ALBUQUERQUE TEACHERS FEDERATION

Dear ATF Fed Reps,

Those of you familiar with Newton’s Law may know that for every action, there is an equal and opposite reaction. This law of physics transcends the classroom walls and spills out into our political lives as ATF activist-educators. Perhaps Supreme Court Justice Ruth Bader Ginsberg best helped us apply this law of physics to America’s history when she stated that “The true symbol of the United States is not the bald eagle; it is the pendulum, and when the pendulum swings too far in one direction, it will go back”.

The last eight years under the Martinez administration and the last two years under the Trump administration has brought about some of the most hateful, anti-public education and anti-worker laws and political appointees. But at every level of injustice, our union has fought back.

This year will be one of change, especially in New Mexico. From the top of our ballot to the very bottom, the General Election in November hosts an array of incredible pro-public education and pro-worker candidates running for office- many of whom are our own ATF/AFT NM union members.

We call on every one of our candidates to support our students and our educators as we call for the end the over-testing and austerity budgeting.

Today, a decade after the Great Recession, investment in public education in every state remains below what is required to provide our nation’s people with the education they need to thrive. Here in New Mexico we are still $228 million under our 2008 funding level for public education. And the funding in ’08 was millions short of sufficiency.

Every day we work with students and parents who are living at the intersections of institutional oppression and we are here not only to stand up for labor, collective bargaining, and public education, but also for the right to breathe clean air, exist without being profiled, love who we want, earn a living wage and feel safe in our communities. We are educators and we know that the labor movement is a movement for social justice.

Joining together with community organizations and union family from across the nation, we have formed the backbone for what is to become the equally powerful, opposite reaction- the resistance.

You, as ATF Fed Reps are the school-site ambassadors of this resistance. You are the leaders of each of our causes- from worksite contractual disputes to political organizing campaigns. You are “the union.” As an ATF Fed Rep, you are the emissary of hope for public education in our state and together, we will lead the charge to fight forward for our schools, our students and our communities.

We know that one-on-one relationships with our colleagues at our work sites and within our role groups is what builds the power of the collective “we” of our union. This is the power that our Fed Reps hold; the power to build a grassroots movement throughout the district that fights to keep our public schools open for all students and demands dignity and respect for every APS employee.

Thank you, ATF Fed Reps, for stepping up to create change at every level- within our classrooms, our schools, the district and our state.

We are unionized educators—we care, we fight, we show up and we vote!

In solidarity,

Ellen Bernstein
ATF President
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ATF: WHO WE ARE IS WHAT WE BELIEVE

ATF is a union of professional educators, representing teachers and professional support staff in all matters. The statement of purpose in Article II of our Constitution is testimony to what we as an organization believe and what we are about.

- To obtain for all members of the bargaining unit the salary and working conditions essential to the best professional service.

- To obtain for all educators the rights and respect to which they are entitled.

- To encourage the coordinated action of educators and community in creating the most productive learning environment in our schools.

- To expose and fight discrimination in education toward any individual or group on the basis of sex, gender, sexual orientation, creed, color, race, national origin, or political activities and beliefs.

- To promote the welfare of children by providing equal educational opportunity for all.

- To encourage cooperation with workers of other unions to promote better working conditions for all.

- To advance educator decision making power in the administration of the schools.

- To promote the process of democracy in the schools which will enable educators to better equip their students to take their places in the economic, social, and political life of the community.

- To promote political action for the benefit of teachers and other working people.

- To promote and support the professional growth and development of educators by continually providing information and learning opportunities about educational issues.
The Albuquerque Teachers Federation (ATF) works for proven, educator-driven school reforms that will improve education locally for over 87,000 students, and statewide for New Mexico’s 828 public schools. We believe that the improvement of public education should be taken away from those who scheme to profit from our children and should be placed in the hands of educators who work daily in the schools—those who know your students best. We strive to create the world-class educational system that New Mexico’s children deserve. To this end, we advocate for aligning policies toward a unified vision that invests in and trusts educators as professionals, along with a focus on equity.

We believe the following are essential in creating world-class schools:

• **Educate the Whole Child.** Our state must invest to ensure that all schools have a well rounded curriculum with classes in the Fine Arts in every school. Varied elective courses should be offered, including world languages. Every school should have a library—well-stocked with books from all areas and with the latest in technology equipment and material—and fully staffed with qualified librarians.

• **Help Students Get the Best Possible Start.** Children need age-appropriate education in the early grades. Students should have access to quality pre-kindergarten. Numerous studies show that high-quality early childhood programs increase the likelihood that children, particularly those from disadvantaged backgrounds, will become successful students and citizens.

• **Fully Fund Education.** We believe that New Mexico has a moral and constitutional obligation to provide sufficient funding for public schools. There is no excuse for returning tax dollars to the most affluent while denying students the essential educational programs they deserve. This includes intervention programs to ensure success for all, as well as full funding for counselors, school nurses, social workers and therapists.

• **Teach ALL Students.** We are committed to address any disparities in educational services and secure comprehensive, effective programs for English Language Learners and for students with special needs. Our focus must be on fulfilling our state’s commitment to Bilingual Education.

• **Respect the Professionals.** Educators need compensation that is comparable to others with similar education and experience levels. They need paid time to adequately plan lessons and collaborate with colleagues. Teachers and related services personnel need autonomy and shared decision-making in their schools. Their professional judgment must influence policies and practices at the district and state levels.

• **Establish Community Schools.** Community schools focus on creating stable environments in which students can live and learn, and teachers can teach. They become the hub in the neighborhood linking medical, mental and social services to children and their families. Community schools are open outside the regular school day and offer programs and services such as daycare, tutoring, after school programs and adult education.

• **Address the issue of poverty.** We work for excellent public schools, strong unions, comprehensive public services, livable wages, tax fairness, and social & economic justice. Real education reform fights poverty.
ATF ACCOMPLISHMENTS TIMELINE

2018

• Successfully lobbied the State to raise the three tier minimums. To $36,000, $44,000 and $54,000 respectively.
• Bargained with APS for a minimum of 3% raise for all certified staff represented by ATF surpassing the percent raises allocated by the state.
• Won SLPS the ability to submit for bilingual and TESOL differentials.
• Successfully negotiated higher payments for Ed Diags, School Psychologists and SLPs who perform evaluations outside of the school year.
• Successfully negotiated language that grants all staff represented by ATF to transfer between role groups without losing any pay!
  This also included language that will allow educators the ability to self-report for a one time pay adjustment for those who made a role group change in previous years.
• Shortened the Ed Diag, school psych and transition specialist school year without a reduction in pay.
• Won social workers the ability to submit for credential differentials and reimbursements, leading to more take home pay.
• Added language clarifying that the Fed Rep is eligible for IC differentials.
• Ensured ALL middle schools receive five differentials for department heads.
• Added MOUs establishing task forces to research and make recommendations on advisories, high school seniors taking a full class load and class sizes affected by the number of work stations available.
• A first! ATF and APS agree to a jointly commissioned survey in order to gather unbiased information that we can use to ensure positive change for all Special Education employees.
• Through the grievance procedure won over $164,000 in back pay for individual certified staff within the ATF bargaining unit this year.

2017

• Fought and won the budget battle! ATF successfully prevented layoffs and furloughs despite the district being in an unprecedented budget crisis that was created but he state.
• Kept the High School Schedule against efforts to cut costs on the backs of High School Teachers.
• Resisted class size increases.
• Re-took the House of Representatives and kept the Senate to include even more pro-public education legislators.
• Won a $1 million settlement for A-2 salary staff.
• Won a grievance hearing for summer school pay resulting in over $232,000 in backpay and benefits for summer school teachers.
• Equity of voice language added during collaboration time, formally known as PLC’s.
• COTA’s and PTA’s are accreted into our union.
• Starting the 2017-2018 school year, Diagnosticians, School Psychologists and Transition Specialists will be compensated for all years of in-district experience.

2016

• ATF negotiated teacher autonomy language in Appendix I.9 (The Common Core State Standards, Standards-Based Teaching Practices, & the Relation to APS
Programs and Practices). This is an important step in restoring teacher professionalism and reestablishing teachers as the experts in their classrooms.

- **Increased the differential for Elementary and Middle School SAT Chairs** to a .1 extended contract. With this increase, the union and the district hope that we can attract and retain teachers in this important job.
- After a long public campaign on the issue, ATF pressure leads the APS Board to **re-establish the improved 5/7 High School schedule**. ATF negotiated this into the 2016 contract.
- **The stipend rate**, whether or not the work is with students, has been increased to $22.00 an hour.
- Determined to fight back against overwhelming workloads, ATF begins the **“Organizing for Change” Campaign**. Union members picket APS Board Meetings, and speak truth to power in Public Forum portion of the meetings. In conjunction with a nationwide effort, ATF organizes “Walk-Ins” at APS high schools to highlight what public school students and teachers need.
- Created a **Professional Pay for a Professional Day plan**. Creating this plan will require long-term collaborative work between APS and ATF. The goal is to research and create an agreed-upon compensation/time plan for all the employees represented by the ATF.

2015

- **Fighting back against the flawed Value-Added Method (VAM) of teacher evaluation**, ATF and AFT NM take legal action, and **WIN!** A District Court judge grants a **preliminary injunction**, stopping VAM-based evaluation from blocking licensure renewal or advancement.
- ATF secures an additional **$1 million for the APS/ATF Mentor/PAR Program** responding to funding cuts for that program at the state level.
- Union negotiates salary **differentials for A-2 Salary Schedule employees** (SLPs, OTs, PTs, and others).
- ATF and APS agree to form a Task Force to **develop a Mentorship Program for Support and Related Services Personnel**.
- ATF negotiates **transfer language for Related Services Personnel**.

