



SUBSTANCE

Providing Answers and Unity for the
Substitute Teachers of LAUSD

www.utla.net/subs www.ihelpmyschool.com

Summer 2011
Edition

2011

Special Points of Interest:

- **Message from Substitute Chair: Karen Morgan**
- **Sub Options**
- **How to Avoid Being Written Up**
- **NEA Brings New Hurdles and Allies**

PLEASE ACT TO SAVE PUBLIC EDUCATION!

Unless you take action, you may not be able to serve students this Fall. The state legislature has given school district rescue dollars, money designated for the express purpose of rehiring teachers, yet the school board majority is saving that money for their own personal pet projects.

When regular classroom teachers are inserted into the substitute pool, we all know what the school board majority is really trying to do -- weaken our ranks, keep us out of the classroom, and break our union. Don't let them get away with it!

Our state legislature passed Assembly Bill 114, which Governor Brown signed into law in June 2011. AB 114 is a one-year bill legally mandating school districts to maintain staffing levels in the 2011-12 school year equal to those in 2010-11. School Board leaders in Elk Grove, San Diego Unified, and New Haven have respected the law, and brought back RIF'd educators.

On August 4, LAUSD announced that 450 elementary school teachers will be rehired. Yet there are still approximately 1,450 teachers, counselors, and support staff that LAUSD would prefer to keep away from students.



UTLA Secretary and
Substitute Liaison

The school board majority is blaming these firings on "the loss of federal stimulus funding, declining enrollment, and other factors." If declining enrollment were one of the primary causes, LAUSD would have had to have lost roughly 51,800 students in one year. That's nearly 8% of all students! If the board majority is truly interested in transparency, they should allow UTLA to audit their financial figures in order to verify the accuracy of these numbers.

Please call and write board members. If they say their hands are tied, and direct you to write and call the legislature, don't let them get away with such spin. Yes, we should all pressure the legislature, but right now, today, the board majority has it in their power

to allocate resources to where they are needed most -- the classroom!

If you've written and called, do so again! Blog about this! Respond in the comments section of online news articles! Get the word out! It is up to all of us! Our ability to serve students is being destroyed by the irresponsible funding priorities of our current school board majority.

Let the current school board majority know that we will hold them accountable in the March 5, 2013 school board election for the decisions they make now.

To follow UTLA on twitter, check out @utlanow. Or if you don't already have twitter, it's easy. Just send a text message to 40404 with the words: Follow UTLAnow. This is our moment. Now is the time to ACT!

Join our online forum by contacting Dave Peters at xanadu5968@sbcglobal.net or sign up for LASUBS at <http://groups.yahoo.com/groups/LASUBS/> If you subscribe and want fewer emails a day, then set it up for the digest form.

If you want monthly updates and reminders then sign up for UTLA Subs at <http://groups.yahoo.com/groups/UTLASUBS> Use your yahoo, gmail or Facebook account to register.

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CHAIRMAN'S MESSAGE

KAREN MORGAN



Hello all my fellow Substitute Teachers! I am Karen Morgan, your newly elected Substitute Committee Chairman!

For nearly 18 years I have enjoyed substitute teaching for LAUSD. I have had my California Professional Clear Teaching Credential and my CLAD certificate for most of that time. I taught at Taft High School in Woodland Hills for four years in the very beginning of my teaching career. I also loved that teaching experience.

I have first-hand knowledge of full-time classroom teaching and full-time substitute teaching. Both require a different set of skills in order to be successful. Both are legitimate, necessary and vitally important teaching careers which should be honored as PROFESSIONS!

