The Albuquerque Teachers Federation Policy handbook is a running document of policy changes made by ATF members and Federation Representatives throughout the years.
Resolution on Full Funding for the 2020 U.S. Census
To Ensure a Fair, Thorough and Accurate Process
Submitted by the ATF Executive Council
Ellen Bernstein (ATF), Sean Thomas (Eldorado HS), Pamela Irvin (Kit Carson ES), Chelsea O’Connell (John Baker), Dwayne Norris (Bandelier ES), Tanya Kuhnee (West Mesa HS),
Jason Krosinsky (Wilson MS), Sonya Romero Smith (Lew Wallace ES) Loyola Cortinas (Valle Vista ES),
Angela Reynolds, (NE Diagnostic Center)

Discussion Item / Action Item – October 3, 2017

Whereas, Article I, Section 2 of the Constitution of the United States requires a decennial census for the apportionment of Congressional Representatives; and

Whereas, census data is also used to redraw voting districts in state legislatures, city councils, and school boards; and

Whereas, census-dependent programs (such as, Medicaid, the Supplemental Nutrition Assistance Program (SNAP), Medicare, Title I grants for education, Head Start, the school lunch program, and housing programs) are crucial for New Mexico’s child/family well-being and our state’s economic strength; and

Whereas, because the Census count determines more than $6.2 billion annually in federal assistance to New Mexico, Census 2020 must be a process that is fair, thorough and accurate; and

Whereas, certain populations—Hispanics, Native Americans, immigrants, young children, and people living in rural areas—have historically been undercounted; and

Whereas, in New Mexico, 53% of our Hispanic population and 45% of our young children live in areas that are considered hard to count—some of the highest rates in the nation; and

Whereas, a flawed decennial census could have harmful effects for New Mexico for many years; and

Whereas, the Congress has budgeted far less in 2016 and 2017 than the Census Bureau has requested, causing reductions, postponed, or canceled tests and preparations for Census 2020; and
Whereas, the Trump Administration’s funding request for FY18 is drastically less than what is needed to put Census 2020 preparations on track to ensure a fair and inclusive census; and

Whereas, in the U.S. Congress, H.R. 3600 would require any decennial census questionnaire to contain an option for respondents to indicate citizenship status or legal residency status in the United States, seriously damaging the accuracy and fairness of the census; and

Whereas, New Mexico Voices for Children has composed a letter to each member of the NM Congressional Delegation outlining the above issues and calling for Congress to allocate at least $1.8 billion for the U.S. Census Bureau in FY 2018.

Therefore be it resolved, that the ATF Fed Rep Council take a position in support of the NM Voices for Children letter and direct the leadership of ATF to become a signatory of the letter to the NM Congressional Delegation.
AFT/ATF Resolution on Combatting White Supremacist Terrorism
Submitted by Jason Krosinsky, Wilson MS and Sara Attleson, Kennedy MS

Discussion Draft, September 5, 2017
Action Item October 3, 2017

WHEREAS, on Aug. 12, 2017, Charlottesville, Va., saw the largest turnout of white supremacists and neo-Nazis in our nation in generations; and

WHEREAS, the terror and violence, including the death of one peaceful protestor, Heather Heyer, was a turning point for our country and is a test of moral clarity for all Americans; and

WHEREAS, there is no room for equivocation when it comes to groups whose avowed goal is to destroy and terrorize those they hate: You either stand against racism, anti-Semitism and bigotry or you don’t; you either stand against hate groups and white supremacy or you don’t; you either stand for our freedoms for all, and for the safety and security of everyone—particularly people of color and those of other marginalized communities—or you don’t; and

WHEREAS, President Donald Trump has failed this test of moral clarity, not only by failing to unequivocally and fully repudiate white supremacy and neo-Nazi groups, but by attempting to create a false equivalency between those who protested this terror and intimidation, and the white supremacists, the Ku Klux Klan and neo-Nazi groups; and