2014

- Federation lobbyists win the fight in the New Mexico Legislature for both **salary increases and a decrease in the class size waiver**.
- **ATF negotiates 3% raises for teachers and support personnel and a $2,000 increase in the minimums for 3-Tiered System salaries in APS**— raising them to $32,000, $42,000 and $52,000.
- Despite the Governor’s veto of the authorizing language, appropriated funds remain in the state budget. **ATF negotiates increases into base pay, including all support and related services personnel**—one of the few NM unions to achieve this success.
- **To protect transfer rights, ATF declares impasse** and calls in a federal mediator. The deadlock is broken; **transfer rights are preserved**.
- Speech/Language Pathologists, Physical Therapists, Audiologists, Occupational Therapists and Orientation/Mobility Specialists are moved to the **same 184-day work year as their school-based colleagues**. The salary schedule for these employees includes one additional paid day.
• ATF negotiates **higher summer school pay**. Teachers, librarians and counselors at all levels and ESY Summer School will be paid at the individual employee’s hourly rate.
• Recognizing the unique nature of **Intensive Support Programs**, ATF negotiates a .05 FTE differential for these teachers to cover missed preparation and lunch times.
• Chronic shortages of Special Education teachers lead to increased caseloads; ATF negotiates **appropriate pay for additional workload**.

2013

• Despite declining funding from state government, ATF negotiates a **1% increase in base pay**.
• Although since 2009, APS lost millions of dollars in funding and over 300 licensed positions have been eliminated through attrition, **ATF prevents teacher layoffs**.
• ATF negotiates meaningful **staff input into principal evaluations**.
• **ATF protects leave with pay** for APS teachers and related service educators elected to political office.
• **ATF celebrates its 50th Anniversary** as a chartered local of the American Federation of Teachers

2011

• Differential amounts were restored to SY 2009-2010 levels.

2010

• The **elimination of the 184th day for one year** and **elimination of the optional 13 hours for professional development** also for this year only;
• Middle School **class load maximums** clarified establishing that maximum loads will remain at 160 (135 for literature and language arts/27 per class), regardless of schedule implemented by the district;
• One hour of the professional development day will be **dedicated to preparation for advisories and student-led conferences**;
• **Definition of Fidelity** taken from a previously agreed upon memorandum of understanding and embed in the contract under academic issues;
• **Elementary School Recess** (include morning, lunch and afternoon recess) to be jointly encouraged by District and ATF;
• Language added which defines what constitutes a “**separate prep**” for secondary teachers;
• Language added defining the **intent of collaboration time and Professional Learning Communities**, reiterating that this time is separate from individual preparation time;
• **Mentor Program** language clarified and refined concerning the mentor program, **peer assistance and review** program and term limits for special ed resource teachers in both programs;
• Language added outlining **rights for job-share teachers**.

2009

• **ATF moves into its new home** to better serve its members.
• ATF negotiates a **one-time 1% payment** to offset the increase in the employee retirement contribution imposed by the legislature.
• **Academy Leader differentials** at high schools and middle schools are established.
• **Transfer rights** are established for those who are in District programs which are relocated.
• Roles and responsibilities for **teacher leadership positions are defined**.
• An involuntary transfer provision is created.
• Language is added to ensure the equalization of prep time on testing and special schedule/event days.

2006
• ATF makes good on its pledge to make salaries for experienced educators a high priority by providing a 7% increase for veteran employees;
• Salaries for support and related services personnel equal those of other licensed educators;
• Creation of career pathway for support and related services professionals;
• Continuation and expansion of the mentor program;
• ATF and APS agree to create a pilot on rearranging and redefining available time.

2005
• After over one year at impasse, a compromise on salaries is reached for support and related services personnel;
• ATF successfully lobbies for a change in state law to include all teachers in 3-tiered minimums;
• ATF negotiates the mentor program.

2004
• ATF wins a 1 Million dollar arbitration settlement from APS over the issues of the District wanting to reduce the final Summer paycheck;
• ATF membership exceeds the 50% mark for the first time, reaching an all time high of over 3200 members;
• While substantial contract language gains are made in negotiations, they go unimplemented due to impasse in contract talks. A monetary settlement which will include equal pay for support staff and related service providers can not be reached. APS also refuses to included resource teachers in 3-tiered pay system;
• The parties go to mediation and an agreement is reached to move all the 45 resource teachers to the $35,000 minimum with no guarantee from APS that they will advance to $40,000 for the 2005-06 school year;
• Distribution of mid-year money from the state is made available as a result of increase in the “unit value:"
• ATF rejects APS’ attempt to distribute new money to all employees in the teacher bargaining unit in the form of a one-time one percent “bonus” and instead, gets APS to distribute the money to those employees not benefiting from the 3-tiered phase-in as:
  • A 1.3% increase in pay in one check;
  • 1% of that increase “recurring,” meaning it will carry over into the 2005-06 school year.

2003
• ATF worked to get new Collective Bargaining Bill passed and signed into law;
• 6% increase for all members of the bargaining unit effective in December 2003;
• New differentials added for teacher leadership positions;
• ATF and APS mutually agree to adopt a framework for the living contract.

2002
• 2.4% average compensation attained;
• 183 day contract maintained and extended on A-1 schedule;
• Elementary prep time must be in at least 15 minute blocks to be credited toward 200 minute/week minimum;
• Pre-K teachers eligible for full bilingual/ESL differentials;
• New Instructional Council (formerly SRC) language focuses the role on instructional improvement in the schools;
• ATF celebrates its 40th Anniversary;
• Dial-A-Teacher is reintroduced as ATF’s premier community service program;
• ATF membership reaches all-time high of 3000 members.

2001
• 8% pay increase for all employees on the A1 schedule;
• 6.5% increase for employees on A2 and A3 schedules;
• Summer school pay increased to $20
• All differentials increases by 5%;
• Outside experience credit increased from 6 to 10 years;
• Teachers at school designated “In Need of Improvement” receive differentials for professional development time;
• Professional development at all sites must be collaboratively planned;
• Task force work in the areas of professional development, compensation and evaluation continues.

2000
• 6.25% salary increase added to teacher salary schedule- 5% for rest of bargaining unit;
• $2000 National Board Certified differential;
• All differentials increased by 25%;
• $500-$3000 differentials for Bilingual/ESL endorsement;
• Elementary teachers paid for lost PE prep time.
• Non-instructional duty stipend rate to $18 an hour;
• PDP timelines to insure timely evaluations;
• Timely notice to teachers of suspended students;
• Post vacancies on APS website during the school year;
• Responsibility for providing lesson plans when absent limited to 10 consecutive days;
• Task forces for SRCs, professional compensation system, professional development, evaluation/peer intervention, evaluation specialists, counselors and social work.

1996 to 1998
• 2.5%, 4%, and 6.8% pay increases for this period exceed amounts allocated through state funding;
• New pilot program provides financial compensation for unused sick leave.

1999
• 5.7% pay increase, plus 50% & 25% differential increase for this period exceed amounts allocated through state funding;
• ATF successfully fights district attempt to lengthen duty day/year without compensation, eliminate SRCs, and end binding arbitration.

1995
• 4% salary increase;
• Conditions for administrative transfer clarified.

1994
• 6% salary increase;
• First ATF member elected to state legislature;
• Teachers now protected from arbitrary or capricious changes in teaching assignments.

1993
• 3.9% salary increase;
• Binding arbitration rights for grievances;
• Sick Leave Bank becomes employee-owned entity;
• Increased compensation for teaching during prep.

1992
• Contract language added to support shared decision-making and site based management;
• Further compression of salary schedule;
• Differentials for elementary team leaders;
• All modified Wednesdays for elementary prep;
• Contract language clarifies 30 minute duty free lunch exclusive of passing periods;
• Teachers get 3 work days to do OMR sheets;
• Team leader elections for middle school teachers;
• Homework Hotline re-established.

1990 to 1991
• Two year salary agreement provides 7.1% in first year and 6.6% in second year;
• Further compression of salary schedule;
• Differentials for elementary team leaders;

1989
• 5% salary increase;
• Election of High School department chairs;
• Paid political leave for teachers;
• Pilot plan provides bonus for meritorious attendance.

1988
• ATF celebrates 25th Anniversary;
• Contentious negotiations strain relations with APS, bringing teachers to the brink of a job action.

1987
• Compression of salary schedule;
• 2 step movement

1986
• $2200 salary increase attained for all members of the bargaining unit;
• Sick Leave Bank negotiated.

1985
• 4% Salary increase;
• Homework Hotline program begins.

1984
• 8% Salary increase;
• Grievance results in lower insurance premiums.

1983
• ATF retains bargaining rights after NEA challenge.

1980 to 1982
• 30.5% salary increase over 3 year span;
• Prep period for middle school teachers attained;
• Personal leave increased.

1979
• ATF Wins collective bargaining rights.

1962
• Albuquerque Teachers Federation, Local 1420, chartered by American Federation of Teachers.
STARTING YOUR YEAR OFF RIGHT

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What does the job entail?

Union Leadership
As a union Fed Rep, you are part of the democratically elected leadership of our union. Think of it as a branch of government: you are the House of Representatives in our Legislature. You set the direction of our union by writing and passing resolutions through the Fed Rep Council.

This also means engaging members at your worksite. Bring any written resolutions back to your members and discuss them. Are you writing a resolution? Get feedback from members at your site or ask them to help you write it.

You are “The Union”
You are what “the union” looks like to colleagues at your job site. Members only know as much as you’re willing to share with them.

Active Fed Reps ensure that their membership is well informed. They give a union report at staff meetings, hold monthly union meetings at their worksite, update the union bulletin board and engage members in union campaigns.

We care, we fight, we show up.
Much like we tell our own students, showing up is critical. Fed Reps are expected to be at monthly ATF Fed Rep Council meetings, the first Tuesday of each month during the school year. (See important dates section.)

As unionists, we know that our struggles in public education and labor are interconnected with the struggles of our community. It’s up to us to show up at community actions that support our students and colleagues. ATF puts out “calls to action” on a regular basis. Show up in your ATF-branded attire to let students and families know that educators are present and care about issues that affect us all.

Worksite Leadership
As a Fed Rep, you are the first to welcome new staff to your worksite, and serve as a trusted colleague and an active listener. You are knowledgeable about the contract and call ATF Staff for help in situations you are unfamiliar with.

