President’s Message by Diana Abasta

Dear members:

Like you, being in the classroom and planning for all the contingencies we have inherited from state mandates, has kept me terribly busy. However, since the state has not said they will hold districts harmless for ADA, it is important that we do what we can to ensure that there will be ADA especially when one of our priorities is getting a salary raise.

Because we have had so many questions and concerns this month, I thought I would just clarify some issues and remind members of some dates and responsibilities.

1. The law requires you to sign quarantine contracts or elementary independent learning contracts. Here’s a little summary of the law that I found on the CDE website (https://www.cde.ca.gov/sp/eo/is/legal.asp).

   California Education Code (EC) Section 51747 requires that local educational agencies that claim apportionment (ADA) for independent study must first adopt and implement written specified policies relating to independent study. 51747(g)(9)(A) states: Each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil’s parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil.

2. BTA was able to keep grades to the 10, 15 is only for Ds and Fs, and 20, but it was understood that grades would be entered every 2 weeks. Please make sure you have posted grades in AERIES.

3. The District has hired about 25 subs, but it takes time to process and do the fingerprinting and background checks. In the meantime, please know that colleagues are having to cover for each other, and sometimes that creates added stress. Please be respectful of time and the situation. We are professional and should not be taking time prior to a holiday or a long weekend.

4. Please be courteous and safe. Wear your mask properly. That means above the nostrils. There are colleagues at our sites whose health may be compromised so we want to model proper mask wearing.

5. Last of all, some colleagues have not sent in a copy of proof of vaccination even though they have been vaccinated. Please scan your card and send it to HR BEFORE Oct. 22, 2021. If you have individual questions or concerns regarding exemption meetings, please contact the BTA office.
Governor Newsom on October 1, 2021 announced that California will require all public and private school students to be vaccinated against COVID-19 once the shot received final approval for younger age groups. A list of diseases that children must already be vaccinated against in order to attend CA school are listed below.

**Students Admitted at TK/K-12 Need:**
- Diphtheria, Tetanus, and Pertussis (DTaP, DTP, Tdap, or Td) — 5 doses
- Polio (OPV or IPV) — 4 doses
- Hepatitis B — 3 doses
- Measles, Mumps, and Rubella (MMR) — 2 doses
- Varicella (Chickenpox) — 2 doses

These immunization requirements also apply to students entering transitional kindergarten. California schools are required to check immunization records for all new student admissions at TK/Kindergarten through 12th grade and all students advancing to 7th grade before entry. Parents must show their child's Immunization Record as proof of immunization.

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**This statement from the CTA President, E Toby Boyd was released October 1, 2021.**

OCTOBER 1, 2021

Educators Continue to Support Efforts for All Eligible Students and Staff to be Vaccinated

BURLINGAME — California Teachers Association President E. Toby Boyd issued the following statement in support of Gov. Gavin Newsom’s statewide school vaccine mandate:

“Teaching and learning are most effective in person, and the COVID-19 vaccine is a proven measure to prevent life threatening illness, keeping schools safe and open for in-person instruction, and will get us closer to being able to put this devastating pandemic behind us. Since the beginning, CTA has called for access to vaccines, testing and multi-layered safety measures in order to be reunited with our students in our classrooms. As the science advances and COVID vaccines are approved for younger students, this is the next step toward ensuring the health and safety of our schools and communities consistent with other vaccine requirements in schools. While recognizing the need for medical and religious exemptions, we believe vaccinations are key for both student and educator safety, keeping our schools open for in-person instruction and for combating this pandemic. Ninety percent of CTA members are vaccinated, and an overwhelming majority supports a vaccine mandate for students and staff. Several California school districts have already worked with educators and families in announcing vaccine mandates and will not be impacted by this new order. Phasing in the implementation timeline will allow local districts to prepare with families and educators and offer schools a vaccination site. Working together we can and will beat the deadly coronavirus that has claimed nearly 70,000 Californians and 700,000 lives in the U.S.”

The 310,000-member California Teachers Association is affiliated with the 3-million-member National Education Association.
Finally, an area of concern that continues to grow among our membership has to do with the encroachment on our professional autonomy and academic freedom. We need to reassert ourselves in the conversations that impact what we do in the classroom as it pertains to knowing what the best learning environment is for all our students.