WHEREAS, white supremacists and neo-Nazis have said they feel empowered to come out of the shadows and inflict further terror on American communities as a result of what transpired in Charlottesville and after, and the demonstrations in Boston and elsewhere are a testament to this; and

WHEREAS, Trump has failed to do what any other president would do to reject hate and fulfill his chief obligation to marshal all of the resources at the federal government’s disposal to keep all Americans safe; and

WHEREAS, white supremacists and hate groups are targeting public college and university campuses; and
WHEREAS, as a union, we denounce the hate and bigotry that was on display in Charlottesville and is being unmasked in communities across the country in the strongest possible terms; and

WHEREAS, the AFT has a long and proud history of fighting for equality and freedom for all; fighting against bigotry and hate; safeguarding the civil rights of all; and championing great neighborhood public schools, good jobs that pay a living wage and provide a secure retirement, high-quality and affordable healthcare, and a strong and vibrant democracy that includes a free press, an independent judiciary, a thriving labor movement, and protection of the right to vote; and

WHEREAS, AFT members play a critical role as educators, public employees and caregivers in keeping communities safe and opening the minds of young people by teaching tolerance, critical thinking and history and by strengthening pluralism and democracy; and

WHEREAS, our freedoms as a nation are invaluable, and the right to associate, to speak and to protest must be protected, no matter how heinous and despicable that speech is, but voice and violence are two different things; the terrorism inflicted by white supremacists in Charlottesville and elsewhere is a public safety issue; and

WHEREAS, this moment requires more than simply denouncing hatred; it requires action to protect the basic rights and safety of children, families and communities from those who peddle terror and hate, and action to educate our community, particularly our children, about tolerance, truth and the importance of democracy and pluralism:

RESOLVED, that the American Federation of Teachers condemns hatred and bigotry in all forms and will mobilize our members and invest our resources to combat hatred, bigotry and the terror inflicted on Americans by white supremacists and their ilk, while at the same time fighting to educate our children, safeguard the civil liberties of the American people and keep communities safe; and

RESOLVED, we encourage AFT state and local affiliates to support all public school educators by providing age-appropriate ways of discussing hatred and intolerance by widely promoting the lessons and materials on Share My Lesson and other platforms that address the racist and anti-Semitic terrorist events in Charlottesville and affirm our place as role models against hate; and
RESOLVED, we encourage AFT state and local affiliates to bring resolutions like this one to their memberships, local school boards, city councils and other community venues so this fight can be fought in every community in America.

THEREFORE BE IT RESOLVED that the Albuquerque Teachers Federation will partner with and support our allied community organizations and elected officials standing against hate groups and white supremacy; and

THEREFORE BE IT FURTHER RESOLVED, that ATF will hold all elected officials accountable for standing up to hatred, white supremacy and violence and for promoting equality for all Americans; and

THEREFORE BE IT FURTHER RESOLVED ATF will continue to promote the power of education by providing resources and support to children and families through Share My Lesson and other channels, and through convening and participating in town halls; and

THEREFORE BE IT FURTHER RESOLVED, that the AFT/ATF demands a stepped-up level of action by state attorneys general and the U.S. attorney general, not simply to investigate what happened in Charlottesville but to probe deeper into the agenda of white supremacist organizations and their neo-Nazi allies, and the AFT/ATF further calls for implementation of a clear plan of action that will ensure bias-motivated violence and harassment is prosecuted swiftly and aggressively to keep our communities safe; and

THEREFORE BE IT FURTHER RESOLVED, that the AFT/ATF calls on Congress to censure President Trump for refusing to fully repudiate white supremacy and neo-Nazis, defending the actions of hate groups and emboldening their cause.
Resolution in Support of May 1 Day of Action:
Education Not Deportation and Public School Proud

Submitted by the ATF Executive Council
Discussion Item – April 4, 2017

WHEREAS, the policies now being proposed by the new administration in Washington, D.C. pose a severe threat to public education and teacher unions through vouchers and tax credits for families whose students attend private schools; and

