1 888 921-2682*

Additionally, District substitutes are required to do the following in order for Certificated Credentials and Contract Services to register their Emergency 30 Day Substitute Permit with Los Angeles County Office of Education:

1. Log on to www.teachinla.com
2. Go to "Policies / Forms."
3. Go to "Credentials and Contract Services."
4. Go to "Form #8767-1 Substitute Credential Clearance" and complete information next to the check marks. Email form to credentialservices@lausd.net. This is done by clicking on "File", then "Send To" and then "Mail Recipient (as attachment)".

5. Go to "Form #8766-2 Emergency 30 Day Substitute Teaching Permit Affidavit" and complete the information. Email form to credentialservices@lausd.net. This is done by clicking on "File", then "Send To" and then "Mail Recipient (as attachment)".

If you have questions or seek assistance renewing your permit on the Internet, please call 213-241-6520, and ask to speak with your Credentials and Contract Assistant. If you do not have Internet access, you are welcome to use the District computers in Certificated Credentials and Contract Services, located on the 15th Floor of the Beaudry Building.

CERTIFICATED CREDENTIALS AND CONTRACT SERVICES

*(213) 241-6520 Fax (213) 241-8413
credentialservices@lausd.net
Fingerprint Unit Ext. 29267*

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Health Benefits

By Leonard Segal

Eligibility For Active Employees

You are eligible for benefits if you are:

A substitute who in the previous fiscal year (July 1 to June 30) was in "paid status" for the equivalent of 100 days (600 hours) of service. If you become eligible in this way, you will be notified in September of your eligibility for benefits during the October 1 to September 30 plan year.

Maintaining Employee Eligibility

For the District to continue to pay the costs for your coverage, you must remain in "paid status." If you do not receive any pay for work in a particular pay period, District contributions for the costs will stop. Should this happen, you will have the option to continue coverage by paying the premiums yourself.

If you are a substitute who is eligible for benefits based on your previous year's work, the District will continue to pay its share of the costs for your coverage provided you work at least one day in each pay period. Should you not work in a particular pay period, you will be sent a bill for your coverage. If you choose not to pay for coverages, you will be required to re-enroll when you return to work. Your coverage would then be effective the first day of the month following the date on which Benefits Administration receives your completed application.

Substitutes who lose benefits at the end of a school year because they did not work 100 full-time days in the year are eligible to continue coverage under COBRA.

If you do not elect to pay the costs under COBRA, your coverage will be cancelled. To resume coverage you must re-enroll when you return to work. Coverage will be effective the first day of the month following the date on which Benefits Administration receives your completed application.

As an eligible employee, you may enroll your family members ("eligible dependents") in your health care plans.

Each year the District provides you an opportunity to change your plans during Annual Open Enrollment. This year the Open Enrollment is November 1-18, 2005. You will receive more information on Open Enrollment and your plans in the mail before the enrollment period begins. The changes you make during open enrollment will be effective January 1, 2006. If you have any questions, call (213) 241-4262 or email benefits@lausd.net.

In Summary

The benefit year is from October 1 through September 30. The 100 days in the previous fiscal year is to qualify for the benefits to begin October 1 as long as the application is received in Employee Benefits Administration in a timely manner.

To maintain the benefits once eligible with the 100 days in the previous fiscal year, you must work one day a pay period. To be covered for the summer months (July and August) you must be in paid status before and after the summer (receive pay in June for the coverage month of July and return when school commences and receive pay in September).

Getting Even? Not Really!

Substitutes - Take note

By Jack Fitzgerald

Supposedly, LAUSD gave back some of the money taken away from substitute teachers in the 1980-81 time frame. They stated that it makes up for the loss of vacation pay, holiday pay and sick days which we had prior to that time. That is hardly the case. We also had a decrease in salary of 32 per cent at that time.

I will comment on the above, which were in effect prior to that time.

A) If we worked 60 days prior to the Christmas vacation, we were paid for the entire vacation period. It would be 10 or 11 days, depending. In the spring, if we worked 45 days between the start of the new year and the spring break, we were paid for the 5 day vacation period.

B) If we worked the day before and the day after a holiday, we were paid for that holiday. That could be up to 6 days of holiday pay.

One can readily see that it was possible to receive pay for a full 200 days exclusive of the summer vacation period. On occasion, I accomplished this number.

C) We were able to qualify for 10 sick days per year, which could be utilized if we were ill and had worked in the assignment the day before and were expected back on the same job the second day.

Lastly, need I mention again a decrease of approximately 32 per cent in salary!

Therefore, I conclude that the district has never brought us back to the level we were at some 23 years ago.

How did this happen? Our union negotiated the contract with the district, and we became sacrificial lambs. Why did it happen? The only rationale was that it gave the regular teachers a better deal financially at our expense. We have never caught up to where we should be on the pay scale. Granted, the union has been good for us in many respects, but this was one time they dropped the ball and we were the losers because of it.

MEMBERSHIP MATTERS!

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(213) 368-6241.**

To Cell Or Not To Cell

By Eddie Smith

Awhile back, I was subbing a science class at Le Conte Middle School. Everything was going okay, until that dreaded third period came in. They entered with a bad case of the rowdies. As the bell rang, it was so noisy, I could barely take attendance. After all, they had a sub, so it was supposed to be a free day. After awhile, I decided that I'd had enough. I pulled out my cell phone, pointed at a student, and asked the question that most Middle Schoolers do not want to hear, "What's your phone number?"

After that, and another phone call (in broken Spanish), everything went calm. I didn't have any more problems. I was the "sub that uses his cell phone." It turned out to be business as usual. Such occurrences have reassured me that my cell phone was a good investment. Similar scenarios have replayed a number of times.

When I initially got my phone, in 2001, it was to make nearly unlimited long distance calls. After all, I do have a lot of out-of-town friends. It turned out, in my opinion, to be one of the best tools that a substitute teacher could ever have. First, I was readily able to contact office managers, letting them know that I was available for assignments. That turned out to be much better than coming home to my answering machine with a message, "Oh, Mr. Smith, I was calling to see if you could come in tomorrow. I might have to give it to someone else." My mobile phone made me (and them) always within reach. That aspect, alone, made it worth the investment. Calling the parents of disruptive students came a wee bit later. Once I started, I saw that a number of kids had a wariness about a substitute teacher that didn't mind using up a few Anytime Minutes. If that's what it took for a certain amount of tranquility, I was more than willing to pay the price... and they knew it. Let's face it, in these times, just about all classrooms should have a telephone, but most don't. Heck, most barely have a working Intercom System. In such cases, my cell phone has been a blessing.

Unfortunately, there are those of us who can abuse a good thing. You see them walking down the hall on their phones. After giving out an assignment, they dial away and dive into a personal convo, right in the classroom... in front of the students. That's not what having a cell phone is about... or, at least, it shouldn't be. I'm not all that crazy about office managers that call me for assignments, right in the middle of instruction, but I make allowances for such occurrences. It's strictly business.

Yeah, there are those, among us, who see a cell phone as an intrusion. In many ways, I can understand that. Users can be downright obnoxious sometimes, but so can drivers of automobiles. Still, I don't think that many of us will be giving up our Fords, Toyotas, and VW's anytime soon. In such a short time, my cell phone has become an item that I can't ever imagine doing without.

So, "To cell or not to cell," that's a question that many substitute teachers may have in the future. Recently, I talked with a substitute who was thinking of getting a cell because of too many missed requests. For one who was totally anti-cell phone in 2000, I've truly become a believer. Before then, I couldn't imagine being a teacher, regular or substitute, without a home PC. Now, I can't fathom being a substitute teacher without a cell phone.

Make sure you are a member. Call UTLA Membership at (213) 368-6241.

DISCIPLINE

By Jack Fitzgerald

Based on the notion that you know what you are dealing with, the bell rings beginning class time. Here is where you must take control and assert yourself as needed. It doesn't matter whether you are a 6'4", 220 lb. male or a 5'0", 100 lb. female. It is all the same and you are in charge.

When taking attendance, the first problem might be that you called out a name where you had an empty seat (presuming you have a seating chart) and someone answers from a different seat. You ask the student to move to the correct seat and are told that the teacher changed his seat. You reply that she didn't change it on the chart—therefore, move back.