Stay safe and be well.

Diana

DOLORES HUERTA MIDDLE SCHOOL RENAMING CEREMONY by Amy Fuhr

On September 17, 2021, Dolores Huerta came to our school for the formal renaming ceremony. It was a perfect day for an outdoor event. It was slightly overcast and just warm enough not to need a sweatshirt. The entire student body and all staff members were gathered on the upper field of Dolores Huerta Middle School to meet this icon.

The ceremony began at 8:45 a.m. with the beautiful singing of the national anthem by the school’s choir and the reciting of the pledge of allegiance led by the ASB president. The morning continued with passionate speeches from students, stories of belonging and comfort, poems about change and the will to fight, and a wonderful, impassioned speech from Dolores Huerta herself.

Ms. Huerta spoke of human origins and the fact that prejudice and racism are human constructs that need to be fought against. She reminded us that we are all one people with one voice, and that we have the power to create change with that voice if we make it loud enough. She spoke about the honor of having a school named after her in a community such as ours. Burbank has not been known for its inclusivity throughout history. All of the schools in our district have been named for white men, with the exception of Burbank High. She shared how honored she is to be the first woman and person of color recognized in such a community.
Ms. Huerta then received a tour of the school from several of our students. They gave history and purpose to all of the stops on her tour. She also took the time to meet our staff, sign books and posters, and sit for our annual staff photo.

Meeting Dolores Huerta was such a privilege and an inspiration. She reminded us that we can achieve anything, we just need to set our minds to it. When asked what fight was the most surprising to win, she responded that she was never surprised to win, that she always went into every negotiation knowing she would get her desired outcome. She calls it the "Si, se puede" attitude. She always knew she could win, and so should we.

Si, se puede! Yes, we can!

WHY I TEACH... by Maddy Alpert, BHS

I Teach to Build a Brighter Future Alongside My Students

I have always wanted to be a teacher, and many instances in my life have led me to my first year as a teacher, here, in the Burbank Unified School District. When I was an eleventh grader in high school, I did a lot of soul searching to understand what my "purpose" was in life, (I know, a deep question for a high schooler!). While learning about myself, I found that I wanted to be on this earth to help others. I spent my summers in middle school and high school working at a camp for students with disabilities at my elementary school. There, I loved everything I was doing! I loved helping the students and interacting with them. Something else that I learned was that I was passionate about getting to know others. I loved stepping outside of my comfort zone to chat with others and learn about who they are and their lived experiences. I was especially interested in learning about and meeting people from different backgrounds than my own. I genuinely believe that that is one of the many ways in which people can grow and learn. I wanted to take my interests in getting to know others and helping others to work to become a teacher.

Upon reaching college, I took an education course at Michigan State University called Human Diversity, Power, and Opportunity in Social Institutions. In this course, I began to learn about who the students in my future classroom could be, the major inequities that they could face, and the circumstances I could face regarding my own privilege. I also saw how oppression currently exists at many levels in our society. This course shifted my understanding of the world and was a catalyst towards making me want to do anything I could as a future teacher to fight for equity for all and the well-being of my students.

Throughout my time at Michigan State, I took many life-changing courses that helped me understand issues that are occurring in our society and how they are represented, (either positively or negatively), in literature, film, and other forms of media. I studied abroad in Spain, worked at Upward Bound MSU (an afterschool program for students in the Lansing School District), Refugee Development Center of Lansing,
Michigan, and even co-taught a unit, “Intercultural Race Dialogues” at East Lansing High School.

Eventually, during my senior year of college, I became an Intercultural Aide through the Multi-Racial Unity Living Experience. The program’s motto is “Crossing difference, building community,” which mirrors my “why”/passion of wanting to grow as an individual and meet, learn from, and work with people of different backgrounds. As an Intercultural Aide, I lived in a residence hall on campus and worked to develop genuine relationships with students, build community, and promote student success. Each week, my team and I would plan and run a Round Table Discussion (RTDs) on various social issues. These RTDs were amazing because they brought different people together of different backgrounds to discuss issues that exist in our world. Further, as an Intercultural Aide I was able to support students and help them with anything they needed.