As a Fed Rep, you are someone who colleagues can confide in without fear.

As a union leader on the Instructional Council, you help ensure that the democratic process is followed.

Our Strength: at the Ballot Box & Bargaining Table
Our jobs as educators are by nature, political. Fed Reps are leaders in activating and engaging members in state and local political campaigns. We work throughout the year to ensure that our elected leaders are pro-labor and pro-public education.
Fed Rep Elections

Fed Reps are encouraged to build a leadership team at their worksite of elected and non-elected members. (Skip ahead two pages for more information on leadership teams!)

Our bylaws state:
Each work location shall elect one Federation Representative for each 20 members or part thereof. Elected Federation Representatives shall work together to organize worksite members to serve as the ATF Building Leadership Team to conduct union business.

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**Election Procedures**

- Elections should occur within the last month of the traditional school calendar.
  *Results must be submitted to the ATF Office by May 31 of each school year. If your site is unable to hold elections until the fall, please plan to do so immediately after the start of the school year and submit the results at that time.

- Nominations must be completed and posted at least 3 work days prior to the election date.

- If there is not an existing Fed Rep, the members may appoint a temporary chairperson to oversee the election process. You may also call the ATF Office to help you conduct an election. ATF Office Staff can be reached at 505.262.2657.

- All ballots shall be counted at the worksite, provided there are witnesses.

- Any ATF member at the site may challenge the results of the elections.
BEGINNING OF THE YEAR CHECKLIST

- **Introduce yourself as Fed Rep to your colleagues**, especially new staff members. Give them information to help them be successful at your school.

- **Introduce yourself as Fed Rep to your Principal**.

- **Brand your room or office** as ATF Fed Rep & help others brand their doors as ATF Members.

- **Make sure apple stickers** are on the mailboxes of all union members for easy mail distribution.

- **Create an ATF bulletin board**. This will be the “go-to” spot for all things ATF at your school, so be sure to keep it updated!

- **Create a leadership team**; collaborate with others.

- **Become a school guru**… your colleagues should come to you with questions.

- **Talk to non-members and recruit them. There is strength in numbers.**

- **Always keep membership applications** handy.

- **Politics will be important this year. Plan to be involved with COPE!**

- **Assign your leadership team different roles** to assist you with the responsibilities of being a Fed Rep.

- **Plan to attend Instructional Council and staff meetings** to give a 5-minute recap of important union information.

- **Work with your Leadership Team to get members involved and energized** about the issues that will be impacting their job and their students’ learning opportunities through the year.
Taking on a leadership role as a Fed Rep can be a daunting task if you do not have a worksite structure in place to help support your union work. That’s where your leadership team comes in!

You have the freedom to assemble your own leadership team of union members that suits your worksite best, however, here are a few examples of leadership team positions to get you started:

**Fed Rep Leadership Team**

### Curator of Public Information
- This member would be in charge of updating the union bulletin board. Union bulletin boards are typically located in the lounge or near teacher mailboxes. This member is encouraged to make the bulletin board fun and interactive!

### Distributor of Member Information
- This member would be responsible for the distribution of ATF flyers to all member mailboxes.

### PTA Liaison
- This member would be responsible for conveying public union activities to parents at their worksite. The more we can communicate with and engage community in our work, the stronger we are as a union!

### COPE Liaison
- This member would be responsible for keeping track of ATF endorsements and current political races. They would be knowledgeable about the ATF endorsed candidates and be able to articulate the union’s position on key education and labor issues.

Leadership team members are welcome and encouraged to join us at Fed Rep meetings, however, only elected Fed Reps are eligible to vote during union meetings.
ATF FED REP: AN EDUCATIONAL LEADER

Fed Rep as an Educational Leader... 20
Fed Rep Role in Instructional Council... 21
Fed Rep Role in APS/ATF Mentoring Program... 22
ATF Fed Rep of the Year... 23
The role of the elected Federation Representative is based on the philosophy that the district and union are equal partners, and as such, the elected educational-leader, the ATF Fed Rep, serves as an equal partner with their worksite’s administration. The idea is that leaders at the school work as equal partners in the process of making worksite-based decisions.

As noted in the IC handbook, “in an attempt to ensure that the practitioner voice was heard, school districts and unions agreed to contract language in support of site-based management and shared decision-making.”

The contract language is based on the beliefs that:

1. Educators should be provided with the discretion and autonomy that are the hallmarks of professional work.

2. Districts should foster collegial styles of decision-making and teaching in school.

3. School districts should consider a variety of approaches to school leadership.
THE FED REP ROLE ON THE INSTRUCTIONAL COUNCIL

Your union negotiated a spot for a Federation Representative to serve on school instructional councils. The contract language reads that this member should be “a Federation Representative elected by Federation members at the school.”

• This representative can be the same person elected to be one of the school’s Fed Reps, but does not have to be.

• A separate person can be elected by the union members at the school for the purpose of serving on the Instructional Council.

• This person can be elected during the same election for Fed Rep—or in a separate election.

The most important role for the Fed Rep on the IC is to ensure that the process of decision-making at the school is:

Transparent
Inclusive
Democratic
Open

The Fed Rep on the IC should help to ensure that any decision affecting the entire staff involves the entire staff.

The Fed Rep on the IC should help to ensure that decisions are reached through consensus. This can include insisting that the time needed for consensus decision-making is available. For example, time to go back to constituents or to the whole staff. This helps to make IC decisions transparent, inclusive, democratic and open.

The Fed Rep on the IC should help the IC to be representative and avoid making insular decisions—representatives make decision with their constituents not for their constituents.
THE MENTOR PROGRAM: AN APS/ATF PARTNERSHIP

The mentor teacher program is a partnership between the Albuquerque Teachers Federation and Albuquerque Public Schools. It is meant to provide guidance for beginning teachers throughout their first year of teaching.

If one of your colleges is applying to become a mentor teacher, their application form lists an option for their Fed Rep to serve as one letter of recommendation.

You should know that as a Fed Rep, you colleagues will look to you as an educational leader and may reach out for a letter of recommendation.

Fed Reps are asked to evaluate applicants in relation to other educators that you have known. Specific information about this candidate’s experience and qualifications for a Mentor Teacher role is essential in determining suitability for the position.

Of course, Fed Reps should only do this if they are comfortable with submitting a recommendation and have enough knowledge about their colleague’s practice to craft a thoughtful response.
Each year, one Fed Rep is selected for the honor of Fed Rep of the Year. The criteria and selection process is listed below.

Process:
• Nomination forms will be sent out to members in early March, 2019.
• April 5, 2019 is the deadline to return nomination forms to the ATF office.

Nominations by colleagues:
• ATF members can nominate any Fed Rep from any school.
• Members will be asked what makes the Fed Rep they are nominating a particularly wonderful union teacher leader.

The ATF Executive Council will make the final selection and are not eligible for Fed Rep of the Year.

Considerations by the selection committee (ATF Executive Council):
• Attendance at Fed Rep Council meetings
• Recruiting new ATF members
• Participation in leadership activities
• Contract language knowledge
• Volunteerism/activism/involvement in ATF activities

The Fed Rep of the Year will be announced in the May 2019 Teachers’ Voice, and will be recognized at the 2019 Fed Rep Appreciation Dinner.
**IMPORTANT DATES**

Mark your calendars! The first Tuesday of every month during the school year is our Fed Rep Council meeting!

*All events listed will be held at the union office unless otherwise noted. Please see atfunion.org for an updated calendar as the year progresses.*

- **August 2nd**- New Teacher Orientation, Sandia HS, 8am-12:30pm
- **August 7th**- Fed Rep Council, 4:15pm
- **September 3rd**- Labor Day Picnic at Tiguex Park
- **September 4th**- Fed Rep Council, 4:15 pm
- **October 2nd**- Fed Rep Council, 4:15 pm
- **October 17th**- General Membership Meeting, 4:30pm
- **November 6th**- Election Day & Fed Rep Council, 4:15 pm
- **December 4th**- Fed Rep Council, 4:15 pm
- **January 8th**- Fed Rep Council, 4:15 pm
- **January 15th**- Opening Day for the 2019 Legislative Session, Santa Fe, NM
- **January 31st**- Legislative Update, 4:30pm
- **February 5th**- Fed Rep Council, 4:15 pm
- **February 19th**- Legislative Update, 4:30pm
- **March 5th**- Fed Rep Council, 4:15 pm
- **March 16th**- Legislative Session Ends
- **April 2nd**- Fed Rep Council, 4:15 pm
- **April 11th**- General Membership Meeting, 4:30pm
- **May 7th**- Fed Rep Council, 4:15 pm
- **May 10th**- Fed Rep Dinner
IMPORTANT DOCUMENTS

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Process for Obtaining a Waiver to the Negotiated Agreement... 27
ATF Requirements for Approving a Contract Waiver Request... 28
Waiver Request Application... 29
Elementary Preparation Time Worksheet... 30
Elementary Preparation Time Worksheet- Modified Wednesday Schedule... 31
NOTE: By vote of the 2015 AFT NM Convention, a portion of ATF membership dues ($1.00 per month or $.50 per pay period) is now allocated to the AFT NM COPE (Committee on Political Education) Fund which can be used for political purposes. This is a voluntary designation and you may opt-out at any time by notifying ATF in writing. In opting out, your $1.00 per month will be allocated to the non-political AFT NM Organizing Fund. Neither designation increases dues.

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Are you registered to vote? YES ☐ NO ☐

I hereby authorize APS to deduct from the compensation due me one (1) deduction per pay period representing Federation membership dues in the amount certified to the APS Board, in writing, by the Albuquerque Teachers Federation and remit to the ATF. Union dues may be discontinued or revoked by the employee by filing such notice with the ATF office with a copy to the District Payroll Department duly signed. APS Board assumes no responsibility in connection with this authorized deduction except to act as remitting agent in forwarding the amount deducted to the ATF.