WHEREAS, the new policies now being proposed pose a severe threat to immigrants in our diverse nation; sanctuary, safety and bully-free protection must be provided in our public schools; and

WHEREAS, all of our students deserve high-quality public schools that teach the whole child, provide enrichment and address their social and emotional needs in addition to core academic subjects regardless of income, race or ethnicity, religion, country of birth or their unique needs and abilities; and

WHEREAS, free and equitable public education for all students must remain one of the keystones to which our country continues to aspire; and

WHEREAS, local accountability for our public schools is necessary to ensure that schools are responsive to the needs of their students, communities, and stakeholders; and

WHEREAS, the Alliance to Reclaim Our Schools (AROS) requests that all, upon hearing this proclamation, join together in solidarity to protect, shelter, and shield public school students and employees;

THEREFORE BE IT RESOLVED, that the members of the Albuquerque Teachers Federation (ATF) recognize the first of May in the year 2017 be proclaimed a day of unity for Public Education and Immigrant Rights in Albuquerque and throughout these United States of America.

THEREFORE BE IT FURTHER RESOLVED, that the ATF work with our community partners to immediately launch its 2017 campaign Education Not Deportation and
Public School Proud in which we affirm that our schools are sanctuary spaces free from deportation of immigrants, racism toward students of color, bullying because of gender identification, sexual orientation, body image, religion and or culture and further, that we celebrate our strong neighborhood public schools, champion our schools and communities and honor the accomplishments of our students and educators.
Motion to Participate in AROS Day of Action on Thursday, January 19th
Discussion and Action Item - January 2017

Submitted by:
Eugene Firsich, Edward Gonzales - Resource Teacher Gifted 3rd-5th
Kelly Gardner, Grant - Spec Ed Earth and Life Sciences
Celeste Hernandez, Lew Wallace - Bilingual/TESOL 1st
Theresa Illgen, West Mesa - 10th AP World, World History, Sociology
Jeanett Jimenez, Emerson - 1st grade dual language
Sonja Kortsch, Bandelier-2nd grade TESOL
James Macklin, TLS -Fine Arts - K-5 General Music
Chelsea McFadden, AHS - Honors English 9 and English 9
Nadine Morales, Lavaland - 3rd grade
Chelsea O'Connell, Griegos -4th grade
Joseph O'Connell, Griegos - PE-K-5
Desiree Spielman, McCollum - K & 1st grade autism
Donna Teuteberg, Sandia HS- Social Worker
Karen Baehr, Georgia O'Keefe, Gifted Ed
Dwayne Norris, Bandelier-5th

Whereas, the Alliance to Reclaim our Schools (AROS) is a national movement focused
on reclaiming the promise of public education as our nation’s gateway to
democracy and racial and economic justice; and,

Whereas, AROS represents over 100 community and labor organizations including the
American Federation of Teachers, Annenberg Institute for School Reform, Center
for Popular Democracy, Gamaliel Network, Journey for Justice Alliance, League
of United Latin American Citizens, National Education Association, National
Opportunity to Learn Campaign and the Service Employees International Union;
and,

Whereas, the Albuquerque Public Schools Board of Education states that our schools
and campuses are safe places to teach and learn for all students and “provides
admission and equal educational opportunities to all students that meet
enrollment requirements, regardless of their immigration status or national
origin”; and,
Whereas, ATF believes that no family should live in fear of being broken up, live in fear of the accelerated threat of deportation, or suffer from heightened rhetoric and violence due to racism, sexism, classism, homophobia, transphobia, or any other form of discrimination; and,

Whereas, public education and unions across the nation are under unprecedented attack including here in APS and in New Mexico; and,

Whereas, in Spring of 2016, ATF participated in AROS-affiliated city-wide walk-ins in support of fully funding public education and in support of our Support and Related Service Personnel; and,

Whereas, the focus of the AROS action on January 19th is to:

- Demand that our schools and campuses be sanctuary spaces from the threat of deportation, racism and bullying.
- Support public education and call on the Senate to reject Betsy DeVos as U.S. Secretary of Education, who has no experience as an educator (like the current NM Secretary of Education), has a record of working to dismantle public education in Michigan and across the United States, and has spent vast amounts of her family’s fortune to promote private schools, vouchers, and private charters.
- Call on policymakers to invest in our public schools, make the billionaires and Wall Street pay their fair share, and protect Title I funds.