The classroom teacher without educated and effective substitute teachers is like the Titanic without Life-Boats. A school without fantastic classroom teachers is like a ship without an excellent crew. The Captain, the crew and the lifeboats are all essential elements for each and EVERY SAILING EXPEDITION! To say that one is less important than the others is the exact oversight that caused so many deaths when the Titanic sank. The Captain, all the crew and every passenger discovered way too late that there just weren't enough lifeboats to save everyone's life. - - - - -

In recent years, because of the econ-

omy, UTLA and LAUSD have been creating DIS-EASE among classroom teachers and substitute teachers. For the first time in my 18 years of teaching for LAUSD the disrespect for all teachers became so blatant that Substitute Teachers had to mobilize to protect themselves and their counterparts, the classroom teachers.

A MIGHTY FORCE TO PROTECT RIGHTS WAS CREATED. Substitute Teachers demonstrated unceasing and persistent strength while pursuing televised communication with the Board of Education and Motions in the UTLA House of Representatives and becoming the catalysts for change using many other LEGALLY PROTECTED ACTIONS. Our goal was to enforce rights that have been ignored or reinstate rights that Substitute Teachers once had but were arbitrarily taken away.

From the seizure of our seniority rights and our health benefits to the reduction of our salary which once equaled a first year teacher's pay, and the removal of our elected director, Dave Peters, every undemocratic act of aggression against substitute teachers raised awareness.

A few things have become very clear: OUR VISION, OUR HEARING AND OUR KNOWLEDGE! Because of this, we have become a force to be reckoned with.

We LOVE teaching! We love our jobs! We stand together with our colleagues, the classroom teachers. I am greatly encouraged by our new UTLA Officer regime! I am hopeful that together, we can mend and repair our somewhat

wounded relationship with our employer, LAUSD. That would make our ship sail smoothly upon the waters of knowledge! It would put Los Angeles Unified School District back up where it belongs- - -not just the second LARGEST school district in America but the GREATEST!!!

Showing honor and respect for the rights of ALL teachers will have a trickle down affect and the students will benefit tremendously from such a positive showing of good treatment!

Substitute Teachers (guest teachers) expect to be treated with respect and professionalism EVERY DAY.

Do you believe that "an injury to one is an injury to all"?

Stays informed and join our advancements towards JUSTICE and Professionalizing Substitute Teaching while utilizing the Democratic process!

Please email Dave Peters: xanadu5958@sbcglobal.net to become a member of our online Substitute Teacher Online Forum and Information Group (LASUBS). We can only use email addresses that are non-LAUSD accounts.

You will receive up-dated information concerning everything having to do with your work assignments and working conditions. All your questions will be answered by peer experts. Sometimes we use the group just to vent. It's ALL okay. Jump in and stay informed and active!



SUB OPTIONS

By Jack Fitzgerald

Through the grapevine, word of mouth at the schools and the sub web sites, it is apparent that many people are concerned they won't get enough work to pay the bills or qualify 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 act (stage, film, TV), sell real estate, insurance and securities on a part time basis, have my own tax business, trade in the stock market, buy and sell real estate and travel.

When I needed time off to do these things, I had it. To be able to call my own shots, time wise, 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 taught well over a million students in the classrooms in 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 \$173 that only comes to \$519 and that won't get you anything. How about 4, 5 or 6 days. \$692, \$865 or \$1038? 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. That was the pre-computer era. 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.

One other job I had for about 5 years, was working with Teachers Teaching Teachers, which was an organization that presented workshops for substitute teachers all over the state of California. I taught many of these classes throughout the state for secondary substitutes. These were classes to give the nuts and bolts of the job to both new and somewhat experienced substitute teachers in various California cities. I loved teaching the classes and the job was very rewarding financially, as well. That program is no longer functioning.

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 45 years in 2 cities. Here in L.A., 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.

Substance

NEA BRINGS HURDLES AND NEW ALLIES

Fredrick Bertz

This year a new ally brought forth an idea to help Substitute Teachers across the country become organized within NEA. Autumn Tampa is a member of the Clark County Teachers Association, and the Nevada State Teachers Association Representative Assembly. After four years of hard work, she convinced the Nevada State Teachers Association to make a more inclusive statement about organizing substitute teachers.