Also, right off you may well see someone consuming food or drink. You ask the student to put it away for the rest of the period. You will likely be told that Mrs. Jones lets us have it during class. You respond that in case they haven't noticed Mrs. Jones is not here today. End of topic.

Right from the start, you are setting the tone. Generally something registers with them. These are minor infractions. Some others are excessive talking when you are conducting a lesson, throwing things (papers, etc.) and trying to disrupt the class to gain attention or laughs. These can be handled by a verbal reprimand, or if necessary by changing their seat for the period.

Example #1. Continued talking after being asked to stop once. "Second request. Keep quiet and pay attention. There won't be a third request."

Example #2. Someone throwing something across the room or hitting another on the arm playfully. "Do that once more and you are out of here." "Where am I going?" "You don't want to know!"

Example #3. Student repeats putting his feet up on seat in front or across. "Take them down. Your mother isn't here to clean up after you."

Example #4. Someone wants to be in the limelight by calling attention to himself. "What time does the bell ring?" (Keep in mind he is here every day, all year.) "When you hear it!"

Example #5. Student continues to talk, bothers others nearby, bothers you, etc. "Sir (I often refer to boys by that moniker), move yourself to the last seat in row 5." "I don't want to sit there." "You have a choice. Either sit in that seat or you can have a seat in the Dean's Office." He will move.

Moving on to more difficult problems, you may at times encounter fighting between students, willful disobedience (such as someone refusing to move to another seat when asked), outright rudeness or insults to you or to another student, or refusal to give you information when asked for it by you.

Now, what are your options? Much of what is to be done is your call, based on your perception of the severity of the matter. The lesser problems usually can be handled right in class by your comments. For those of a more severe nature, you have a choice of the following:

- 1) Send the student to the Counselor (lesser offenses) with a school referral form.
- 2) Send the student to the Dean's office (larger offenses) with a referral form.
- 3) With very unruly problems, or if you have doubts that the student will go as instructed, you may well want to call for security.
- 4) Call the main office for help on the room phone if there is one.
- 5) Call the main office on your cell phone if you have one. (It is advisable to carry one with you and also have the main office phone numbers on your person to consult as needed. I make a point of letting them see that I have the cell phone, if there is no room phone. This tends to be a helpful motivator.)
- 6) Ask for help from the teacher in the next room. Send a "reliable" student with this request if you feel it is necessary.

When I have a really difficult, uncooperative, unruly class, I send for an administrator to come into the room. Upon arrival (hopefully), I let him know what has transpired verbally right in front of the class. Normally he then chews them out, so to speak, and makes various threats. This tends to settle them down most of the time for the rest of the period. Sometimes I ask him to take students A&B with him for the betterment of the situation. This is the type of situation where size, gender, age, voice, nothing makes any difference.

Much of the above really comes down to your call and what you know about the particulars of the school where you are working. It is a good idea to mentally, or on paper, make notes for future reference. These occurrences can and probably will happen again. Being prepared can save you many difficult minutes, hours, periods, or days. Good luck!

IF YOU GET WRITTEN UP...

Grievances and the ISR (Inadequate Service Report)

By Dave Peters

All Subs should be aware of the process whereby they are subject to termination, namely the Inadequate Service Report. If you receive one of these, don't panic--just make sure you follow proper procedure. Firstly, these write-ups must be received within 10 school days, and they should also have included a legitimate conference between the school administrator and the sub in order to be valid.

If you receive this in the mail, it is too late to do anything more than contact the union. You must file a grievance within 15 school days, or you will lose the write-up.

The best thing to do is to contact the UTLA Area Representative handling that school right away. The Area Representatives are assigned by UTLA Area. If you do not know the name of that Area Representative, call (800) 556-UTLA, and you will be connected with the appropriate person.

If you are handed the write-up at the school site or if you are notified by telephone, you can sometimes handle this successfully yourself.

If you are telephoned at home or at another school, do not discuss anything with the school administrator. If you do, they will claim you were given your conference, and you will lose any chance to avoid the inadequate service report in the first place. Just hang up without discussing the incident. You can say something like you will call them right back or that you have another call, but do not under any circumstance say one word about the case.

The next step is to go directly to the school--even if you lose a day's pay, it is worth it--and wait until the principal will see you. Always deal with the principal in these situations.

When you are granted a conference, immediately ask if this is disciplinary in nature. If so, then you should indicate the chapter chair must be present. You will need a UTLA on-site rep as a witness in these proceedings. Some principals have been known to twist the truth in their favor. This will also put another monkey wrench into the process and not make it so easy for the administrator to stick you.

The next step is to ask if this incident is so serious that he/she recommends you be fired, or is it such that you are

just not wanted back at the school. Invariably it will be the latter, so you will be able to make a proposal that should be acceptable.

At this point (before the chapter chair is involved and before the formal conference takes place), you should suggest that you and the principal make an agreement that you never return to the site. That should satisfy both parties. If not, point out that this can take years to consummate. Tell the administrator that you will be grieving this through UTLA and that it will need to go through Step One, then Step Two, and Step Three (before an arbitrator). These grievances have been known to hang around for several years or more.

Why would he/she want to do that if it is for a minor offense? If the principal does not see reason at this point, insist that the chapter chair be present for the formal conference.

If that does not resolve the issue, call Roger Scott at UTLA and try to get him to handle the case for you.

The worst thing you can do is nothing. The ostrich approach never works (except for the district). If you care about your job, you will be prepared to handle these irritants in the proper fashion.

Incidentally, never go back to any school where you are on the write-up radar. They will just be waiting for you so that next time they can do it properly.

Roger Scott will be giving a seminar on the write-up and grievance procedure at our next General Meeting, Saturday, February 5. If the subject interests you, don't miss this rare opportunity to hear how he prevails in these major annoyances. He is indeed the Wizard of the Write-up Repertoire.

You may think because you are a fabulous, requested, and well-liked substitute and dedicated teacher that this may never happen to you. But, this has happened to the best of us. One substitute reports that he was accidentally written up because they confused him with another substitute. Many times, administrators will use substitutes as a scapegoat.

For this reason: **MEMBERSHIP MATTERS. MAKE SURE YOU ARE A MEMBER!!**

Links and Digits

Helpful Contact List and Web Links

By Michael Blasi

Open Online Forum for LAUSD Substitute Teachers

<http://groups.yahoo.com/group/LASUBS/>

To join: send email to xanadu5958@sbcglobal.net

Download Your Very Own Payroll Calendar

http://www.teachinla.com/new_teacher_resources/

Click "payroll calendar" on the right column.

UTLA and Our Contract

UTLA Contract Article 19: Substitute Teachers

<http://utla.net/docs/Article%2019.htm>

LAUSD

The main number at LAUSD is (213) 241-1000.

LAUSD's Find a School

<http://notebook.lausd.net/schoolsearch/selector.jsp>

Download a Guide to Schools and Offices

http://www.lausd.k12.ca.us/district_g/resources/administrators/files/02_03GuideSchOff.pdf

Payroll Issues at LAUSD

Call (213) 241-2828.

Also try "file maintenance" at (213) 241-3057. Choose option 7, and there is someone in payroll that has the full information for Substitutes.

Health Benefits

Call (213) 241-4262.

For more numbers, including providers, see:

http://www.lausd.k12.ca.us/lausd/offices/benefits/who_to_call.htm

Personnel

<http://www.lausd.k12.ca.us/lausd/offices/personnel/class/index.htm>

Link for New Teachers from the HR Division

http://www.teachinla.com/new_teacher_resources/index.html

District Intern Program Information

http://www.teachinla.com/cert/types_district_intern.html

Go to www.ihelpmyschool.com to sign up for email reminders about meetings, parties, elections, etc.

You can also join **S.T.E.P. U.P.**, which will organize thousands of Substitutes and our friends to use

political pressure for more support from UTLA, LAUSD, and local, state, and federal politicians.

Legal Advice Concerning EDD Issues

Private attorney Robert Taylor at (714) 962-1892 has been recommended.