Therefore, be it resolved that ATF coordinate actions at every APS site in order to participate in solidarity with our union family and community allies across the nation to tell President-elect Trump: we will protect our students, our schools and our communities.

These actions will include a petition drive based on the above statements and an ATF Organizing for Change sticker for all who sign so that support for the AROS nation-wide action is visible at every site and to connect that support and awareness with the upcoming Board elections.

Therefore, be it further resolved that ATF—in the spirit of thinking globally and acting locally—call upon our members and our community to become involved in the local school board elections and help get pro-public education, pro-collective
bargaining and pro-student candidates elected who share our commitment to protect our students, our schools and our communities.
Motion to Stand in Support of the Healthy Workforce Coalition’s Paid Sick Leave Campaign
Submitted by Sara Attleson, Kennedy Middle School and Pamela Irvin, Kit Carson Elementary School

Discussion Item, December 6, 2016
Action Item, January 3, 2017

Whereas, the Healthy Workforce Coalition is made up of Albuquerque-based community organizations and non-profits working to address workers’ rights throughout the city; and

Whereas, in Spring of 2016, the Healthy Workforce Coalition collected over 28,000 signatures in support of adding paid sick days as an Albuquerque ballot measure; and

Whereas, the 28,000 signatures collected doubled the amount of signatures needed to be placed as a ballot measure; and

Whereas, the Healthy Workforce Coalition continues to push paid sick leave as a ballot measure that will be placed on the 2017 Mayoral ballot; and

Whereas, currently, 43% of workers in Albuquerque do not have access to earned sick days; and

Whereas, the Healthy Workforce ballot initiative would benefit over 110,000 workers in Albuquerque; and

Whereas, the Healthy Workforce initiative language also accounts for survivors of domestic violence to use earned sick leave; and

Whereas, the Albuquerque Teachers Federation believes in better working conditions for all; and

Whereas, many of our students and their families would benefit from this initiative.

Therefore, be it resolved that the Albuquerque Teachers Federation stands in support of the Healthy Workforce Coalition’s Paid Sick Leave Campaign.
A Resolution Regarding the Albuquerque Journal
Submitted by: Angela Reynolds, Aztec Complex, Laurie Harris, Jefferson Middle School, Sara Attleson, Kennedy Middle School, Rebecca Davis, Truman Middle School, and Alethea Patterson-Jahn, Truman Middle School

Discussion Item, December 6, 2016
Action Item, January 3, 2017

Whereas, the Albuquerque Journal’s reporting, headlines and op-ed topics appear to work hand-in-glove with ultra-conservative political entities in the state and across the nation; and

Whereas, the Albuquerque Journal editorial board’s positions, statements and critiques have become indistinguishable from those of the Governor’s communications office and her political machine; and

Whereas, the Albuquerque Journal consistently uses anti-union and anti-teacher rhetoric in their headlines and articles; and

Whereas, in preparation of its recent so-called “Voter Guide,” the Albuquerque Journal presented candidates with questions on issues that conveniently provided ready-made copy for Republican candidates’ “hit piece” campaign literature; and

Whereas, the Albuquerque Journal has adopted an obsession with “teacher accountability” that is being driven by forces that are notoriously unaccountable, including corrupt politicians, testing corporations, corporate charters, and right-wing ideologues; and

Whereas, the Albuquerque Journal aggressively pursued the ability to publish APS student test scores specific to each teacher/classroom and,

Whereas, the Albuquerque Journal subsequently published ads to draw more attention to the scores on the Journal’s website; and