Their response was based upon the fact that most substitute teachers have no training or credentialing. In several states, you only need to have graduated high school in order to work as a substitute teacher. Therefore, we will be working first on a statement for credentialing substitute teachers and then following that up with strengthening the NEA's support for organizing substitute teachers in state and local affiliates.

ceived support for our positions from the GLBT Caucus as I ran from one meeting to another in order to gain their support.

Our next step will begin this fall by engaging with national Resolutions Committee members to develop NEA Resolutions (statements of belief) regarding Substitute Teacher Training and Certification as well as Substitute Teacher participation in locals.

With new allies and a plan for moving forward, I believe that we have a bright future to look forward to in the NEA. It will take time to convince many full time teacher representatives, but we can and will gain better participation and representation.

With the backing of her state RA, Autumn brought the change to the National Education Association Representative Assembly (NEA RA). Unfortunately, the majority of teachers not only did not understand the change and its purpose, they refused to listen to us. However, their responses gave us a clear understanding of how to proceed.

Through our work this year, we have made stronger ties to Education Support Professionals who went through a similar process taking years to be recognized within the NEA for the job that they do. We also moved to develop a stronger relationship with NEA Retired because the majority of the substitute teachers who attend the RA are retired teachers who continue working as substitute teachers. Finally, we re-

President of the Substitute Teachers Caucus of the NEA



With new allies and a plan for moving forward, I believe that we have a bright future to look forward to in the NEA.

HOW TO AVOID BEING WRITTEN UP

By Audrey Linden



Besides providing the academic program for the day, it is also your duty to provide a safe environment for your students and all adults involved in the classroom setting. Failure to provide this can get a

sub written up for "failure to supervise." Make sure you ask the office staff for the Sub Folder. Included in it should be the lesson plans and inclement day schedules. (Follow them as closely as possible.) Also included should be the names of the aides and the names of any itinerants (Speech, APE, etc.) who will be working with the children. This information is usually in the Sub Folder. If you do

not get the Sub Folder, let the SAA in the office know. Sometimes the teachers have written their plans for you on the board. When in doubt about the authority of any aides or specialists to enter your assigned classroom, CALL the office. We know of a substitute who got an ISR when a stranger posed as an aide. When in doubt, CALL the office.

If there are any kids who need to be sent to the office for meds, or kids with special behavior issues, THEIR NAMES are mentioned in the Sub Folder. Students try to take advantage of subs and will ask to go to the bathroom many times. I keep a list and let them know they can go (most elementary schools have them go in partners) and I list their names.

NEA GOAL: PROFESSIONALIZE SUBSTITUTE TEACHING



Leonard Segal

National Education Association will help improve the laws about Substitute Teaching.

PACE Reps

Linda Everhart
George George
Nora Lohmann
Hal Wolkowitz

HOUSE OF REPS MEMBERS:

Karen Morgan
David Fruit
Helen Durham
Rosemary Gonzalez
Audrey Linden
Dan Moran
Sandy Nevler
Kennon Raines
Joseph Johnson (alt.)
Gary Pearlson (alt.)

On Saturday, July 20, 2011 at the NEA Representative Assembly (NEA/RA) in Chicago a New Business Item (NBI) was adopted to professionalize Substitute Teaching through changes in any State Education Codes. It reads, "That NEA work with interested state affiliates to initiate changes in their state's education code to professionalize substitute teaching." The NEA will be writing an article about the process and provide resources for any State interested in help to change their state's education laws to improve substitute teaching.

The NBI was written last year before the end of the NEA/RA in New Orleans by Substitute Teacher Caucus

President, Leonard Segal and Caucus Member, Karen Hempstead. Karen Hempstead and Substitute Caucus VP, David Lyell, gathered the needed 50 signatures in order to get it qualified for the RA in Chicago. This year in Chicago, David Fruit and Elvan Price helped lobby various states to get their support. Leonard Segal and David Lyell made a 3 minute presentation to the 10,000 delegates of the RA and got it passed.