Content Standards

K-12 Content Standards

<http://www.cde.ca.gov/be/st/ss/index.asp>

Physical Education Standards

<http://www.cde.ca.gov/ci/pe/>

Lesson Plans

TeachersFirst

Free lesson plans on a well laid-out site.

<http://www.teachersfirst.com/matrix.htm>

The Lesson Plans Page

<http://www.LessonPlansPage.com>

Art Lessons for Substitute Teachers

<http://www.princetonol.com/groups/iad/lessons/SubPlans/subelem.htm>

The Incredible Art Department

<http://www.princetonol.com/groups/iad/> is the parent site.

More Art Lesson Plans and a Forum

<http://www.getty.edu/artsednet/>

Creative P.E. Lessons

<http://www.pecentral.com/>

California Youth Crisis Line

Confidential counseling line. It is wise not to counsel students yourself. Play it safe. Refer the student to the counselor or give them this number. (800) 843-5200.

Bubblemonkey.com

Anonymous accurate information on drugs to share with students.

School Conditions Hotline

<http://www.laschools.org/rrhotline>

If you notice that bathrooms are unclean, or there are other unacceptable conditions at your school, you can make an anonymous complaint online from this link, or call (800) 495-1191.

Substitute Teaching Institute

Utah State University: <http://subed.usu.edu/>
Sign up for their monthly newsletter!

PERKS

Discounts on books and movies by showing your UTLA union card. See <http://UTLA.net> for details.

Free Internet Access

http://techsupport.lausd.net/lausdnet_setup.htm
Follow the set-up instructions by clicking on the appropriate link.

UTLA's ISP

Cost is \$8.95 per month. Call (866) 509-4932.
<http://www.zylink.com>

ENTERTAINMENT DISCOUNTS

AMC/Pacific Theaters: \$5.50 each

UA/Mann/Edwards/Regal Theater Tickets: \$6
Limit 10 tickets per person.

Discounts on: California Adventure Park, Disneyland, Knott's Berry Farm, Legoland, Long Beach Aquarium, Six Flags Magic Mountain, Sea World, and Universal Studios Hollywood.

Central

Phone (818) 904-2084, Fax (213) 746-9648
5607 Capistrano Avenue, Room 26
Woodland Hills, CA 91367

LA Office

Phone (213) 743-3679
600 East Pico Blvd., Los Angeles, CA 90015

LAUSD

333 South Beaudry Avenue, 14th Floor
Los Angeles, CA 90017

South Youth Services Field Office

Phone (310) 515-3010, Fax (310) 527-7147
2060 West 156th Street, Gardena, CA 90249

Open 10 am - 4 pm on Mondays, Wednesdays, and Fridays.
Office hours: 11 am - 5 pm, Monday through Friday. Cash, cashier's checks, or postal money orders are accepted, payable to "Auxiliary Services Trust Fund." NO PERSONAL CHECKS OR CREDIT CARDS. All sales are final. NO refunds or exchanges. MAIL ORDERS ARE NO LONGER ACCEPTED.

Cellular Phone Offers

Verizon Wireless

For more information, call (213) 700-6789.

Teacher Recruitment. LAUSD encourages all credentialed/certified teachers to begin the application process. If you need additional information not found on the website, please call (213) 241-5300 or (800) 832-2452.

Educational Testing Service Information

<http://www.ets.org/>

Secondary Literacy and Governor's Reading Institutes and (District Reading Programs)

Open Court Training.

<http://www.csbe.ca.gov/register/lareg03/index.html>

UNEMPLOYMENT BENEFITS *(see our helpful guide)*

Information on filing a claim: (800) 300-5616.

EDD information: <http://www.edd.ca.gov/fleclaim.htm>

Benefit Determination Guide

<http://www.edd.ca.gov/uibdg/uibdgind.htm>

Important: mention UIPN# 05-038 when filing any claim regarding substitute teaching. It clarifies the status of year-round Substitute Teachers for LAUSD.

Substitute Unit

http://www.teachinla.com/substitute/contact_us.html

After School Tutoring and Weekend Programs

Contact Beyond The Bell and fill out an online application.

<http://www.btb.lausd.net>

The Neglected or Delinquent Children and Youth Program

Call (213) 229-2000.

Take a Test To Become a Teacher

In August of 2004, a fast-track credentialing test sponsored by Senator Scott was given. Dates are unavailable at this time. Check the ETS website at <http://www.ets.org/praxis/prxca.html#capedagogy>, under Teaching Foundations (SB57) Pedagogy Tests, or call Senator Scott's office at (626) 683-0282.

MEMBERSHIP MATTERS!

Make sure you are a member.

**Call UTLA Membership
at (213) 368-6241.**

Benefits

HEALTHCARE PROTECTED FOR 2005/2006

By Aaron Cohen

LAUSD provides health benefits to eligible Substitutes. This is a privilege we must continually fight for. The District pays the entire cost of these benefits, and they include a choice of medical, dental, and vision plans for the employee and eligible dependents. Eligible dependents include the following: legal spouse or qualified domestic partner, dependent children under age 19 (or age 25 if they are full-time students or permanently disabled).

A Substitute is eligible for health benefits if in the previous fiscal year (July 1 – June 30), the Substitute was paid for 600 hours. Upon qualification, the plan year for benefits is October 1 through September 30. A packet announcing the Substitute's eligibility is sent in September. If a Substitute who had benefits last year does not qualify, an ineligibility letter is sent with an offer for Cobra Insurance that the Substitute may pay for.

Substitutes must work at least one day per pay period during the traditional school year, i.e. receive a pay check, to keep the policy in force without interruption. If a Substitute misses working an entire pay period, a letter is sent from the insurance office stating that the employee must either: 1) pay the premium for that month, or 2) be cancelled and then re-apply. Whereas the premium may be steep, the reapplication process can take one to two months, resulting in possibly a two to three month lapse in insurance.

HOW MANY DAYS HAVE I WORKED SO FAR?

In addition to keeping track of your hourly records, you can also call File Maintenance to get the district's count of your records at (213) 241-2822. The district is usually a couple months behind, so don't panic if the numbers don't match up.

Questions regarding the District's benefits program can be answered by contacting the Health Insurance Section at (213) 241-4262.

MEMBERSHIP MATTERS!

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Call UTLA Membership
at (213) 368-6241.**

BEWARE!

VETERAN SUBSTITUTE LOST BENEFITS QUALIFICATION BY 3 HOURS.

THIS IS NOT PRINTED IN ANY MANUAL OR CONTRACT!!!

By Veronika Caballero

To be eligible for health insurance, a Substitute Teacher must have worked 600 "RG" (regular) hours during the fiscal school year, e.g. July 1, 2004 – June 30, 2005. Each year thereafter the same requirement must be met to qualify for the next consecutive year. In effect, insurance coverage lags a year behind the period in which it was earned.

The "100-day" requirement is only a general guide for eligibility because teachers do not always work the standard 6-hour day. The LAUSD insurance office requires 600 RG hours.

Example 1. Substitute accepts a shortened 4-hour assignment. The next two days he/she takes an assignment with an auxiliary class and remains the obligatory hour after school (with the 7-hour pay for two days). The tally for these 3 days is 18 hours or 3 days toward eligibility? NOT. The auxiliary hours are coded RP, or "replacement pay," and oddly **do not count**. The total toward eligibility is 16 RG hours for the 3 days.

Example 2. Substitute accepts a 5-day assignment at Van Nuys High School on the Concept 6 school calendar. He/she earns 6.6 RG hours per day. Total hours at the end of the 5 days are 33 RG hours.

For your own protection, employees absolutely must keep careful records of **RG** hours worked. The daily receipt given by each school and the paycheck stub are the official documents in case of discrepancies. The administrative offices do not always have correct records. When eligibility is questioned, the employee's saved documents are the best way to prove the correct total. I had 620 total hours, but only 597 were coded RG...only 3 hours short. Even with 599 RG hours, as in my case, eligibility will be denied. This is an issue that the Substitute Committee must work towards resolving!

SUBFINDER FAQs

Over the summer, Kathy Gazin surveyed the online forum at LASUBS at yahoogroups.com and asked for the most common questions we have about Subfinder. This document, known as "Kathy's Questions," has been used to clarify these issues with the Sub Unit. Some of the questions have been answered, and some need to be negotiated with LAUSD. We are grateful for Kathy's show of unity.