This desire to learn about cultures and communities led me to apply to work in schools in the Los Angeles area, something completely different from my experience growing up in Michigan. I love that Burbank Unified is extremely diverse and brings together people of different backgrounds and languages.

Even though my passions/”why” in life have evolved over time and will continue to do so, through various experiences I have had, I continue to work to be a helper and build relationships in different capacities. I hope to continue to evolve as an individual while keeping my passions at heart as a teacher at Burbank High School.

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**MENTAL HEALTH MONDAYS**

We’ve got your back. CTA’s Instruction & Professional Development department is inviting CTA members to a three part webinar series, presented by our community partners, on self-care and healing this Fall.

**KNOW THE WARNING SIGNS OF MORAL INJURY AND VICARIOUS TRAUMA**

ASHLEY HUTCHINSON, LCSW

Monday: October 11, 2021  
6:00 p.m. to 7:00 p.m.

Burnout is a phrase that many in helping professions are familiar with. Moral injury looks at the emotional strain helpers feel due to the demands of their job from the perspective that “burnout” is a lousy term used to shame helpers, whereas moral injury is a better phrase to normalize the frustration, fatigue, and emotional strain that happens to helpers when they are not receiving more support. Learn more about the signs that you may be struggling with moral injury.

Register at: [www.cta.org/events](http://www.cta.org/events)

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**BTA HAPPENINGS**

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**2021-2022 Board of Directors**

President: Diana Abasta
Vice President: Nicole Drabecki
Secretary: Stefanie Enokian
Treasurer: Alyson Edge
HS Director (JBHS): Jessica Mayes
HS Director (BHS): Vacant
MS Director: Lisa Raluy  
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Elementary Director: Sarah Schwartz  
(Bret Harte, Disney, Edison, Providencia, Roosevelt, Washington)
You Got The Job – Congratulations!

CTA Introductory Disability insurance provided for brand new educators and ESPs at no cost! Brand new educators or education support professionals who join CTA for the first time between July 1, 2021 and June 30, 2022 are automatically enrolled in 9 months of CTA Introductory Disability coverage at no cost to you.

Disability insurance can help protect your paycheck. Benefits are paid directly to you if you’re out of work due to an injury, illness (including mental health disorders and substance abuse), pregnancy or childbirth. Where health insurance pays your doctor, Disability insurance pays you. For full details and eligibility requirements, visit standard.com/cta/newhire.

You’re Due a Do-over!

Here’s your second chance enrollment opportunity for CTA-endorsed Disability and Life insurance

Guaranteed enrollment with no health questions asked for eligible members!

You’re Due a Do-over

With everything on your plate last year, you may have missed your chapter’s special enrollment opportunity for CTA-endorsed Disability and Life insurance. If so, this is your second chance.

Now you have an exclusive, limited-time second chance to enroll in the only CTA-endorsed coverage and are guaranteed to be enrolled with no health questions asked!

Learn More

Your Enrollment Offer

Guaranteed enrollment with no health questions asked for:
CTA-endorsed Disability insurance to protect your paycheck

$50,000 of CTA-endorsed Life insurance\(^2\) to protect your loved ones

This second chance opportunity is too important to miss. 

**Apply Now**

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**Don't miss this special enrollment opportunity!**

**Apply by November 30, 2021.**

**Apply Now**

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1 Guaranteed enrollment is for eligible CTA members.

2 Coverage reduces to 65% of the amount in force at age 70, 45% of the amount in force at age 75 and 30% of the amount in force at age 80. Offer not available to retirees.

3 Based on the claims decisions data developed by The Standard for period of 9/1/18 - 8/30/21.

Offer only for Burbank Tchrs Assn members. Eligibility requirements apply.

For costs and further details of the coverage offered by Standard Insurance Company, including exclusions, benefit waiting periods, any reductions or limitations and the terms under which the policy may be continued in force, please contact Standard Insurance Company at 800.522.0406.

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**Burbank Teachers Association**

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