Whereas, several teachers have discovered egregious errors in the Albuquerque Journal’s posting of their students’ test scores and data; and
 Whereas, the Albuquerque Journal releases student test score and teacher evaluation data to the public before it has even been released to school administrators to distribute to teachers, creating the appearance of a special relationship between the New Mexico Public Education Department and itself; and

 Whereas, we consider these actions to be both exploitive of teachers and students as well as misleading to the public by promoting and sensationalizing the false idea that standardized test scores provide a legitimate judgment about our work and worth as teachers; and

 Whereas, we believe that in a time when daily papers are disappearing and we have less and less access to local news, it is the Albuquerque Journal’s responsibility to present to the public an accurate, balanced, and informed view of teachers and public schools rather than one that is exploitive for the sake of selling more papers;

 Therefore, be it resolved that the Albuquerque Teachers Federation Representative Council has taken a position of “No Confidence” in the Albuquerque Journal and its ability to fairly, objectively and accurately report on education issues; and

 And be it further resolved that the Albuquerque Teachers Federation Representative Council urges their membership to no longer financially support the Albuquerque Journal.
Federation-Endorsed Candidates in the 2016 General Election

The American Federation of Teachers (AFT) recommends these candidates for federal offices:

President and Vice-President of the United States

Hillary Rodham Clinton
Timothy Michael Kaine

U.S. Representative, District 1
Michelle Lujan Grisham

U.S. Representative, District 3
Ben Ray Lujan

The AFT New Mexico recommends this candidate for statewide office:

NM Secretary of State
Maggie Toulouse Oliver

The Albuquerque Teachers Federation (ATF) recommends these candidates in the General Election.

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<td>Natalie R. Figueroa **</td>
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<td>Robert L. Scott</td>
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Motion to Stand in Solidarity with the Standing Rock Sioux  
and Denounce the Construction of the Dakota Access Pipeline  
Submitted by Dwayne Norris, Bandelier Elementary  

Discussion Item – October 4, 2016  
Action Item – November 1, 2016

Whereas, the Dakota Access Pipeline is a $3.7 billion project that would cross four states and change the landscape of the US crude oil supply; and

Whereas, the 1,172-mile pipeline would stretch from the oil-rich Bakken Formation, a vast underground deposit where Montana and North Dakota meet Canada, southeast into South Dakota, Iowa and Illinois; and,

Whereas, an estimated 7.4 billion barrels of undiscovered oil is believed to be in its US portion and after the pipeline is completed, it would shuttle 470,000 barrels of crude oil a day; and

Whereas, the Standing Rock Sioux tribe from North Dakota and South Dakota is against the construction of the pipeline because of its destruction of burial sites, prayer sites and culturally significant artifacts; and

Whereas, opponents of the Dakota Access Pipeline also cite environmental concerns, including possible contamination due to breaches and eventual greenhouse gas emissions; and

Whereas, in 2014 the American Federation of Teachers passed a resolution in support of a comprehensive energy policy within the United States that calls for jobs to be created by fixing existing pipelines that are insufficiently carrying oil while we transition to more sustainable energy sources; and

Whereas, AFL-CIO recently announced that it backs the Dakota Access Pipeline and the “family supporting jobs” it will provide; and

Whereas, although we support our AFL-CIO family, the creation of new jobs should never be built upon the oppression of others; and
Whereas, The National Lawyers Guild (NLG), the oldest and largest human rights bar association in the United States, by its International Committee, its Indigenous Peoples’ Rights Committee and its Environmental Human Rights Committee, as well as the NLG’s Environmental Justice Committee, stands in solidarity with the sovereign Oceti Sakowin Oyate (the Great Sioux Nation), the Standing Rock Sioux Tribe, and its people in their just opposition to the construction of the Dakota Access Pipeline across their sacred and ancestral lands; and

Whereas, the United States has failed to respect the sovereignty and interests of the Tribe and its people, has failed to respect the nation-to-nation relationship with the Tribe established by treaties, and has failed to properly consult with the Tribe to obtain its free, prior and informed consent for the construction of the pipeline; and