Q: Why does Subfinder make a distinction between illness and personal necessity?

A: Ms. Van Mill states that this is a "canned Subfinder message" and really has no application to Substitutes.

Q: If the Substitute chooses illness or personal necessity, they receive an unavailable. What are the rules governing "unavailables?"

A: Following is a written policy that the Substitute Unit distributes. A Substitute may be unavailable 10 times (each unavailable can be for multiple consecutive days) per semester, with a maximum of 90 days for each school year. After 12 unavailables in a semester, the Substitute is placed on standby for a six-month period and may be subject to separation from employment. When on stand by, you may call the Substitute Unit to see if there are any unfilled jobs after 8:00 a.m. The semester dates that the Substitute Unit uses for counting unavailability are September 1 to January 30 and February 1 to June 30. During the summer, a Substitute may have only 4 unavailables before being deactivated for the summer.

Q: Do four summer unavailables affect the fall calling order for a sub or just the summer?

A: It only affects the summer.

Q: How many calls can we turn down before getting an unavailable?

A: The unavailable is given after 3 calls. Some days we are given more chances, depending on the work available. If your answering machine picks up twice, that will constitute an unavailable because we are in agreement to answer our phone in the morning. If you call and cancel an assignment, that will be an unavailable. If you reject three proposed assignments, that is an unavailable. If Subfinder gets a busy signal three times, that is an unavailable. If a Substitute listens to the assignment and hangs up without rejecting the assignment, that is one strike (out of three) for an unavailable.

Q: Does Subfinder call Substitutes in order of seniority/date of hire to the Sub Unit or date of hire to LAUSD as a full-time teacher? If so, what criteria does it use and in what order?

Article XIX, 5.3, a-g gives the calling priority. Credentialed teachers, interns, retirees all have seniority based on hiring date into the Substitute pool. The only exception to this are pool credentialed teachers that are waiting to be placed permanently. Retirees and displaced credentialed teachers may seem like they have more priority, but the reality is that they have established more contacts with teachers, principals, office managers and are requested with more frequency. It's all about who you know!

Q: Is it possible for a Sub to know his/her rank in the calling order for a subject and geographical area? How does one go about finding out this information?

A: If a Substitute is not getting work, and one feels his/her seniority is being violated, he/she can call Ms. Van Mill and request a run down for his/her seniority on a given day.

Q: What does one do when experiencing a glitch in the Subfinder menu or date range?

A: Notify Dale Van Mill at the Sub Unit, and alert your representative Leonard Segal or Dave Peters to the problem.

Q: If Substitutes get late calls or hit major traffic and they have called to notify the school they are going to, does the school have the right to deduct time/pay for the day? If so, how much? Can Subs make up the time at the end of the day?

A: Yes, Substitutes can perform "other duties" (Article XIX, 7.1). However, the "other duties" as assigned should be no different from what a Credentialed or Contract Teacher is assigned to do if in the same situation.

Q: I was getting calls, but now I'm not. What can I do?

A: Call the Sub Unit. Sometimes your vital information is accidentally dropped from the Subfinder computer.

Q: On the date-range menu, what is the difference between "do not disturb" and the "unavailable" choice?

A: "Do not disturb" blocks all calls, including requests for you. "Unavailable" allows you to receive requests and decide if you want to take the job. If you can't do the request, you will not receive a penalty for turning down the request during the date-range period you have chosen.

TIPS AND TRICKS

By AJ d'Sa and Jane Finstrom

These tips can help you avoid many pitfalls, but we still suggest that you become a member of UTLA. Call membership services today to make sure you are a protected member with all the benefits! Call UTLA Membership at (213) 368-6241.

1. Leave your phone free between the hours of 5:30 am and 8:30 am from Monday to Friday. Keep a record of the name of the school, the absent teacher's name, your job number, and the time to report at the school site. Subfinder calls you three times before you get disqualified for the day. But on a slow day, Subfinder may not call you again—even though you are not disqualified. If you get disqualified, call the Sub Desk after 8:30 am and find out if they have any unfilled assignments. If Subfinder or the Sub Desk gives you a late assignment, call the school. Let them know you have been given a late assignment, and tell them the approximate time when you can show up at the site.
2. If you change your address or telephone number, notify the Sub Desk of this fact. You could call the toll-free number (877) 528-7378, and make the changes on your personal profile.
3. Remember to renew your teaching credential every year. Otherwise you cannot sub or get paid, even if you sub after the date your permit expires.
4. Always collect a voucher at the end of the day from the school site. It is absolutely necessary to reconcile these school vouchers with the payroll stub to ensure that you have been paid for all the days you have worked and for meeting health benefit requirements.
5. Refrain from gossiping about students, parents, or other teachers. Because we enter the environment on a temporary basis, we may not know the political nuances of a particular school. It's best to err on the side of caution.
6. At the end of the school day, some office managers may ask if you could come the following day. No harm in accepting the offer, but make sure you get a job number and then double-check to see if the job is listed on Subfinder. Otherwise, Subfinder may call you for another job, and you'll risk losing the job that was presented to you.
7. If you accept a multiple-day assignment and later find that you cannot work all the days assigned, tell the office manager that you cannot come. The school is the only entity that can remove your name from Subfinder. You cannot do it, nor can the Sub Desk be of any help to you. Otherwise what may happen is that the next day you may find that you are still stuck with the same school (if the school manager is tardy or inexperienced). The result is that Subfinder will not call you for another assignment until the last school has taken your name off the system. So you may lose a day or more of work although it was no fault of your own.
8. Sometimes you may get a call from Subfinder, and the teacher's or school's name is not clearly audible. In such a situation, it is prudent to call the Sub Desk to verify the name of the school or teacher that you have accepted. If the Sub Desk is busy, call the school and find out if the teacher named for your job number works at the school site.
9. When working on long-term assignments you are, for all practical purposes, a teacher and must work as part of the school staff by attending meetings, grading class work, interacting with parents, generating lesson plans, and maintaining progress reports, student files, and records. If you feel you have done a good job, ask for a recommendation letter from the principal, which will be useful in your career development. Also, if the assignment was due to a vacancy, and you meet the educational requirements for an emergency teaching credential, you could request the principal to interview you for the position. This is the safest and surest route to getting a teaching job that you will like.

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to make sure you have union
protection! Call (213) 368-6241.**

10. Remember that a Substitute Teacher is responsible for providing a learning environment for students. Be punctual. Dress professionally. Never leave children unattended. Walk children in straight lines from the yard to the classroom (even after recess and lunch breaks), and when dismissed at the end of the day. Take accurate roll. Contact the office if there are no attendance cards in class, or if the school clerk has not provided you with attendance cards. Ask children to call you by your last name or address you as "Teacher." Always send a note when sending a child to the office for behavior or health issues. Follow lesson plans. If no lesson plans are available, have your own lesson plan at hand. Have temporary lesson plans for all grades from two to five. Otherwise you would end up with a babysitting job rather than a teaching position. Also, you won't have a discipline problem in school if you have a lesson plan. It is only when children are idle that discipline becomes an issue. If the need for discipline arises, use the teacher's discipline plan; or if it is too complex, set reasonable standards, and stick to them. Be friendly but firm with children. Gain control of your class immediately. Do not verbally abuse children. Avoid sarcasm. Praise in public but rebuke, if at all, in private. Build up self-esteem. Give credit for good behavior rather than bad. Do not punish the group for the follies of a few. If students become unruly, then send the student or students to the office with a note, or send for an administrator to come to the classroom to help you. No touching. Assault is out of the question. Never make any comments with sexual, racial, or religious connotations. It may be misinterpreted by the students and come back to haunt you. Do not vent your frustrations and stress on your students as they have their own learning challenges to overcome. Even if children use bad language, do not reciprocate. Do not encourage racial, ethnic, or religious stereotypes. Be fair and treat all groups of children equally in developing their potential. Remember, you have to love children in order to be in the teaching profession. You are a role model for producing future civil, responsible, thoughtful, caring, and productive citizens. Leave a note to the teacher on what learning took place during his or her absence and any serious behavioral problems. Common sense will guide you through most situations, but if you need help, ask for it. Getting to know the teachers next to your classroom can be very useful. Do not panic in unusual circumstances, as children also easily panic. This puts the children's safety and security in jeopardy. Leave the classroom orderly with lights and air conditioner off, chairs on tables (if so required), and windows closed before locking the classroom. Remember to turn in the classroom keys before leaving the site. If you have the right

attitude for the job, subbing can be a happy experience, just as there is joy and pleasure in learning.