SIGN TO JOIN ATF AND AUTHORIZE PAYROLL DEDUCTION OF DUES DATE

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<th>DUES PER PAY PERIOD</th>
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<tr>
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ATF COMMITTEE ON POLITICAL EDUCATION (ATF-COPE)

I hereby authorize APS to deduct from my salary the designated sum per pay period and forward that amount to the Albuquerque Teachers Federation Committee on Political Education (COPE).

This authorization is signed freely and voluntarily and without fear of reprisal, and I will not be favored or disadvantaged because I exercise this right. I understand this money will be used by ATF-COPE to make political contributions.

This voluntary authorization may be revoked at any time by notifying the Albuquerque Teachers Federation Committee on Political Education (COPE) in writing of my desire to do so.

Contributions or gifts to ATF-COPE are not deductible as charitable contributions for Federal Income Tax purposes.

SIGN TO AUTHORIZE COPE DEDUCTION DATE

VOLUNTARY COPE CONTRIBUTION

I contribute the following amount each pay period, in addition to membership dues:

- $3.00
- $5.00
- $10.00
- $__________________

TOTAL DEDUCTIONS

$__________________
ATF REQUIREMENTS FOR APPROVING A CONTRACT WAIVER REQUEST

The Negotiated Agreement Between ATF and APS is a binding contract that can only be modified if both the district and the union agree to alter the agreement.

If teachers at a school site wish to deviate from the contract, Federation policy requires that at least seventy-five percent (75%) of ATF members at the school approve of the waiver request. This policy was approved by the Federation Representative Council on April 6, 1999. Call us if teachers at your school are considering a waiver and you have questions or would like assistance. If teachers vote for the waiver, the union approves the request. If the district agrees to the request, the contract provision is waived only for the then-current school year.

ATF Policy on Contract Waivers
Created April 6, 1999
Waiver Request that Applies to Individual School Sites

If a waiver request applies to an individual site, the waiver shall be granted if seventy-five (75) percent of union members at the affected site vote in favor of the waiver. Such a vote shall be conducted only after all members at that site have had the opportunity to review and debate the issue at a site meeting. ATF staff and officers shall be available to provide information and assistance in conducting such site meetings and publish the results to all members district-wide.

Contract Waiver That Would Apply to All Licensed Employees
All district-wide proposals for waivers to the negotiated agreement shall be approved by 2/3 vote of the Federation Representative Council. Such proposals shall be introduced at a regular council meeting, or a special meeting, and voted on no later than the next regularly scheduled meeting. Such proposals shall be published to the membership in an appropriate and timely publication.
PROCESS FOR OBTAINING A WAIVER TO THE NEGOTIATED AGREEMENT

A provision of the Negotiated Agreement may be waived or altered only with the written consent of both the District and the Federation (Article 29. C.). A request for a waiver of a provision of the Agreement shall be granted or denied using the following procedure:

Waiver Request Specific to an Employee
Request for a waiver limited to the individual requesting the waiver must be made, in writing to the President of the Federation and the Director of Labor Relations for the District. The request shall specify the provision to be waived and the reason(s) for the request.

Waiver Request Affecting More than One Employee
Request for a waiver which affects two or more employees must be made, in writing, to the President of the Federation and the Director of Labor Relations for the District. The request shall include the provision to be waived and the reason(s) for the request.

Process for Federation Approval of Waiver Request Affecting More than One Employee
The Federation has established, by action of its policy making body, the ATF Fed Rep Council, its own internal procedure for granting approval of a waiver request from a school or work site or employees at a school or work site.

This procedure has not been approved by the District and the District did not participate in formulating this procedure. The procedure is an internal union matter and is governed by the Federation’s regulations and bylaws. In order for the union to approve a waiver request, seventy-five percent (75%) of the Federation membership at the school or site must agree with the request (not seventy-five percent (75%) of those actually voting.) The Federation representative at the affected school or site shall conduct a vote of the membership. Requests for a waiver, with verification that seventy-five percent (75%) of the site membership has approved the request, shall be sent to the President of the Federation.

The Federation will review the waiver request and then advise the District, in writing, of its decision.

Process for APS Approval of a Waiver
Waiver requests are reviewed by District administration, the site(s) and/or department(s) affected by the request. The guiding criteria are the “best interests” of students and staff. This procedure is an internal District process. This procedure has not been approved by the Federation and the Federation did not participate in formulating this procedure. The procedure is an internal District matter and is governed by the District’s policies and procedures.

Contract Waiver SAMPLE Ballot

The proposed waiver would allow for both a Special Education Department Chair and a Special Education Department Head Teacher (two separate positions) both of which would be elected and both of which would be compensated at the amounts designated in the negotiated agreement.

The specific provision of the Negotiated Agreement being considered for waiver is Article 6. E.5. c. 3 which, if stricken, would remove the responsibility to “Schedule, plan and chair school-based Special Education department meetings” from the Head Teacher and place those responsibilities with the Special Education Department Chair.

Please mark your preference below:  
____ For the Waiver ____ Against the Waiver
Request for Waiver of a Provision of the Negotiated Agreement to the Albuquerque Teachers Federation

(Please refer to Appendix M of the Negotiated Agreement for full waiver request procedures)

School/ Site ____________________________________
ATF Federation Representative _______________________
School / Site Administrator _________________________

Waiver Request Affecting More than One Employee*

Provision of Negotiated Agreement you wish to be waived: __________________________
Article: ____________________
Reason(s) for the request:
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

* In order for ATF to approve a waiver request affecting more than one employee, seventy-five percent (75%) of the ATF membership at the school/site (not seventy-five percent [75%] of those actually voting) must support the request.

Waiver Request Specific to Individual Employee **

Provision of Negotiated Agreement you wish to be waived: __________________________
Article: ____________________
Reason(s) for the request:
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

** A vote of the union membership is not required to obtain a waiver specific to an individual employee.

I verify that a site meeting has been conducted to consider the issue of a waiver request and that all members have had the opportunity to review and debate the issue. A vote of the membership has been conducted regarding a waiver to the above cited provision of the negotiated agreement and seventy-five percent (75%) of the union membership are in support of this waiver request.

____________________________________
Signature of ATF Federation Representative

Please return this request to the President of the Albuquerque Teachers Federation with a copy to the Director of Labor Relations for the District. ATF will review the waiver request and advise the District, in writing, of its decision.
Elementary Preparation Time Worksheet

Prep time at elementary schools is both important and confusing. According to Article 5.E of the ATF/APS Negotiated Agreement, Elementary teachers are entitled to a minimum of 220 prep minutes per 5-day week calculated in at least 20-minute increments. If you have early release Wednesdays, you are entitled to a minimum of two consecutive hours of uninterrupted prep time on all modified Wednesdays.

Article 5, E.1.a.3. of the negotiated agreement requires that elementary schools identify, in writing, the time that is available for weekly preparation time. This plan shall be distributed to teachers within ten (10) workdays after the beginning of the school year.

Please fill out and distribute this Elementary Prep Time Worksheet to ensure that all teachers know when they receive prep time. In addition, send a copy of this form via interschool mail to Albuquerque Teachers Federation.

Schools With Modified Wed. Schedule

1. What time on modified Wednesday is designated as preparation time?

2. How many minutes does this equal? ________

3. In addition to the preparation time on modified Wednesdays, please list other times during the week that are set aside as preparation time:

4. How many minutes does this equal? ________

Total minutes of preparation time per week (Add 2 and 4): __________

Schools Without Modified Wed.

List the days and times during the week that are designated as preparation time:

1. ____________________________________
2. ____________________________________
3. ____________________________________
4. ____________________________________
5. ____________________________________
6. ____________________________________
7. ____________________________________
8. ____________________________________
9. ____________________________________
10. ____________________________________

2. Are each of these increments in 20 minute blocks or more?

Total minutes of preparation time per week:

Date this worksheet was distributed to teachers: ____________

School: ________________________________________

Principal: ________________________________________
ORGANIZING & RECRUITMENT

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ATF Membership Dues 2018-2019... 33
Six Components of Successful Recruitment... 34
Recruitment Incentive Program... 35
Member Benefits... 36
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### Membership Application 2018-2019

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Are you registered to vote?  YES [ ]  NO [ ]

I hereby authorize APS to deduct from my compensation due to me one (1) deduction per pay period representing Federation membership dues in the amount certified to the APS Board, in writing, by the Albuquerque Teachers Federation and remit to the ATF. Union dues may be discontinued or revoked by the employee by filing such notice with the ATF office with a copy to the District Payroll Department duly signed. APS Board assumes no responsibility in connection with this authorized deduction except to act as remitting agent in forwarding the amount deducted to the ATF.

**DUES PER PAY PERIOD**

- [ ] $7.68 Quarter Dues: Salary Step 1 or on a contract less than .5
- [ ] $14.56 Half Dues: Salary Step 2 or on a contract between .5 and .9
- [ ] $28.32 Full Dues: Salary Step 3 and above for full-time employees

SIGN TO JOIN ATF AND AUTHORIZE PAYROLL DEDUCTION OF DUES  DATE

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This voluntary authorization may be revoked at any time by notifying the Albuquerque Teachers Federation Committee on Political Education (COPE) in writing of my desire to do so.

Contributions or gifts to ATF-COPE are not deductible as charitable contributions for Federal Income Tax purposes.

SIGN TO AUTHORIZE COPE DEDUCTION  DATE

**VOLUNTARY COPE CONTRIBUTION**

I contribute the following amount each pay period, in addition to membership dues:

- [ ] $3.00
- [ ] $5.00
- [ ] $10.00
- [ ] $

**TOTAL DEDUCTIONS**

$______________
ATF MEMBERSHIP DUES FOR 2018–2019

*Salary step DOES NOT equate to "licensure level" within the 3-Tiered Licensure System or level within the Support and Related Services Career Pathway System. Salary steps are based on years of allowable experience, which include years on waiver or as an intern.