Whereas, a petition signed by 160,000 people in opposition to the pipeline’s construction was delivered to the United States government; and

Whereas, the Obama administration issued an order blocking construction work for the Dakota Access Pipeline on federal land and asking the company building the pipeline to suspend work on nearby land as well; and

Whereas, there are alternative energy sources that replace oil and gas; and Whereas, there are not alternatives to our greatest natural resource, water; and

Whereas, the preparation work for laying the Dakota Access Pipeline has already destroyed several sacred Native American sites and burial grounds; and

Whereas, there is a historic uniting of native peoples from across the United States participating in a historic protest against the Dakota Access Pipeline; and

Whereas, the Albuquerque Teachers Federation respects the autonomy of all native communities, and;

Whereas, ATF recognizes the historic pattern of broken treaties with indigenous peoples and the impact of these broken treaties on native autonomy today.

Therefore, be it resolved that the Albuquerque Teachers Federation stands in solidarity with the Sanding Rock Sioux and denounces the construction of the
Dakota Access Pipeline.

Therefore, be it further resolved that the ATF set up a voluntary fund so that our members may donate to the Standing Rock Legal Defense Fund.
Resolution in Support of the Abolish the Racist Seal Campaign
Submitted by Clayton Beverly, Jefferson MS

Discussion Item – May 3, 2016
Action Item – September 6, 2016

Whereas; as public school educators we care deeply about the well being and academic success of all of our students.

Whereas; as the legacy of colonialism has caused, and continues to cause, grave harm to Native students and communities

Whereas; as we believe that the 11 demands advanced by students, educators, and indigenous activists in UNM will strengthen the quality of education for Native students at UNM

Whereas; as educators and as unionists we reject racist and colonial depictions of Native Americans

THEREFORE, BE IT RESOLVED:

That we endorse the following demands:
1. Reconstruction of a Native Cultural Center
2. More Native Faculty and Faculty of Color at the Administrative Level
3. A Cluster Hire for Native Studies Faculty
4. Higher Education Council of Tribal Leaders Established at the Board of Regents Level
5. Formal Adoption of the United Nation Declaration on the Rights of Indigenous Peoples as UNM Policy
6. Abolition of Racist Imagery and Cultural Appropriation
7. Tuition Waiver for Students from Federally Recognized Tribes
8. Permanent Funding and Space Allocation for Nizhoni Days Powwow
9. Recognition of Indigenous Peoples Day of Resistance and Resilience
10. Recognition and Tracking of American Indian Political Identity According to Federal Standards
11. Repatriation of Ancestors and Sacred Items to Sacred Spaces and Tribes
Moreover, we instruct our President to send a letter communicating this resolution to the President and the Board of Regents of UNM and to inform the membership of opportunities to become involved in this campaign.
Resolution In Support of CNTE
Submitted by Clayton Beverly, Jefferson MS

Discussion Item – May 3, 2016
Action Item – September 6, 2016

Whereas; as educators united in the Albuquerque Teachers Federation, we are concerned about the growth of neoliberal education policies that have been applied against public education and against education workers in Mexico.

Whereas; we are convinced that in no country in the world, is education improved by imprisoning teachers; nor by giving tests to teachers under the supervision of hundreds of police, and much less so by the unjustified firing of teachers with complete disregard for their work in the classroom.

Whereas; we regard the armed attacks upon CNTE teachers and community supporters on June 20th by the Federal Police that resulted in the deaths of at least 8 people to be fundamental attacks on the human rights and the labor rights of our fellow educators.

Whereas; as educators who are currently struggling against many of the same failed education reforms in the United States, we declare our solidarity to the CNTE and to all our colleagues in Mexico.

THEREFORE BE IT RESOLVED, that the Albuquerque Teachers Federation calls for an end to the repression of our fellow educators and union activists in the country of Mexico and for the opening of a genuine dialogue on the issues of public education between the Mexican Government and the CNTE.