- 11. What are things a teacher can do to build relationships?** Teacher Expectations and Student Achievement (TESA) identified 15 behaviors that teachers use with good students. The research study found that when teachers used these interactions with low-achieving students, their achievement made significant gains. The teacher:
- Calls on everyone in the room equitably.
 - Provides individual help.
 - Gives "wait" time (allows students enough time to arrive).
 - Asks questions to give the student clues about the answer.
 - Asks questions that require more thought.
 - Tells students whether their answers are right or wrong.
 - Gives specific praise.
 - Gives reasons for praise.
 - Listens.
 - Accepts the feelings of the student.
 - Gets within an arm's reach of students.
 - Shows personal interest and gives compliments.
 - Touches students (appropriately). [Be careful, this could be troublesome for Substitutes. It would be better for us not to touch.]
 - Desists. (He/she does not call attention to every negative behavior.)
- 12. Showing Videos.** Be careful, the district has strict policies on videos. It's best to show G- or PG-rated videos with the principal's consent. Nude art or graphic acts of violence cannot be shown without parental consent. Scenes of this nature are best intercepted so that the students do not see them.
- 13. Discipline Guidelines.** Try to take care of cheating, gum chewing, and other minor offenses within your own classroom or send the errant student to another teacher. Sending too many students to the dean or counselor may reflect poorly on your job performance (as unfair as this may seem). Send these kinds of problems to the dean or counselor: continued defiance, fighting, intoxication, suspicion of weapons or drugs, direct profanity to you, robbery, graffiti, sexual harassment, threats, smoking, persistent tardies, arson, assault, bomb threats/false alarms, property damage, stealing, sales of drugs or alcohol, or endangering safety.
- 14.** Violating any of these standard teaching practices could result in you being written up and being issued an Inadequate Service Report (ISR). Protect yourself! **MEMBERSHIP MATTERS!! Call membership services today to make sure you have union protection! Call (213) 368-6241**

Need Help Getting Your Pay?

By Jane Finstrom

Keep track of your job numbers, dates, school sites, and teacher's names, and save your pay receipts. Reconcile your records with your paycheck. Mistakes are common.

If you discover a discrepancy:

1. Contact the Office Manager at the school site. Report the pay problem or fax the sub slip and your paycheck to show the error with a friendly note asking the office manager to report your time to payroll.
2. If this doesn't work, contact Judith Brunner at UTLA. She is excellent at solving LAUSD payroll problems. Please do not contact Judith before first trying to resolve the issue with the school site office manager. Judith also handles issues regarding worker's comp, health benefits, pension, and wage disputes. She prefers you to fax your information as she is hard of hearing. Fax (213) 637-5160.
3. If the district makes a payroll error of \$100 or more, involving time reporting or payroll processing, you can request an "Emergency Pay Allowance from the Certificated Payroll Time Recorder or Office Manager immediately. The time recorder is to contact the Payroll Branch between 8:00 am and noon on the day after the pay warrant was due at the site. Payroll will issue the Emergency Pay Allowance for approximately the amount in error and have it prepared for pickup at the Payroll Branch.
4. Contact the Payroll Branch between 3:30 pm and 5:00 pm on the same day the error is reported to the Payroll Branch. If you do not pick up the Emergency Allowance, it will be mailed to your home that same day.
5. If the procedures outlined in #3 are not followed, please contact your chapter chair at the school site and then alert Lydia Laurans at UTLA of the problem.

MEMBERSHIP MATTERS!

Make sure you are a member.

**Call UTLA Membership
at (213) 368-6241.**

MORE MONEY

NO MONEY

If you need more information from Payroll, call (213) 241-3057. Choose option 7 for Substitutes.

MORE MONEY

If you are a long-term sub, you move from \$26.54 per hour to \$35.82 per hour after working 20 days in the same assignment. You must have continuously worked for 20 days in order to qualify. On the 21st day, your long-term pay is retroactive from the first day. In other words, on the 21st day you get the long-term rate for all 21 days and future days that you work on the longterm assignment. If you are absent in the middle of a long-term assignment, and you return to the same assignment, the count towards the 21 days is not started over! The time necessary to accumulate the 21 consecutive days is extended by the time absent. You must call your absence into Subfinder with a job number and let the school office know you will be absent for one day only. It is best to have the office manager do this for you.

Any time that you open the beginning of a track or the beginning of a school year, the long-term extended pay qualification begins after 10 days in the same classroom. After you work 780 hours for the district, you receive a continuity increase of \$10.00 more per day.

WHERE'S MY MONEY?

When you have worked a long-term assignment, make sure that the office manager files your paperwork on the 21st day, and then follow-up. Payroll is having big problems with these assignments, and many Substitutes wait up to a year for the retroactive pay increase. We are working towards solving this problem. If you have had this kind of problem, please let Jane Finstrom know, as we may have to file a group grievance to correct this situation. Email Jane at janeinstrom@earthlink.net.

SUBSTITUTES DON'T HAVE DISABILITY INSURANCE!

Disability is not provided for Substitute Teachers. It is advised that you purchase a supplemental policy through UTLA. Call membership service at UTLA for further information. The cost is around \$15.00 per month for a \$1,000 per month policy.

Get Involved

By Leonard Segal

There is an amount of unfairness, lack of support and other issues that makes it difficult to provide the best service we are capable of. Things will only change if you participate in the solution. Join or contribute in some way to help the Substitute Committee continue to improve things.

Have you ever been amazed, confused, insulted or upset about how you have been treated. Wouldn't you agree that it is time that Substitute Teachers start being treated as professionals? Are you tired of covering other classes during your conference period and not getting paid for it? Do you think it is fair that no matter how much experience or training you have you will only be paid as much as a 22 year old with a Bachelors Degree and no teaching experience? Wouldn't you like to get paid for all that extra work you do when you work less than 21 days in the middle of a semester and you have done all the lesson planning, grading and parent conferencing?

Things will only change if you participate in the solution. Join or contribute in some way to help the Substitute Committee continue to improve things.

We are extremely fortunate that enthusiastic volunteers have stepped forward to put ideas into action and improve the working conditions of LAUSD substitute teachers. Come and join us. Share your talent and ideas. Join the members who are working on email communications, Internet innovations, writing articles, developing fun social activities, share or research legal rights and support, or work with our video communications people to develop a CD newsletter, cable TV show or webcasting of committee meetings.

If you have any articles you would like to include in the newsletter please email them to Dave Peters at xanadu5958@sbcglobal.net.

Good ideas for articles include:

1. Any info that you think would be helpful to other Substitutes.
2. Something you know now and wish someone had told you sooner.
3. How you solved or prevented a problem.
4. Tips on classroom management.
5. Advice on how to protect yourself from getting an Inadequate Service Report (ISR).
6. Contact info of people who you recommend to help solve a problem at UTLA or LAUSD.

7. Advice on dealing with SubFinder, payroll, health benefits, etc.

I know we have many very talented, knowledgeable and experienced people. Sharing your wisdom with your fellow Substitutes will improve the quality of teaching for many, which will in turn increase the respect and support we will all get from everyone.

ACTS OF VIOLENCE

By Jane Finstrom

If an act of violence is committed against you, please file a police report. Report the incident to the on-site union representative and notify Lydia Laurans at UTLA. These procedures will allow you to call Dale Van Mill at the Substitute Unit and ask her to put the school where the incident occurred on a "do not call" list. If you do not wish to return to this school, you will not be penalized with an unavailable for not going to this school.

If you have anything stolen, file a police report. Under the contract, Article XXIV, Section 5.0 (pages 239-240), the district will reimburse a certain amount of the damages.