Our goals are to get the States to change their state education code to include professional rights, professional training, professional pay and permanent status.



UTLA 2011 Calendar

www.utla.net/event

QUARTERLY GENERAL MEETINGS

August 27, 2011, October 1, 2011, December 10, 2011,
(9:30 AM to 2 pm)

STEERING COMMITTEE MEETINGS

Mondays October 10, 2011, November 21, January 9, 2012,

SUBSTITUTE TEACHERS COMMITTEE

October 19, 2011, November 30, 2011, January 18, 2012

4:00 p.m. to 6:00p.m. in room 904.

A complimentary dinner is served at 5:00 p.m.

(House of Reps meeting will immediately follow at 6 p.m..)

PACE / Elementary / Secondary Committees/

AAEC (African-American Education Committee)

October 5, 2011, November 9, 2011, December 14, 2011

(Elementary/Secondary/AAEC meetings 4p.m.—6 p.m.)

(PACE: 6 p.m.—8 p.m.)

LOCAL AREA MEETINGS

September 21, November 2, December 7 (4p.m.—6 p.m.)

Ask UTLA (800-556-UTLA), or a school Union Rep
or go to www.utla.net/event to find your closest meeting.

Please join us!

HOW TO AVOID BEING WRITTEN UP (continued from page 4)

If bathroom use is excessive, you can give them bench time at recess or you can turn their names in to the teacher. You can have a problem if a student has an emergency and you did not let them go.

Find out the names of the teachers in the rooms adjacent and their extensions. Sometimes, rather than send kids to the office over unacceptable behavior, you can arrange to send them to one of the teachers next door. Call their extension.

If there are behavior issues, I document all and I turn in a “report” at the end of the day to the Administrator. Keep a copy for yourself. Your classroom aide/aides can be witness/witnesses. If there are serious behavior issues, after two or three warnings, send them to the office. By that time, I have either written the student’s name on the board or moved their clip on the behavior chart.

Do not touch, pull, any child unless it is to break up two students who might harm each other, and you are not putting yourself at risk. If there is an aide, they usually know how to do this as they have had training. Call the office and ask for help IMMEDIATELY. Document that you have asked for help and note the time if help comes.

If you have accepted an assignment for a few days and find out that there are discipline issues you do not feel equipped to handle, it

is better to cancel with the office than to put yourself in danger of being written up for “failure to supervise.” You can say you are unable to come the next day and please cancel. You can say you feel sick, stressed, etc.

In cases where a child has a severe meltdown and throws furniture, CALL THE OFFICE and leave the room with the students. You can go on the yard. The one-on-one aide will be with the child who has the meltdown. I was in this situation and I did call and the Principal came to handle the situation with the aide present.

I have been in situations where a child tried to lie after he was sent to the office. In one instance, I caught him telling a story that kids were standing on the desks and throwing things and I could not manage them. He was in the middle of this story when I went in at recess. I was able to cover myself and set the record straight immediately. In some cases, go in person at recess or lunch and do not wait until the end of the day if you are concerned. I later found out that this boy was on suspension in the library during recess and lunch breaks and the Administrator was well aware. Cover yourself.

On a long term assignment, I had a parent conference with a man who had anger issues. This man showed such anger over his child’s scores and actually tried to bribe me. Though shaking inside, I stayed neutral, and as soon as the man left, I documented what he had

said and put it in the Principal’s box. I also wrote that I would only conference with him with the Principal or Vice Principal present. I got the support I needed. I also learned he had been barred from showing up on the same day as his ex.