**Cope is the ATF Committee on Political Education. This volunteer working group of union members carries out ATF's important political work such as:

• Voter education
• Candidate screening and endorsements
• “Get out the Vote” activities
• Campaign support for endorsed candidates

Your voluntary regular contribution of any amount to ATF COPE will help your union remain successful in electing candidates who support public school education.

Albuquerque Teachers Federation (ATF) collects $1.00 per month [$.50 per pay period] of regular compensation from APS for American Federation of Teachers New Mexico (AFT NM) COPE. This amount is separate from the deduction for regular membership dues to ATF. This contribution to AFT NM COPE is voluntary and one may opt out of this authorized COPE contribution at any time by notifying ATF in writing. In opting out, the contributions will then be allocated to the AFT NM Organizing Assessment Fund.

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<td>Applies to employees on 2nd step* of the salary schedule or to employees on a part-time contract between .5 and .9</td>
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<td>Applies to employees on 3rd step* of the salary schedule and to employees on a full-time contract (1.0 and above)</td>
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SIX COMPONENTS OF SUCCESSFUL MEMBERSHIP RECRUITMENT

1. Let new teachers know that ATF is their professional organization. The strongest voice teachers can have in their professional future is through their union. Their ideas and perspectives are important in building their professional organization. Let them know that ATF is a democratic organization that values the contributions of all of its membership.

2. Make ATF Visible. Wear your union pin and keep current information posted on a union bulletin board. As a union leader, you represent your union. Doing so in a positive and professional manner communicates to potential members the kind of organization we’re asking them to join. Give new staff a helping hand. They often need help learning school procedures, acquiring materials and supplies and, in general, “learning the ropes.”

3. Involve every union member. When members take an active part in your membership drive, they become personally committed to it and have a stake in its success. Widespread involvement in union activities at the building level helps motivate others to join. Most people want to be a part of a successful, effective and growing organization.

4. Develop a plan. No program can succeed unless it is well organized. Start with the list of non-members and assign members to speak with a few individuals about membership. Typically, members should be assigned to talk with non-members in their own department, grade level or building. Re-assess the plan regularly and make new recruitment contact assignments to address previous issues or bring new information. Please contact the union’s office staff for any information or material you may need.

5. If you don’t ask, they won’t join. The most effective means to build membership is person-to-person contact. No number of flyers or mailings can replace the simple act of looking a colleague straight in the eye and asking him/her to join their professional organization. Many non-members have never been asked in person to join the union. Make sure that every non-member at your worksite is asked to become a member.

6. Past experience has shown that it can take seven to ten positive contacts with potential members before they decide to join. People will often say no because it’s easy or they don’t know enough about the union to make a decision. Getting people to join is an educational process. Keep going back. If they want more information or have a question you can’t answer, please contact the union office.
ALL ATF MEMBERS are eligible to participate in the Recruitment Incentive Program! Please make sure to pass this information along to the ATF members at your school.

To collect your incentive, make sure that you write your name along the left-hand side of the membership card and turn the card in to Arlene or Barbara at the Federation office. You must come in person to collect your incentive, as we cannot send you the money through interschool mail.

Recruit any new member, regardless of their salary step or full/part-time status, and receive $25!

There is also an additional incentive exclusively for our Fed Reps. At the end of the school year (at the Fed Rep Appreciation Dinner) any Fed Rep who has recruited at least five members and who has attended at least seven Fed Rep Council meetings will receive $100!
• $1 Million Occupational Liability Insurance with automatic enrollment when you join.

• $10,000 in legal defense protection with automatic enrollment when you join.

• $5,000 Accidental Death/Dismemberment insurance coverage with automatic enrollment when you join.

• ATF Professional Staff support with building-level and district-level management concerns.

• Representation before the Board of Education for salary, benefits, working conditions, job-related and professional concerns.

• Free admission to most ATF Professional Development classes.

• Legislative lobbying and political action at the local, state and national levels.

• Subscriptions to American Educator, American Teacher, and the Teachers’ Voice, publications that will enhance your professional practice and awareness.

• Group insurance programs at low rates, including Auto, Home, Life, Dental, Short-term and Long-term Disability and Long-term Care.

• Consumer savings, including legal services, mortgage/real estate services, credit cards, magazine, movie and prescription discounts, lodging and travel benefits.
PROFESSIONAL DEVELOPMENT

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Managing Behavior in the School Community… 41
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OVERVIEW OF ATF’S PROFESSIONAL DEVELOPMENT AND SUPPORT

The Albuquerque Teachers Federation is a professional, progressive union that believes it is our role to provide licensed teachers and support and related services personnel with the support they need to advance in their profession.

ATF offers a variety of professional development and support opportunities designed to help you progress from the day you get hired until the day you retire.

This catalog is a comprehensive guide to our offerings for the current school year.

Should our Professional Development team make any changes or additions, we will send supplemental flyers out to your school. We will also send a monthly PD calendar, to remind you of all of the opportunities available to you.

ATF’s support is open to both members and those who are not yet members. Members can attend many workshops free of charge, and enjoy reduced rates for all other support opportunities.

Fees are higher for nonmembers. All fees are indicated for each type of support are listed in this handbook.
ATF PROFESSIONAL DEVELOPMENT DOSSIER SUPPORT

The Albuquerque Teachers Federation offers FOUR levels of support for teachers and librarians writing the Professional Development Dossier (PDD).

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<td>$75 - 3 sessions series</td>
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</table>

Direct Dossier questions to dossier@atfunion.org

PDD Overview Session: This 2.5-hour overview explains, in detail, the various parts of the PDD. It is recommended for all PDD candidates and is required for participation in the Dossier Writing Workshop. Overview sessions are scheduled from 4:30 pm-7:00 pm at the ATF Office (530 Jefferson St NE). This year overviews will be held:

September 6, 2018  
October 3, 2018  
January 9, 2019  
April 16, 2019.

Register online and pay at the door cash or check only

PDD Individual Reading: Teachers request a reader to read their completed dossier before submission. Written feedback is received within 7 days. Email dossier@atfunion.org to schedule.

PDD Resubmission Reading: Teachers request a resubmission reading for one or more of their strands that DID NOT PASS. Written feedback is received within 7 days and corrections are read a second time. Email dossier@atfunion.org to schedule.

Dossier Writing Workshop: Teachers participate a series of 3 classes facilitated by a PDD instructor focusing on the content writing required of Strands A, B and C of the PDD. Instructors will conduct a mini lesson on one strand each session and support teachers as they write in each 2-hour session. The series will be formed 2 times a year, once in fall beginning in October and once in spring beginning in January. Participants must attend a PDD overview prior to sign up. Register at an overview or email dossier@atfunion.org to schedule.

Fall series dates: October 20, November 10 and December 1, 2018 from 1-3 p.m.  
Spring series dates: January 12, February 2, March 2, 2019, 2019 from 1-3 p.m.

ELIGIBILITY
Most teachers/librarians will need to successfully complete the Dossier to advance in the New Mexico 3-Tiered licensure system.

Level 1 teachers must successfully complete their Dossier between their third and fifth year of teaching in order to receive their Level 2 license. Failure to pass the dossier by the end of the fifth year on Level 1 will result in a non-renewal of license.

Teachers who have a Master’s degree and have held a Level 2 license for at least 3 years can opt to complete a second Professional Development Dossier to move to Level 3. Level 2 teachers can also choose to pursue National Board Certification, with or without a Master’s, to move to Level 3.

Register for an Overview Class online (Sept, Oct, Jan or Apr). Email dossier@atfunion.org to schedule an Individual Reading, Resubmission Reading or Dossier Writing Workshop Series (Oct/Nov/Dec or Jan/Feb/Mar).
ATF/APS SUPPORT & RELATED SERVICES CAREER PATHWAY PROFESSIONAL DEVELOPMENT PORTFOLIO SUPPORT

In order to advance in the ATF/APS Career Pathway System (CPS), most Support and Related Service Providers will need to successfully complete the professional Development Portfolio. ATF offers four types of classes and sessions to support providers writing their portfolios.

**CPS Overview Class**
This 2 hour class explains, in detail, the various parts of the Portfolio. Overview sessions are scheduled from 4:30 pm to 6:00 pm at the ATF office (530 Jefferson St, NE) on the dates listed below:

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, August 23, 2018</td>
<td>ATF Members FREE; Non-Members $50</td>
</tr>
<tr>
<td>Thursday, September 20, 2018</td>
<td></td>
</tr>
<tr>
<td>Thursday, October 18, 2018</td>
<td></td>
</tr>
<tr>
<td>Thursday, November 15, 2018</td>
<td></td>
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<tr>
<td>Thursday, December 13, 2018</td>
<td></td>
</tr>
<tr>
<td>Thursday, January 17, 2019</td>
<td></td>
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<tr>
<td>Thursday, February 21, 2019</td>
<td></td>
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<tr>
<td>Thursday, April 18, 2019</td>
<td></td>
</tr>
<tr>
<td>Thursday, May 16, 2019</td>
<td></td>
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</tbody>
</table>

**Work Sessions**
Work sessions focus on answering questions about the writing process and helping candidates prepare materials for submission. March 7 & 14, 2019, 4:30-6:00pm.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, March 7, 2019</td>
<td>ATF Members FREE; Non-Members $50</td>
</tr>
<tr>
<td>Thursday, March 14, 2019</td>
<td></td>
</tr>
</tbody>
</table>

**CPS Individual Readings**
CPS Candidates can request a reader to look over their completed portfolio before submission. Feedback is provided within 7 days.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATF Members $75; Non-Members $100</td>
<td></td>
</tr>
</tbody>
</table>

**CPS Resubmission Reading**
CPS Candidates can request a resubmission reading for one or more of their sections that DID NOT PASS. Written feedback is provided within 7 days. Corrections are read a second time.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATF Members - $75 1-2 Sections</td>
<td>$100 3-4 Sections</td>
</tr>
<tr>
<td>Non-Members - $150 1-2 Sections</td>
<td>$200 3-4 Sections</td>
</tr>
</tbody>
</table>

Sign up for CPS Overview and Work Sessions online at affunion.org. For individual and resubmission readings, contact Pat Halama at halama@aps.edu.
Managing Behavior in the School Community (formerly called Managing Difficult Students) is a series of workshops designed to aid educators in understanding behaviors that disrupt classrooms and to share strategies that promote learning. Practical applications of research-based strategies to address the full continuum of behavioral interventions and/or supports will be presented. Defining behavior, effective classroom management, using instruction to manage behavior, social competence, and behavior enhancement/reduction techniques will be explored and discussed. Strategies to de-escalate extreme acting-out behaviors and to address bullying are also subtopics of our Managing Behavior workshops.