Membership Matters

Did you know that you are paying UTLA fees but may not be considered a member? All Substitutes must pay fees, but you must sign up to be a member in order for it to count as Union dues so you get all the benefits of membership. Otherwise it is considered an agency fee and will appear as an "a fee" deduction on your paycheck.

Membership entitles you to numerous union benefits including a \$1,000,000.00 occupational liability insurance plan. According to UTLA, "This insurance protects you from bogus child abuse charges and other school related criminal charges you could face during your career."

Additional benefits include legal representation in dismissals and layoffs and a free half-hour of legal advice for each incident, to name a few. For your own protection, make sure you are a full member. Call UTLA Membership Services today at 800-556-UTLA!!!

My Rights to My Pay

By Darryl Dane Bohanan

In Week 2 of my full pay not being delivered to me, my landlord wants all his rent. He cannot fathom that the Los Angeles Unified School District has a failed system for paying its Substitute Teachers. He gives me a three-day pay or quit notice because he knows I have got to be kidding. No school system would be so disingenuous as not to properly pay its professional workers.

Substitute Teachers are regulated to short-term high-interest loans from check cashing operations, favors from relatives, or late debt charges which, in effect, are the results of failed support staff. You have done your job; they have not done theirs.

The unmitigated circumstance which befalls Substitute Teachers is denial of pay. I use my own experience as a case study. On June 18, which was the last pay period for summer break, I looked gleefully toward receiving my check, paying my debtors, and just plain old self-indulgence of using my income to further my state of well-being.

When I arrived home that day and retrieved my pay stub from the mail, I was sadly disappointed. Upon opening the electronic account, I discovered I was short a whopping \$520.00, half of a thousand dollars. I was denied my pay by two schools. I was not pleased about this encroachment. I had been jilted half of a thousand dollars. I got on the phone with sadness and anxiety. I HAD NOT BEEN PROPERLY PAID, and I then would undergo a process which historically indicated to me that my pay will be **doled out** at least one week late.

Week 1, June 18, PAYDAY. I call, and I tell them, "I have not been paid for June 10 and 11." I am advised that they "are aware of the matter," which is an oxymoron of sorts, considering if they were truly aware, I'd have my money. I am assured that I will have the money the following week. At the other school, I am told I was overlooked because it is the end of the school year. THANK GOD THE OTHER SCHOOLS DIDN'T PRIORITIZE THIS WAY. I WOULD HAVE NO CHECK AT ALL.

Week 2, June 25. I receive my mail and hurriedly open my pay statement to see that I have still not been properly compensated. I am angrily disappointed. At one school, the office help accuses me of hollering at her over the phone. I should not have to apologize to you for being upset because you have not paid me my money. I am regulated to a payday of July 2. I begin to wonder what is wrong here. Are these people allocating reprisals for my tone of voice or my shoe size? Maybe this is a message of "do not show at this school again."

Week 3, Friday, July 2. I have taken to monitoring my monies on the Internet. One school continues not to pay. I call our union, UTLA. My call is forwarded to pay disputes. Judith Bruner, who is in charge of pay disputes, calls me back. I tell her, "I have a school which has not paid me for two weeks." She tells me to get my receipt and fax it to her and that she will get on it. I ask her, "What can be done about schools which defiantly ignore paying you your money?" She responds with, "There is nothing in the contract which designates anything about your pay." I ask in shock again, "There is nothing?" I sense that she is becoming impatient with my mild tirade as she reiterates, "There is nothing in the contract." I say, "Thank you." I hang up the phone. I ponder, Then what good is the union if we are at the mercy of support staff who do not support us?

I am told, "The pay is in there. It had been acted on. They don't know what has gone wrong." My bank account is short \$184 due to gross negligence as of this writing on July 6. I still wait on the pay. They have to transact your pay by Tuesday for it to be paid to you the following week. I surrender to the idea I will have to wait and see if I will get paid my **earnings** by July 9, **THREE WEEKS LATER.**

I know of no **profession** where the support staff is given a pass when it denies the persons of its professional class **except ours, the Substitute Teacher.** It is degrading to have to be on a moral accord or to have civility for support staff who are sometimes snide, cavalier, and dysfunctional regarding your earnings. The District has the money for your pay, yet your pay is being chipped out to you. THIS HAS GOT TO STOP! WE'VE EARNED OUR MONIES! **We should not have to be sentries for our pay.** This system of "pay us when you damn well please" has to cease. **The union needs to get specific language regarding the complete and timely payment of Substitute Teachers.** Penalties need to be enforced for schools and support staff that go beyond one week if they have not delivered pay in full.

Some of the ideas I have include an email system which tells support staff, administrators, and superintendents that a school has failed to act promptly. Another concept is for the United Teacher to publish the names of schools that fail to act. Our union should take firm resolve to make this a contract issue. I understand fully that sometimes mistakes are made. One week is enough time to make the correction for a Substitute Teacher's wages. This is not an indictment against the many office staff members that are courteous and professional. Our hats are off to you. As of now, I have no legal recourse to getting my outstanding wages of \$184. I just have to wait. If I call, and they hear disgruntled tones in my voice, I may incite further delays. I should not have to call. **I SHOULD HAVE BEEN PAID; THEN THERE WOULD BE NO NEED TO CALL.**

Substitute Unemployment Insurance/EDD

UNEMPLOYMENT BENEFITS

By Marianne Friedland

All Substitute Teachers who are available to work five days a week may be eligible for unemployment benefits.

You may be eligible for unemployment benefits any week that you did not work or worked less than three days. To open or reopen a claim, you must call the Employment Development Department (EDD) at (800) 300-5616 or file online at www.edd.ca.gov by the Friday of the week you did not work.

YOU MAY NOT BE ELIGIBLE for unemployment in any week that you make yourself unavailable for work for more than four hours. Please be aware that while you can turn down up to two requests from Subfinder in one day or block out days on the date range menu without being considered unavailable by the Sub Unit, EDD **does** consider turning down one assignment or making yourself unavailable as "turning down work." If you apply for unemployment benefits during a week in which you were unavailable for any reason other than illness, not only could your eligibility for collecting unemployment for that week be in question and denied, **but for subsequent weeks as well. According to EDD's A Guide to Benefits and Employment Services, "If you refused work, you will be scheduled for an interview to determine your continued eligibility for benefits.** To avoid any potential disqualification of benefits, do not apply for benefits if you turned down work.

You will have to give EDD the name and address of your employer: Los Angeles Unified School District, 333 South Beaudry, Los Angeles, CA 90017. The telephone number of the Sub Unit is (213) 241-6151.

When you call to start your claim, it is imperative that you tell the EDD representative that as a Substitute Teacher you do not have "reasonable assurance" to return to work, and they should refer to the EDD's procedures for the year 2005–2006, Unemployment Insurance Project Notice (UIPN #05-038). This will clarify your status as a Substitute Teacher who is eligible for unemployment benefits. This will eliminate the need

for a follow-up phone interview. If the representative is not familiar with these new EDD procedures and informs you that you are scheduled for a phone interview, ask to speak to a supervisor.

Always document the time and the name of the person you spoke to.

FILLING OUT THE EDD FORM

After your phone conversation, EDD will send you: 1) A Guide To Benefits and Employment Services, 2) a Notice of Unemployment Insurance Claim Filed, and 3) a Continued Claim Form with the following 6 questions:

1. Were you too sick or injured to work?
2. Was there any reason (other than sickness or injury) that you could not have accepted full-time work each workday?
3. Did you look for work?
4. Did you refuse any work?
5. Did you begin attending any kind of school or training?
6. Did you work or earn any money, whether you were paid or not?

If you were available to work when the Sub Unit called, answer "no" for 1, 2, 4, and 5; and answer "yes" for 3. If you were ill, answer "yes" for 1, and enter the number of illness days as requested on the next line. According to EDD's A Guide To Benefits and Employment Services, "Your benefits are reduced one-seventh for each day that you cannot work."

You may be eligible for some money even if you worked up to three days. Ask the EDD to calculate how much you are eligible to receive. For 6a, enter the gross earnings for the week. For 6b, you write the number of total hours worked that week for LAUSD and list the "reasons no longer working" as "working on-call."

The EDD will not send you money the first week you are eligible. There is a one-week waiting period each year. They will send you money according to the above procedures for the rest of your open claim.