AVOID:

- Reading newspapers in classroom under ANY circumstances.
- Speaking on cell phone in classroom.
- Leaving classroom unattended by certificated employee, even to go to the bathroom.
- Cleaning out purse or satchel during class time. VERY unprofessional behavior.
- Calling any student “stupid” or “liar.” That is bullying language.
- Swearing. YOU PROVIDE THE BEHAVIOR STUDENTS ARE TO MODEL.
- Responding to a call for a conference with the administrator without the resident chapter chair at your side. It could be disciplinary and you need to protect yourself.

If for some reason, there is an issue and you are in danger of being written up, see if you can agree to not come back to that school instead of being written up.

You want to cover yourself and document all issues and bring them to the Principal’s attention before you leave the school. They will appreciate the trouble you went to, to document any questionable situation. You are always ahead by documenting.

I call this “defensive teaching.”

SUBSTITUTE STEERING COMMITTEE

Summer 2011

Jil Balogh	George George	Audrey Linden	Sandy Nevler
Darryl Bohanan	Wendy Goldman	Janis Lukstein	Kennon Raines
Fredrick Bertz	Pat Hamilton	Francisco Martinez	Greg Russell
Al D'Sa	Harriet Hammons	Kit McCormick	Virgie Sajor
Linda Everhart	Charles Hartnett	Howie Meibach	Leonard Segal
Jack Fitzgerald	Sherry Lincoln	Karen Morgan	Eddie Smith
David Fruit			

Worried about losing your job?

Make sure that you have these 4 items taken care of or the District will fire you:

- Take the *Mandatory Child Abuse Awareness Training* before school starts.
Go to <http://schoolsafety.lausd.net/training>
- Make sure that your TB test is current. This test has to be taken every 4 years.
- Renew your Credential before it runs out.
www.teachinla.com/Contracts/d2dsub.html
- Sign and Return your *Statement of Day-to-Day Substitute Availability* if you didn't make yourself available for work during the summer. All renewals must be received by 5pm on 10/03/11 in order to work in the 2011-2012 school year.
Sub Unit: 866-934-1260 subdesk@lausd.net

SUBSTITUTE TEACHER LEADERSHIP

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NEA ELECTION DEADLINE

If you are a NEA member, don't miss out on the opportunity to run for Vice President, Secretary-Treasurer or one of the 10 at large Board of Directors positions.

Go to: www.utla.net/unitedteacher. Click on the August 12, 2011 edition and go to page 13. You will find out more information about the election process.

Candidates will find a coupon to self nominate for one of the available positions. The form must be returned to UTLA by 5 p.m. on Friday, September 30, 2011, attention: M.J. Roberts. Each candidate will receive a complete set of election rules upon receipt of the self-nomination form.

SUBSCRIBE



Editor-in-Chief
Linda Everhart

As we get ready for the school year to start in September, we are confronted with issues of our job security once again. Will career substitute seniority be circumvented by the infusion of contract teachers into the sub pool? Our new superintendent, John Deasy, intends to hold onto the funds designated to save contract teachers and substitute teachers jobs. Thus we are, once again, pitted against our colleagues in the strug-

gle for survival in the educational field. Of course, this is not the way that things should be. While we are encouraging our students to seek their highest potential, our own is being thwarted.

This issue is dedicated to you, our substitute teachers. The focus is on increasing your awareness of your own power, how to increase it, and how to protect your jobs.

As you peruse the articles in this edition, I want you to feel empowered. You are an important part of the teaching profession. In the course of our careers as substitute teachers, we have learned to be flexible. This flexibility enables us to enter any classroom or grade level, assess

the classroom climate and decide how to provide the best possible atmosphere for learning. As flexible teaching professionals, I am expecting you to make important decisions for your future in education. There are ways to fight for your job and ways to protect your job. There are options to increase your potential as a professional.

But above all, keep in mind that just seeking to save yourself or to take one suggested action won't be enough. In order to save your job, you must save public education. This means not just focusing on yourself, but on all your colleagues as well. Only strength in numbers will win out.

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Providing Answers and unity for the
substitute teachers of LAUSD
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SUBSTANCE



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