Register online for any workshop or workshop series! Visit www.atfunion.org.

All sessions will be held from 4:30-6:30 PM at the ATF Office (530 Jefferson St. NE) unless otherwise noted.

Fall 2018 Series
• Wednesday, August 29, 2018
• Wednesday, September 5, 2018
• Wednesday, September 12, 2018
• Wednesday, September 19, 2018
• Wednesday, October 16, 2018

Spring 2019 Series
• Wednesday, January 30, 2019
• Wednesday, February 6, 2019
• Wednesday, February 13, 2019
• Wednesday, February 20, 2019
• Wednesday, February 29, 2019

*Workshops are available at school sites per request. Please contact Sonya Romero at sonyalromero@gmail.com for further information.

ATF Members $FREE; Non-Members $25
**NATIONAL BOARD SUPPORT**

Thanks to our support program, APS is one of the top districts in the nation for the number of Board Certified teachers. Since 2001, our program has supported more than 800 teachers by providing seminars to assist in passing the rigorous national board certification process.

**Support for first-time, re-take and renewal candidates**

*All classes held at the ATF office unless otherwise noted.*

<table>
<thead>
<tr>
<th>Informational Meetings</th>
<th>Component 1 Class</th>
<th>Foundations of Accomplished Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>These meetings will cover information for first-time candidates.</td>
<td>This class will help you understand the study guide and give you tips for “the test”.</td>
<td>Mandatory for all first time candidates.</td>
</tr>
<tr>
<td>August 14, 2018</td>
<td>These dates are TBD but will be offered in the Spring.</td>
<td>This class introduces you to the process of becoming board certified and helps you to begin to think like an accomplished teacher.</td>
</tr>
<tr>
<td>August 20, 2018</td>
<td>$50- union members $65 non-union members</td>
<td>August 23, 2018 4:30-8:30pm</td>
</tr>
<tr>
<td>September 6, 2018</td>
<td>$75-Visit attunion.org to register.</td>
<td>$75-Visit attunion.org to register. Also offered Sept. 28 at NMNBCT Network conference. Visit NMNBCTnetwork.com to register. Future dates TBD.</td>
</tr>
<tr>
<td>4:30-6:00pm</td>
<td></td>
<td></td>
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<tr>
<td>These meetings are free and registration is not required.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First time &amp; Re-take Candidates: Component 2, 3 &amp; 4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Component support from a Candidate Support Provider.</td>
<td></td>
</tr>
<tr>
<td>$225 -union members registered by 10/1</td>
<td></td>
</tr>
<tr>
<td>$300- non-union members registered by 10/1</td>
<td></td>
</tr>
<tr>
<td>$300- union members registered by 1/31</td>
<td></td>
</tr>
<tr>
<td>$375- non-union members registered by 1/31</td>
<td></td>
</tr>
<tr>
<td>NO NEW CANDIDATES WILL BE ACCEPTED FOR CSP SUPPORT FOR COMPONENTS 2, 3 AND/OR 4 AFTER JANUARY 31ST, 2019. CSP Support includes 7 small group meetings between September 11th and April 15th as well as support for writing.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Re-Take Candidates</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A candidate who needs to re-take a component can sign up and pay for support from the time of score release through the end of February with no late fee:</td>
<td></td>
</tr>
<tr>
<td>Members: $225 Non-members $300</td>
<td></td>
</tr>
<tr>
<td>Re-take candidates who sign up and pay for support from March 1st until March 31st will have a $75 late fee. No support will be offered after March 31st, 2019.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Renewal Candidates</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Renewal class: Members $50, Non-Members $65</td>
<td></td>
</tr>
<tr>
<td>Offered on September 20 OR October 25th from 4:30-8:30 OR December 8th from 8:30-12:30</td>
<td></td>
</tr>
<tr>
<td>CSP support: Members: $200, Non-members $275</td>
<td></td>
</tr>
<tr>
<td>Renewal candidates can only sign up for CSP support until March 31st.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Readings</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Members $50, Non-Members $65</td>
<td></td>
</tr>
<tr>
<td>Any Candidate can sign up for an additional reading until April 30th.</td>
<td></td>
</tr>
</tbody>
</table>
COPE

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Voter Information- FAQ... 49-50
NM State Senators... 51-52
NM State Representatives... 53-54
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APS Board of Education Information... 56
WHAT DOES C.O.P.E. DO?

ATF COPE is the committee on political education. This volunteer working group of union members carries out ATF’s important political work, such as:

‣ Voter education

‣ Candidate screening and endorsement

‣ “Get Out The Vote” activities

‣ Campaign support for endorsed candidates

‣ Developing an ongoing lobbying program and communication with legislators
We, the members of the Albuquerque Teachers Federation, know that education is the key to the survival of our federal republic. Conversely, public education is guided by political and governmental decisions. In order to fully participate and lend our voice for education, we constitute COPE, the Committee on Political Education, as a political wing of ATF. Through COPE, ATF members can work to improve education through coordinated political action.

Article I – Name
This organization shall be known as the Albuquerque Teachers Federation Committee on Political Education, COPE.

Article II – Purposes, Goals and Objectives
1. To support and strengthen the commitment of the citizens and the government to excellence in public education at all levels.

2. To promote and strive for the improvement of the public schools by encouraging and stimulating school employees to take a more active part in governmental affairs pertaining to public education.

3. To encourage school employees to know and understand the nature and actions of their government and the important political issues as they pertain to public education.

4. To assist school employees in organizing themselves for more effective political action and in carrying out their civic responsibilities.

5. To raise funds to carry out the stated aims of COPE.

6. Conduct candidate ratings, screenings, interviews, and endorse political candidates that are favorable to public education and labor issues who have a direct influence on education policy. In addition, COPE will work to support campaigns of endorsed candidates and lobby elected officials.

Article III – Membership
1. Only ATF members may become members of COPE.
2. Membership in COPE is contingent on written notification which authorizes voluntary contribution through payroll deduction. The contribution level is at the discretion of the member.
3. However, this is not to preclude from COPE campaign activities those ATF members who choose to volunteer, but are not enrolled in COPE.
4. A current list of COPE members will be maintained by the COPE leadership within the ATF office.
Article IV – Committee Structure
The mission of this organization shall be managed by the COPE Committee as recognized in the ATF Constitution.

1. A coordinating chairperson shall be appointed by the ATF President, with the approval of the ATF Executive Council. The chairperson shall:
   A. Preside at committee meetings
   B. Recruit a secretary and a treasurer of COPE.
   C. Appoint COPE members as delegates to the Central Labor Council.
   D. Attend the NMFL (New Mexico Federation of Labor) COPE Conventions and recommend delegates to same.

2. The President of the Albuquerque Teachers Federation, per the ATF Constitution, shall be an ex-officio member.

3. The committee shall consist of:
   A. A secretary who shall prepare and disseminate agendas and minutes of the committee meetings.
   B. A treasurer who shall give a periodic financial report, be familiar with the state laws regarding political action committees, organize fund drives, keep account of all COPE funds, and have the authority to co-sign checks with the ATF President or the COPE Chairperson.
   C. Other ATF volunteer members.

Article V - Meetings
Meetings shall be scheduled as needed. At least two meetings a year shall be held.

Article VI – Parliamentary Authority and Procedure
Meetings of ATF-COPE, at the discretion of the Chairperson, shall be governed by Robert's Rules of Order, Revised.

Article VII – Amendments
Amendments to this constitution may be made by submission of the proposed amendment(s) to the ATF Executive Council at least two weeks before its regularly scheduled meeting. Following review and recommendation by the Executive Council, the proposed amendment(s) shall be submitted to the ATF Fed Rep Council for a vote of ratification.

Article VIII – Ratification
This Constitution shall supersede all existing COPE Constitutions and governing documents following ratification as set forth above in Article VII.
ATF COPE Q&A

The ATF C.O.P.E. is a standing committee established by the ATF Constitution. It exists to organize and activate members to carry out the political work of the union.

The functions of C.O.P.E. are to:
- be the non-partisan political wing of the union;
- educate the membership concerning political issues;
- advance the interest of educators on every political front through political action and lobbying;
- conduct candidate screenings and support the campaigns of selected candidates at all political levels;
- work with other AFT NM and AFL-CIO C.O.P.E. Committees to further common goals;
- report to and receive guidance from the ATF Executive Council.

Q: Why is C.O.P.E. essential?
A: As public school educators, our president, members of congress, governor, state legislators and school board members—all ELECTED officials—determine nearly every aspect of our professional lives. Your Federal office holders set national policy, such as ESSA. The governor, state senators and representatives decide critical issues, such as per pupil funding, length of school day/year, class size and salary increases. The NM TEACH evaluation scheme is an example of politics in education. School board members set policy for the operation of the district. Educators must be involved in selecting these decision-makers. An active C.O.P.E. ensures that your voice will be heard. Recently, public education is under increased political attack. Your involvement is essential to its survival.