Sometimes the EDD makes a mistake and denies the claim. EDD will give you the opportunity to appeal this decision. For EDD information you can go to:

Unemployment Insurance (UI) Information
<http://www.edd.ca.gov/fleclaim.htm>

Benefit Determination Guide
<http://www.edd.ca.gov/uibdg/uibdgind.htm>

A Guide to Benefits and Employment Services
<http://www.edd.ca.gov/uirep/de1275a.pdf>

SUB OPTIONS

Through the grapevine, word of mouth at the schools and the sub web sites, it is apparent that many people are concerned about not getting enough work to pay the bills as well as qualifying for health insurance. Therefore the time might be right to take a different look at this "job".

Why does someone become a substitute teacher? There are many possible answers to this question, I'm sure. I will attempt to explain my own particular case. I did it for one and a half years in Chicago with the knowledge that I was intending to leave and come to California. I started to sub here as soon as I got registered. What I liked about the job was that it gave me a great deal of flexibility to be able to do other things in conjunction with subbing. Over the years, I have been able to do, or at least attempt to do, many other things such as acting (stage, film, TV), selling real estate, insurance and securities on a part time basis, having my own tax business, trading in the stock market, buying and selling real estate and travel.

When I needed time off to do these things, I had it. To be able to call my own shots, timewise, rather than be controlled by a regular job was worth more to me than any amount of money I could have earned by being a regular teacher. Of course this is based upon my set of values and mine alone. Throughout the years I worked as both a long term teacher and as a substitute in both day and evening adult school. I also taught in the Amnesty program for 2+ years on Saturday mornings.

I figure that over the years I have had well over a million students in the classrooms to which I have been assigned. Rather than getting to know the few quite well, I've gotten to know the many only slightly. I wouldn't have it any other way if I had to make the choice again.

In 1995, I started drawing a retirement check from STRS, and I'm still subbing about 2 days per week on average, not because I have to, but because I want to.

The discussion here is about money. When I started working for the Board of Education, as it was called in 1964, the daily rate was \$29. However 3 days of work would pay your rent at that time. I had a 1 bedroom apartment in the Beachwood area of Hollywood for \$80 a month. Looking at it today, what would 3 days pay buy you? Even at \$159 that only comes to \$477 and that won't get you anything. How about 4, 5 or 6 days. \$636, \$795 or \$954? Good luck! What I'm saying is that you have to look for income outside of subbing. This job only takes care of the basics. You won't get ahead financially unless you generate income from other sources.

It makes sense to think outside of the box. The box is subbing only. For example, I read the LA Times classified every Sunday and even brought it to work with me on Mondays to finish. In 1973 I found an advertisement which was asking for teachers to teach classes to the employees of a large private real estate company. The compensation was not money but rather a substantial rent concession on apartments owned by the company. I responded and got accepted. For the next 11 years I had that deal and my average rent was \$142 per month. I lived for 2 years at the International Tower in Long

Beach and then back in Hollywood for 9 years on Sunset Boulevard in a high rise in the 8400 block. All of this for teaching accounting 1 night per week to the employees only part of the year. By the way, my employer was Jerry Buss, who owns the Lakers.

During this period, I was able to save enough money to buy and rent out a house in the Hollywood Hills. As long as I was able to keep the deal, it made sense to do so. Finally in 1989, I moved into the house.

Another way of looking at this job is to say that you are only really working about 5 hours a day in the classroom. As a secondary sub, I had free time at morning break, lunch and during my conference period. That totals up to about 2 hours of time. I used to bring my calculator, charts, pencils and rulers with me in my bag and work on my stock market charts during those time periods. It was a case of utilizing free time to my advantage.

Since we don't do grading and preparation, we are free from about 3:00 PM each day, which opens some potential doors. Since I had my full life credential, I taught evening adult school for 15 years, averaging between 1 and 2 nights per week from 1984 through 1999. The pay was between \$35 and \$40 per hour. Another great part time job!

The point I'm trying to make here is that subbing is only a base or springboard to other things. It will keep the wolf from the door, however the wolf is never too far away. Use the good parts of the job to move yourself upwards and onwards to a hopefully better life style.

Currently besides my 2 days a week subbing, I work with Teachers Teaching Teachers, which is an organization that presents workshops for substitute teachers all over the state of California. I did one in Fairfield, California in August. These are classes to give the nuts and bolts of the job to both new and somewhat experienced substitute teachers in various California cities. I love teaching the classes and the job is very rewarding financially, as well.

In wrapping up here I would like to say that I am concerned about the life style of all substitute teachers. I have been at the game for 40 years in 2 cities. Here in LA I have been a member of the substitute committee and the House of Representatives for many years as well as serving one term as your representative on the UTLA Board of Directors. Think about the above suggestions and you may well be on your way to becoming a millionaire. May you have great success in your substitute career for however long it lasts and wherever it takes you.

Jack Fitzgerald

B.A. in Theater-Southern Illinois University (1960)
Chicago Board of Education (1963-1964)
Los Angeles Unified School District (1964-1981 and 1984 - Present)

Los Angeles Unified School District

Bell High School

4328 Bell Avenue, Bell, California 90201

Telephone: (213) 560-1800

August 6 1996

Mr. Terry Skotnes
Area Representative
United Teachers-Los Angeles
2511 W. Third Street
Los Angeles, California 90057

RE: FLETCHER, WARREN vs. LAUSD (DF; 01/16/96)

Dear Mr. Skotnes:

This is the response required pursuant to Article V, Section 8.2 of the Collective Bargaining Agreement between the District and United Teachers-Los Angeles following the Step I meeting held in my office on July 30, 1996. Also in attendance were Mary E. Morin from the Office of Staff Relations and the grievant, Warren Fletcher.

I have considered the information you and the grievant, Mr. Fletcher shared at the meeting. In an effort to resolve the above captioned grievance, the District acknowledges that the practice of assigning work outside of the substitute teacher's classification is inappropriate and will be stopped.

As for the statement I made during the meeting regarding the existence of a memo from the office of Staff Relations giving administrators direction when assigning duties to substitute teachers, in researching the matter, I found that no such memo exists. I apologize for mis-speaking.

With the remedy granted, the District considers the grievance resolved and the matter closed.

Sincerely,



Melquiades Mares, Jr.

Principal

c: Warren Fletcher
Mary E. Morin
Staff Relations, Room A-405

Substitute Summer Social

By Dave Peters

The UTLA Substitute Summer Social at the San Antonio Winery was a resounding success, Friday afternoon, August 12. In attendance were top union and district officials plus some local political figures. Among the notables were our own UTLA President Duffy and Roy Romer's Chief of Staff, Jim Morris. Both addressed the assemblage of notables and substitute teachers in a gala party at the famous winery in the heart of Downtown Los Angeles.

We were also privileged to have Assemblymember Jerome Horton on hand. In previous years he had worked on legislation to help substitute teachers and is currently researching a bill to secure due process rights for substitutes. Without such legal protection, any substitute can be fired without cause by the district.

The food was wonderful and the wine selections quite interesting. A number of substitute teachers and officials said this was the best social ever. All were looking forward to another gala event in the future to bring district and union officials together in a social setting.

Leonard Segal, the UTLA Director who represents substitute

teachers, was instrumental in the success of the affair. He worked tirelessly for three weeks to bring this off without a hitch. We also want to thank the other substitute teachers who helped out with various tasks at the winery.

Segal introduced the guest speakers by offering that substitutes account for ten percent of a child's education.

Duffy followed up by underscoring the importance of substitute teachers in the educational process and promised, "When we work to resolve problems with the district, you will not be forgotten."

Morris observed that the toughest job he had teaching was the year he spent as a substitute teacher and closed with, "There is no substitute for a good substitute!"

We counted no fewer than eighty-five substitute teachers and guests, a record number for such a social. The number of VIP attendees from the union and the district was an astounding forty participants, another first for the Mr. Guinness' collection.

All in all it was a joyous occasion and as teachers and guests emerged into the balmy night, the merry members thought about doing it all over again next year.