RESOLVED, that the Albuquerque Teachers Federation calls for the immediate release of all CNTE union officials currently incarcerated, as well as for the immediate reinstatement of all teachers fired as a result of the punitive character of the called Education Reform in Mexico.

RESOLVED, that the leadership of the Albuquerque Teacher Federation express solidarity by sending letters expressing these demands to Mexican President Peña Nieto, the Secretary of Education, the United Nations High Commissioner of Human Rights, and the Mexican Consulate in Albuquerque, New Mexico.
Adoption of the recommendations made by the
APS/ATF Teacher Testing Task Force
Action Item – September 6, 2016

The APS/ATF Teacher Testing Task Force met several times over the 2016 Spring Semester and into the summer. Our task was to advise APS as they re-evaluated all of the District’s assessments. According to Rose-Ann McKernan, this group of teachers will make recommendations to the Superintendent for a comprehensive assessment system and supports for student information.

In assessment, we started by answering these questions:

- What information do teachers need around student academic achievement?
- When do teachers need that information?
- What are the non-negotiables for teachers around obtaining this information?
- Define the non-negotiables so that we are all clear about what these mean.

The teachers represented K-12, general, special, and bilingual/dual language education. It was very difficult, as it usually is, to discern exactly what is state-, district- and school-mandated.

We agreed that it was futile to debate any assessment that is not in our influence to change. These include all federal- and state-required tests such as the PARCC, Science SBA, EOCs, DIBELS, ACCESS, and the newly state-mandated KOT.

We attempted to address the above four questions by creating a grid for each grade level (K-12) and then separating out the testing requirements for general education, special education, and bilingual. The discussions were engaging and complex.

We found that most testing—and the instructional time diverted for testing—is at kindergarten, and works its way up in diminishing proportions to high school seniors. The teacher participants, especially in the primary grades, agreed that the amount of required testing was overwhelming for themselves and their students.

We had general consensus that tests created and mandated by the District have not always been useful for instruction and the results have not been returned in a timely manner. Teachers were surprised that assessments were mandated by several different departments within APS and at times are idiosyncratic to a school. Curriculum and
Instruction (C&I) as well as individual principals have mandated tests, such as interim assessments in reading and math, Stepping Stones assessments, ACCESS, and the IOWA. We found that identifying the source of the issues could be difficult and identifying solutions even more so. We kept moving the conversation back to the four questions above.

An agreement was developed on a few simple concepts that cut across grade levels and subjects.

1. The District should mandate very few assessments—if any. They should be limited to what the District needs to know.

2. What, when and why the District needs this information should be communicated clearly to teachers and principals.

3. Assessments must be streamlined.

4. Once streamlined, mandated assessments must be useful. The more that one assessment tool can be used for multiple purposes, the more its usefulness increases. For example, elementary progress reports for parents and reports to the District should be one and the same.

We discussed a way to assess and record milestones as students master the skills and concepts embedded in the Common Core State Standards. We recommend a recording system that is based on a developmental continuum.

That tool, if developed well, can connect:

- Classroom standards-based instruction with
- an assessment of what is actually taught in the moment with
- recording and reporting to both the District and parents.

In years past, APS had a well-respected assessment tool that accomplished all of the above. It was called the Kindergarten Developmental Progress Report (KDPR). The original version of the APS KDPR was research-based and allowed for authentic
assessment throughout the school year. Teachers utilized observations, work samples, and student interviews to determine each student’s level of proficiency over time thus, alleviating the issue created when students are developmentally diverse, yet only assessed at a moment in time en masse. The KDPR showed the progression and growth of student skills and was also designed to inform parents of their children’s progress.

While we are not advocating for APS to mandate that every teacher in every grade give a time-consuming 1-to-1 assessment like the KDPR, we would like to work with the Office of Accountability and Reporting on some kind of standards-based, developmentally-appropriate, checklist that might be useful for instructional and reporting purposes.