Q: Who can be a C.O.P.E. member?
A: C.O.P.E. membership is open to any ATF member who chooses to contribute any amount to C.O.P.E. each pay period. This contribution is strictly voluntary. At no time does ATF use its membership dues for its political contributions. The cost of a cup of coffee every week will help fuel our efforts to elect true friends of public education. Union members who contribute to C.O.P.E. can become involved in the committee’s work. Voter registration, candidate interviews, volunteer recruitment and “Get Out the Vote” efforts are some of the activities that call for your participation and support.
Q: Why is your voluntary contribution so important?
A: Combined with other C.O.P.E. members’ donations, your contributions allow the Federation to become an influential factor in New Mexico politics. C.O.P.E. conducts political education training and pays for informational mailings to members about current issues and legislators’ voting records. Also, C.O.P.E. contributes to the campaigns of carefully screened, local candidates who support public education. The reality of politics is that it takes money to get candidates elected. Without campaign money to give to its endorsed candidates, an organization is powerless. Until the time when the campaign finance laws are changed, ATF C.O.P.E. will continue to use its resources—your voluntary contributions—to ensure your voice is heard and candidates are elected who support public education and labor interests.

Q: C.O.P.E. seems to endorse only candidates from one party. Why?
A: C.O.P.E. bases its recommendations for endorsement on the issues that are important to public school educators. These include: defending collective bargaining, professional compensation, and educator retirement; preventing privatization, merit pay and punitive, false reforms. Currently, positions on these issues seem to divide along party lines. We are constantly looking for common ground. Irrespective of political party, ATF cannot support candidates who take stands on these issues that are contrary to union positions and are against the interests of public school educators.

Q: How are candidates selected for endorsement?
A: The C.O.P.E. Screening and Endorsement Committee looks at several criteria in determining which candidates to recommend for endorsement. For incumbent legislators, C.O.P.E. has developed a rubric that evaluates voting records and characteristics such as communication, access, responsiveness and advocacy. A candidate who has consistently worked closely with the union and voted for bills the Federation promotes is likely to get our continued support. Conversely, legislators who have voted for bills contrary to our positions (e.g. privatization of public schools, punitive evaluation systems) will not receive our support. In these cases, C.O.P.E. is likely to recommend endorsement of their opponents. C.O.P.E. sends questionnaires to candidates asking them to state their positions on the important issues and on funding for public education. After the questionnaires are returned, C.O.P.E. schedules interviews with the candidates. (Those who do not return questionnaires are not considered for endorsement.) Based on this information, the committee decides which candidates to submit to the ATF Fed Rep Council for a vote on their endorsement.

Q: I don’t want anyone telling me how to vote. Why should I listen to C.O.P.E.?
A: In its endorsement process, ATF-C.O.P.E. is not requiring educators to vote in certain ways. The committee collects information on issues important to educators. Similarly, C.O.P.E. gathers background on candidates’ positions from voting records, questionnaires and interviews. The committee then recommends candidates who are likely to support your needs and concerns. Without question, your vote is your own. C.O.P.E. simply works to provide you with the means to make your choice an informed one.
How do I register to vote in New Mexico?

- You may register to vote on different forms. The New Mexico Certificate of Registration form or the National Voter Registration Form.
- The New Mexico Certificate of Registration Form ("New Mexico Form") is available at any county clerk's office, the Office of the Secretary of State, or many state agencies that serve specific clients at those offices such as motor vehicle offices (Section 1-4-5.1, 1-4-5.2, NMSA 1978).
- A voter may request the New Mexico form by mail, telephone, or in person. The New Mexico form is on cardstock, is a permanent record and is not available online. It may not be duplicated. You may also register with a Third-Party Registration Agent (Section 1-4-5, NMSA 1978).
- The National Voter Registration Form ("National Form") is available online at www.fec.gov. This form may be downloaded or duplicated by any voter or organization.
- Individuals or groups conducting voter registration drives may use Third Party Registration Forms or the National Form. Once a form is filled out, individuals or groups cannot copy, convey or use the DOB or SSN information on the form (Section 1-4-5 (E), NMSA 1978).
- Organizations employing registration agents or using volunteer registration agents shall deliver a certificate of registration to the Secretary of State or the county clerk within 48 hours. A person who willfully violates the provisions of this section is guilty of a petty misdemeanor and shall have his third-party registration agent status revoked (Section 1-4-49 (D), NMSA 1978). The Secretary of State will send completed forms to the appropriate county clerk.
- Once the county clerk has accepted the form for filing, individuals or groups may make a public records request. However, certain information on the form is always privacy protected (Section 1-4-12 (C), NMSA 1978).

What identification do I need to provide?

- As used in the Election Code, "required voter identification" forms of identification as chosen by the voter: (A) a physical form of identification, which may be: (1) an original or copy of a current and valid photo identification with or without an address, which address is not required to match the voter's certificate of registration or a voter identification card; or (2) an original or copy of a utility bill, bank statement, government check, paycheck, student identification card or other government document, including identification issued by an Indian nation, tribe or pueblo, that shows the name and address of the person, the address of which is not required to match the voter's certificate of registration; or (B) a verbal or written statement by the voter of the voter's name, year of birth and registered address; provided, however, that the statement of the voter's name need not contain the voter's middle initial or suffix.
- If a voter fails to provide the required voter identification, the voter shall be allowed to vote on a provisional ballot.
- Each application for an absentee ballot shall be subscribed by the applicant and shall require the applicant’s printed name, year of birth and registered address to be supplied by the applicant, which shall constitute the required form of identification. A first time registrant who submits the registration by mail may only use options under (A)(1) and (A)(2).
When does voter registration close?
• Voter registration closes 28 days prior to an election. (Section 1-4-8 (A)(1),(6), NMSA 1978).
• Hand delivered voter registrations, delivered directly to the county clerk, may be delivered until the Friday after the close of registration if the voter registration is dated and postmarked on or before the 28 days preceding the election and received on the Friday after the close of registration. (Section1-4-5.1 (E) and 1-4-8 (A)(6), NMSA 1978).
• Close of registration via facsimile or scanned document (only for military and overseas voters) is the Friday before the election at 5:00pm (Section 1-4-8 (B), NMSA 1978).

Do I need to register for every election?
• No, registration is permanent in New Mexico as long as you do not move, change your name or party affiliation.

When does a voter get an emergency paper ballot?
• Emergency paper ballots are issued at the polling place only when a voting system becomes disabled and cannot be repaired in a reasonable length of time and there are no other voting machines available for substitution (Section 1-12-13 (C), NMSA 1978).

When does a voter get a provisional ballot?
• You will be issued a provisional ballot if your name does not appear on the roster at your polling place or if you are a first time voter who registered by mail and do not provide the required identification (Section 1-12-8 (A) (B), NMSA 1978).

What is an alternative ballot?
• If you become ill after the period for absentee balloting and are unable to go to the polls, you may request a ballot in writing. Your request must also be signed by your health care provider. Your ballot will be given to the person who presented the request to the county clerk and shall be returned by the same person (Section 1-6-16.2, NMSA 1978).

What if I need help in voting? Who can help me with my ballot?
• You may request assistance in voting at the polls if you are blind, physically disabled, unable to read or write or a member of a language minority (Section 1-12-12, NMSA 1978).
• Any person of your choice may assist you, except your employer, an agent of the employer, an officer or agent of your union, or a candidate whose name is on the ballot (Section 1-12-15, NMSA 1978).

For more information, visit:
Bernalillo County Clerk www.bernco.gov
N.M. Secretary of State www.sos.state.nm.us.
U.S. Election Assistance Commission www.eac.gov
NM STATE SENATORS
Albuquerque Area- to be updated after Nov. Election

Dist. 9—John M. SAPIEN
1600 West Ella
Corrales, NM 87048
765-5662 (h)
john.sapien@nmlegis.gov

Dist. 10—Candace GOULD
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candace.gould@nmlegis.gov

Dist. 11—Linda M. LOPEZ
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Albuq., NM 87121
831-4148 (h)
linda.lopez@nmlegis.gov

Dist. 12—Gerald ORTIZ Y PINO
400 12th Street NW
Albuq., NM 87102
243-1509 (h)
jortizyp@msn.com

Dist. 13—Sen. Bill B. O’NEILL
343 Sarah Lane NW
Albuq., NM 87114
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oneillsd15@billoneillfornm.com

Dist. 14—Sen. Michael PADILLA
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bill.tallman@nmlegis.gov

Dist. 19—James P. WHITE
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Dist. 20—William H. PAYNE
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Albuq., NM 87191
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william.payne@nmlegis.gov

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mark.moore@nmlegis.gov

Dist. 23—Sander RUE
7500 Rancho Solano Court NW
Albuq., NM 87120
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sander.rue@nmlegis.gov

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3501 Atrisco Dr. NW #423
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jacob.candelaria@nmlegis.gov

** Members or former members of the Albuquerque Teachers Federation
** Members or former members of the Albuquerque Teachers Federation

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Dist. 11—Javier Martinez
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Dist. 12—Patricio Ruioba
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Dist. 13—Patricia ROYBAL CABALLERO
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847-6391 sarah.maestasbarnes@nmlegis.gov

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INTRODUCE YOURSELF: identify your connection to public education and that you are writing as both a constituent and member of your union.

IDENTIFY THE PIECE OF LEGISLATION about which you are writing and make a direct ask: support or do not support this piece of legislation.

PROVIDE CONTEXT: Why do you believe this is an important piece of legislation? Cite research or give a real-life/classroom example to drive your point home!

THANK YOUR LEGISLATOR FOR THEIR TIME and request feedback; what is their position on the issue?
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KNOW YOUR RIGHTS

Weingarten Rights… 58
FAQ’s About Your Negotiated Agreement…59-61
WEINGARTEN RIGHTS

As an employee represented by a union, it’s imperative that you understand one of your fundamental rights. In 1975, the U.S. Supreme Court in the case of NLRB v. J. Weingarten, Inc. ruled that employees have a right to union representation at investigatory interviews or disciplinary meetings. This protection has become known as “Weingarten Rights.” These rights have to be claimed by the employee. Administrators have no obligation to inform you of your rights.

Procedure

An investigatory interview or disciplinary meetings fall within the following:

• The questions being asked are accusatory in nature.
• The questions being asked are to elicit facts from the employee to support whether disciplinary action is to be taken against said employee.
• The employee has reason to believe this meeting could lead disciplinary action.
• The employee has reason to believe that this meeting could directly affect their working conditions.