St. Patrick's Day Social

by Dave Peters, STC Chairman

The Substitute Teacher Social at Taix Restaurant was a notable success for all involved on St. Patrick's Day. A huge turnout of 120 substitute teachers and UTLA officials was complemented by the appearance of Assemblymember Jackie Goldberg and Assemblymember Jerome Horton.

Jackie Goldberg (whose nephew is our own UTLA Treasurer David Goldberg) flew in unexpectedly from Sacramento to attend the festive event at Taix French Restaurant in Downtown Los Angeles. She presented the UTLA Substitute Committee with a Special Certificate of Recognition to thank us "for all our hard work on behalf of all the substitute teachers in the Los Angeles City Schools."

She complimented our committee for making tremendous strides and effecting change not just for substitute teachers at LAUSD but in other districts all over the state where substitutes have no say. She emphasized that LAUSD is the 900-pound gorilla among districts which is why politicians continually try to cut it up into little pieces. When asked about replacing Roy Romer as Superintendent, she answered unequivocally, "No way!"

Jerome Horton introduced Ms. Goldberg as a "champion for education." Assemblyman Horton has been another staunch friend of substitute teachers and has worked tirelessly on our

behalf to introduce legislation that would eliminate the precarious nature of our at-will employment subject to termination at the whimsy of any school district in California. He went on to affirm that substitutes are not step-children but full-fledged teachers and that he would continue to work to raise the awareness of his fellow-legislators in Sacramento regarding this issue.

President Duffy spoke about UTLA's efforts to build a strong substitute unit and that substitute teachers will continue to have his whole-hearted support in the future. He underscored that we must be treated the same as regular teachers and given our due respect. He was greeted enthusiastically when he said the union negotiators would push for the items that substitute teachers would like to see in the new contract.

There were many familiar faces in the audience. We were pleased to see former STC chairman Jane Finstrom, Bill Newman, and Warren Fletcher. Ex-Board Member Jack Fitzgerald, who represented substitutes, came by to acknowledge our efforts.

All-in-all it was a fine turnout for St. Paddy's Day and the air of festivity continued far into the night. It was reminiscent of our Summer Social at the San Antonio Winery last August and a gratifying experience for all the substitute teachers who stopped by.

INADEQUATE SERVICE REPORTS ARE NO JOKE!

By Marianne Friedland & Dave Peters

Inadequate Service Notices can lead to job termination by the L.A. Unified School District. Job terminations are difficult to challenge and in many cases can be avoided by knowing what to do and not do and how to "file a grievance with UTLA" if you do receive an Inadequate Service Notice.

Any principal or vice principal can write you up. The notice can be issued in person, handed to you with your payroll voucher, or mailed to your home. If mailed to your home, it must be within 10 days of your assignment. However, according to our contract, before an administrator can issue an Inadequate Service Notice there must be a conference.

IN PERSON

If a principal or vice principal requests a meeting with you in his/her office, immediately ask, "*Is this disciplinary in nature?*" If the answer is yes, request that the Chapter Chair (the school site's union representative) be present. Do not discuss any nature of the complaint without union representation. Hopefully, the Chapter Chair will do most of the talking. If the Chapter Chair is unavailable or inadequate, request Substitute Area Representative Lydia Laurans at 800-556-UTLA.

Listen carefully to the complaint. Do not write or sign anything or try to defend yourself. Admit nothing. It could be misconstrued. Make written notes about the meeting and everything you can remember about the incident including any witnesses and others involved. If possible, try to make an agreement with the principal that will avoid the entire process. Almost all incidents will be relatively minor in nature and will not be such that the administrator is recommending that you be fired. You can usually do this by making an agreement with the administrator to never come back to that school again. If you keep it on a rational level, reason will usually prevail. If it becomes personal or emotional and you try to make yourself "right," you will fail.

MEMBERSHIP MATTERS!

**Make sure you are a member.
Call UTLA Membership at
(213) 368-6241.**

HANDED TO YOU WITH YOUR PAYROLL VOUCHER OR MAILED TO YOUR HOME

Usually you will receive a call at your next school or at home. DO NOT RETURN THIS CALL! If you answer the phone yourself, DO NOT DISCUSS THE MATTER WITH THE ADMINISTRATOR. Make an appointment for a personal interview. The only thing you should say on the telephone is, "*Is this disciplinary in nature?*" If yes, make the appointment and insist that the Chapter Chair be present. Most Substitute Teachers lose their grievances because they fall into the trap of trying to explain what happened on the telephone. This is exactly what the administrator wants. It saves them time and energy. They just check off the conference box and mail in the write-up, which was probably already written.

FILING A GRIEVANCE

A formal grievance must be filed within fifteen days of a District action. Do not wait until the last day to call Substitute Area Representative Lydia Laurans at 800-556-UTLA. File your grievance immediately. LAUSD Substitute Teachers are fortunate to have a contract that protects them and a union that can help them when worse comes to worse (see Article V, Section 6.0 of the contract, dealing with the Grievance Procedure). Many Substitutes fail to realize the gravity of the situation and treat the entire matter in a cavalier fashion. That's OK if you don't care about retaining your job.

Since the write-up and grievance procedure can, and often does, take years out of your life to consummate, the best thing for you and the administrator to do is to avoid the whole thing. Try to make an agreement with the administrator to NEVER come back to that school again. This is informal in nature and avoids the entire grievance process, which is mind-numbingly complicated and time-consuming in nature. And the outcome is invariably the same. You get no joy or vindication even if you do prevail in this labyrinthine proceeding.

**Dave Peters may be contacted
at (323) 662-3547 or
Cell (714) 357-7886**

A Day's Success

By Prentiss Moore

I recently worked a 4th grade. When the teacher called the night before he told me the class had really made life miserable for the sub (the person he usually calls) who had been there the previous Wednesday through Friday. He suggested I be prepared to send kids out of the room if they gave me any trouble, and to generally be a "tough guy."

Well, I was prepared to do just that, and as I walked to the class that morning, a familiar sub approached and, knowing where I was headed, stopped to give me a tip. She said she had been their sub on Monday, and advised me to try "good cop/bad cop," and to show them the good side first and to try to gain their respect rather than hammer them from the start. Since I valued her opinion, and preferring that style, I did as she suggested.

When I greeted the class on the yard, I kept them there after the other classes had gone in, just so I could (and I've NEVER done this before, but will do gain) walk between the double row of kids, turning to each one, reaching out my hand to shake theirs, and asked each

LASUBS ONLINE!

Do you have a question about Substitute Teaching? Do you want to voice an opinion? Do you need to debrief from a hard day at work? Join our online forum by contacting Dave Peters at, xanadu5958@sbcglobal.net.

or sign up for LASUBS at

<http://groups.yahoo.com/groups/LASUBS/>

If you want updates from Director Leonard Segal, sign up for UTLASubs at

<http://groups.yahoo.com/groups/UTLASUBS> or contact Leonard Segal at to sign up.

one his/her name, and told them mine, and made some sort of greeting.

When they got to the room they saw that I had written, "Make good choices." It was a great discussion starter.....which led to a great day.

Just sharing a day's success.

Prentiss Moore

NO SUBSTITUTE FOR EXPERIENCE

by Hal Bogotch

Hard knocks, roll me over
I push back

To cram education
into Dead Sea sponges

Look past me, look through me
I'm still here

On your case
for literature and thinking skills

So take your best shot
for goofing off, cobweb brain

Do the crime, do the time
Consequences for a rhyme

Can you spell, what the hell
Keep your hat off 'til the bell

You wanna shake my hand, call me O.G.
Why not stick with Mr. B

It ain't no mystery
It's world history

A substitute IS a real teacher

Keepin' it real like Jaime Escalante
Puttin' out fires in your heart's ashtray

What you remember is your retention
Pull a fast one, you got detention.

UTLA **SUB**STANCE

Providing Answers and Unity for the Substitute Teachers of LAUSD

2006 Substitute Handbook

MEMBERSHIP MATTERS!!!

Did you know that you are paying UTLA dues but may not be considered a member? All Substitutes must pay union dues, but you must sign up to be a member. For your own protection, make sure you are a full member. Call UTLA Membership Services today!!! (213) 368-6241.



UNITED TEACHERS LOS ANGELES

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Los Angeles, CA 90010

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