Rule 1) The employee must clearly request for union representation before or during the meeting. Employees can’t be punished for invoking their rights.

Rule 2) After the employee has made the request for union representation, the administrator has the following three options:

1. Grant the request and reschedule the meeting for when a union representative has had the opportunity to consult with the employee and can be present.
2. Deny the request and end the meeting immediately.
3. Allow the employee the options of choosing to continue the meeting without representation or ending the meeting immediately.

Rule 3) If the administrator denies the request for union representation and continues to ask questions, he or she commits an unfair labor practice and the employee has a right to refuse to answer. The administrator may not discipline the employee for such a refusal.

Statement to Assert Your Weingarten Rights

I am a member of the Albuquerque Teachers Federation. I am requesting my right as granted under the U.S. Supreme Court “Weingarten” decision to have a union representative present during this meeting because I reasonably believe that it may result in disciplinary action against me or impact my personal working conditions. If my request for representation is denied, I may refrain from answering accusatory questions until such time I am properly represented.
FAQ’S ABOUT YOUR ATF/APS NEGOTIATED AGREEMENT

Prep Time
Elementary: Teachers are entitled to a minimum of 220 prep minutes per 5-day week calculated in at least 20-minute increments. If you have early release Wednesdays, you are entitled to a minimum of two consecutive hours of uninterrupted prep time on all modified Wednesdays.

Middle School: Teachers are entitled to a minimum of 225 prep minutes. Teachers are not required to attend Collaboration if the 225 minutes have not been met.

High School: Teachers are entitled to 450 minutes of prep time per two-week work period. At all levels, time spent in Collaboration is not considered prep time. All preparation is free from specific duty assignments—this is your time to plan and prepare.

If you’re consistently losing prep time, document your loss of time. Use this documentation to support a conversation with your administrator. You must either be compensated for this lost time or come to an agreement with your administrator to adjust for the lost time.

Finally, minimums are the same as maximums. If your school’s schedule allows for more than the minimum amount of prep time, as defined above, that does not mean the “extra” time can be taken from you.

Equitable Duty Minutes in Elementary School
Duty minutes should be equitable and kept to as little as possible while providing proper supervision (Article 17.A.4).

What if I do morning duty and miss my prep time?
You are entitled to 220 minutes of prep time per week. This is non-negotiable. If your prep time dips below the minimum, there should be monetary compensation, at the hourly rate, in 15-minute increments (Article 5.E.1.a.3).

Required Meetings
Principals have 2 hours for every 20 working days, or one month, to schedule mandatory meetings outside the duty day. The two hours do not “roll over” to the next month.

Assignment Changes
Principals can change a teacher’s assignment according to verifiable program need. The definition of program need is pretty broad. Best to call your ATF Staff Rep!

Called Into Your Administrator’s Office?
These Are Your Rights:

If you are called into your principal’s office to be questioned about your conduct or a specific incident, and believe that this could lead to a reprimand, suspension or termination, you may assert your Weingarten Rights. In such cases, you can request the meeting be stopped and to have a union representative present when the meeting resumes later. You have the right to consult privately with the union representative before the meeting continues.

Evaluations- Domain 4

What if I disagree with my evaluation scores?
Best bet: You can bring more evidence to your post-observation conference. You may also request different observer, although they will be from the PED. ATF Staff Reps can represent you during contentious post-observation conferences.
**FAQ’S ABOUT YOUR ATF/APS NEGOTIATED AGREEMENT ...contd.**

**Transfers**

**Involuntary**
These are usually related to decreases in student enrollment. Your seniority in the district (not just your time at your current location) and program need at the school must be taken into consideration. This is not a reduction-in-force, you will still have a job.

**Voluntary**
If you want to change schools, it’s essentially like applying for a new job on the APS website. Usually, the more endorsements you have, the more likely you’ll be sought out.

**Can my principal stop me from voluntarily transferring? (Article 17)**
You cannot be stopped, but you can be slowed down. Principals have the right to hold you for 10 working days or until the end of the grading period, whichever amount of time is greater. However, if both principals agree, you can move to the new school at an earlier date.

**Salary Matrix- How do I know what I’m supposed to get paid?**
Salary matrices are not predictive. You can use them to determine current year’s pay, not future pay.

*How to read the matrix:* First, find your matrix. They are labeled at the top by job category and licensure level. Across the top of the matrix, “Plus 15” and “Plus 45” refer to additional credit hours beyond a degree. [Credits below 15 or 45 are not considered until you reach those numbers.] Next, below your appropriate degree status, find your step placement by locating the number of years of your allowable experience, plus 1.

Lateral movement must be requested before September 15th and official transcripts must be sent to APS.

Contact your ATF Staff Rep if you feel your pay is incorrect.

**Differentials**
A differential is compensation for a larger workload, greater responsibilities or additional credentials.

*How do I calculate my differential?* See Article 6, Remuneration and Professional Services and Appendices E & F.

*When can I expect to be paid my differential?*
Differential pay does not roll over from one year to the next. Your school secretary must turn in documentation, which APS then processes, so differentials usually start in September or October. ESL and Bilingual differentials take longer. The compensation for these differentials (including back pay) usually appears on the first paycheck in December.

**S&RSP Prep Time**
All educators (except for Diagnosticians, Transition Specialists and School Psychologists) are guaranteed the same amount of prep time as teachers.

**Special Ed Caseloads**
**Caseload when there is a vacancy**
When a school has a verified Special Education vacancy that has not been filled, the student caseload is usually divided among special education teachers. In this case, educators will get a 0.2 extended contract. If the vacancy is covered by a long-term substitute, licensed Special Ed teachers are paid at their hourly rate to do the work associated with the IEPs.
Sick leave usage

Your sick leave is a guaranteed contractual right. You can take sick leave whenever you feel sick or to go to a doctor’s appointment at any time. If a principal suspects abuse of sick leave (usually indicated by a pattern of usage), she/he can ask for a doctor’s note.

How many sick leave days will impact my evaluation?

ATF negotiated 10 days of sick leave for all educators, unfortunately that does not stop the PED from attaching conditions in teachers’ evaluations when the leave is used.

Disciplinary Action

Disciplinary cases are dealt with by ATF Staff, not the school Fed Rep. Disciplinary issues often have to do with physical contact with a student. Number one rule: Never touch a student unless you are protecting yourself or others from harm.

Progressive Discipline is used in most cases and consists of a conversation first, then a summary memo, a directive, followed by a reprimand. Suspensions without pay or terminations are the final step. Some steps are skipped in more severe disciplinary cases.

Comply Now, Grieve Later

If administration is asking you to do something that is against your negotiated agreement, ATF advises members to comply at that time, then grieve later.

First, let your administration know that they’re asking you to do something that’s against your contractual rights. Then, comply with the request and call your ATF Staff Rep.

Social Media- Can’t I say whatever I want? Doesn’t this fall under free speech?

You have the constitutional right to free speech, but a government agency (school district) may regulate the speech of its employees. Be cognizant of what you’re putting out to the world. Tips: know who you are friending, avoid friending students and their families, and don’t post negative comments about your supervisor or your co-workers.

DID YOU KNOW?

There is power in Instructional Council! ICs can work on ANYTHING related to instructional improvement.

Many Principals rely on educator expertise in developing a duty schedule.

You may qualify for a differential. (Appendix E)

You have the right to make union announcements at staff meetings. (article 2)

ATF and APS collaborate to provide IC trainings. Call 262-2657 to schedule a training for your school.
CONTACT INFORMATION

ATF Location and phone... 63
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Directory of ATF Staff... 65
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Our office is located just south of Lomas between Washington and San Mateo.

Ample parking is available on the south side of the building Monday-Friday.

You should receive specific parking instructions for special events held on the weekend. The ATF entrance is also located on the south side.
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# ATF / Union Numbers and Frequently Requested Contact Info

<table>
<thead>
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<tbody>
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</tr>
<tr>
<td>Ed Monjaras ext. 206</td>
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<tr>
<td>Jerry Thorn ext. 205</td>
</tr>
<tr>
<td>Simon X. Cao ext. 212</td>
</tr>
<tr>
<td>Marianna Anaya ext. 204</td>
</tr>
<tr>
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</tr>
<tr>
<td>Staff email addresses (first name of person)@atfunion.org</td>
</tr>
<tr>
<td>ATF Fax 266.1967</td>
</tr>
<tr>
<td>ATF Professional Development 262.2657 ext. 113</td>
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<tr>
<td>ATF Website address <a href="http://www.atfunion.org">www.atfunion.org</a></td>
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<tr>
<th><strong>American Federation of Teachers - New Mexico 266.6638</strong></th>
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<tbody>
<tr>
<td>AFT-NM President Stephanie Ly ext. 101</td>
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<td>AFT-NM Website address <a href="http://nm.aft.org">http://nm.aft.org</a></td>
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<tr>
<th><strong>American Federation of Teachers 1.800.238.1133</strong></th>
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<tr>
<td>AFT Plus Member Benefits 1.800.238.1133 ext. 8643</td>
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<td>AFT Union Plus Legal Services 1.888.993.8886</td>
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<tr>
<td>AFT Website address <a href="http://www.aft.org">www.aft.org</a></td>
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<th><strong>APS &amp; Retirement Numbers</strong></th>
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<tr>
<td>ATF/APS Sick Leave Bank 889.4858</td>
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<tr>
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<tr>
<td>State Educational Retirement Board 1.505.827.8030</td>
</tr>
<tr>
<td>Albuquerque Retirement Satellite Office 888.1560</td>
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<th><strong>Legislative Numbers</strong></th>
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<tr>
<td>Governor's office 1.505.476.2200 <a href="http://www.governor.state.nm.us">www.governor.state.nm.us</a></td>
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<tr>
<td>Legislative Switchboard 1.505.986.4300</td>
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<th><strong>Other Numbers</strong></th>
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<tbody>
<tr>
<td>AFL/CIO / New Mexico Federation of Labor 262.2629</td>
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<tr>
<td>Bernalillo County Clerk 468.1291</td>
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