Assessments, recording, and reporting using a single tool supports teachers to use timely information in order to plan instruction and easily account for how their students are progressing. This is the type of assessment that is practical, embedded in instruction, and useful to the District, teachers, parents and their students.

The District should not mandate the majority of assessments—if any. Benchmark tests from central office cannot substitute for day-to-day formative assessment conducted by teachers. Teacher-created formative assessment delivers information during instruction.

Teachers and students use formative assessment results to determine next steps. It is an ongoing, dynamic process of including information that enables teachers to adjust instruction quickly, while learning is in progress. The greatest value of formative assessment lies in teachers and students making use of immediate results to improve teaching and learning in real-time.

We suggest that as the District minimizes its efforts in creating and scoring benchmark assessments, it maximize its effort in working with teachers to develop rubrics that will support them to create the best teacher–created formative assessments possible. This District effort will result in:

- Capacity-building among teachers.
- Engaging, authentic work during Professional Learning Community time.
- Clearer, more useful communication to parents about what their child knows and is able to do with that knowledge.
For the immediate future, we have the following comments, which we respectfully ask the District to consider:

- We want all assessments embedded in textbook programs to be optional—including whether or not the teacher decides to use such assessments, and if so, when.

- Currently, parents are encouraged to look at student grades on Synergy. This practice assumes the teacher is grading student work based on regular assignments, quizzes and tests, and not on-going multi-disciplinary projects. As we move toward project-based learning, how can high schools and middle schools transition to standards-based assessments, grading, and reporting to parents?

- Currently, much of our recording and reporting is steeped in a deficit frame of what a student is not accomplishing (i.e., on grade level or mastery according to a pacing guide). We want to start recording and reporting information about where students are as well as describe where they will be going in their learning from there.

- Finally, please help primary teachers, special education teachers and the students they teach. Over-testing is particularly severe at the lower grades and because of prescribed programs in special education. Students in these programs, in particular, deserve time to learn and develop.

Respectably submitted by the teachers on the APS/ATF Testing Task Force,

Eugene Anderson          Sonja Kortsch          Leila Pochop
Jennifer Arellano       Jason Krosinsky       Casey Reid-Kadlec
Rachel Baucom            Tanya Kunhee          Sonya Romero Smith
Ellen Bernstein          Miriam Martinez       Lisa Sahadeo
Ree Chacon                Nadine Morales       Toni Seidler
Michael Evans            Dwayne Norris
Joe Hartsock             Natalie Olague
Proposed changes of the ATF Constitution August 2016

Key to proposed changed:

**Underline** = add  
*Strikethrough* = delete

Revisions can be found in:
Article IV, Sections 1 and 3  
Article VI, Section 1  
Article XV, Section 1

ATF CONSTITUTION

ARTICLE I

NAME

This organization shall be known as the Albuquerque Teachers Federation, Local #1420

ARTICLE II

OBJECTIVES

The purpose of this organization shall be:

Section 1. To obtain for all members of the bargaining unit the salary and working conditions essential to the best professional service.

Section 2. To obtain for all teachers the rights and respect to which they are entitled.

Section 3. To encourage the coordinated action of teachers and community in creating the most productive learning environment in our schools.

Section 4. To expose and fight discrimination in education toward any individual or group on the basis of sex, creed, color, race, national origin, sexual orientation, age or political activities and beliefs.

Section 5. To promote the welfare of children by providing equal educational opportunity for all.
Section 6. To encourage cooperation with workers of other unions to promote better working conditions for all.

Section 7. To advance teacher decision making power in the administration of schools.

Section 8. To promote the process of democracy in the schools which will enable teachers to better equip their pupils to take their places in the economic, social, and political life of the community.

Section 9. To promote political action for the benefit of teachers and other working people.

Section 10. To promote and support the professional growth and development of educators by continually providing information and learning opportunities about educational issues.

ARTICLE III
MEMBERSHIP

Section 1. This organization shall consist of primarily, but not exclusively, employees of the Albuquerque Public Schools.

Section 2. Supervisory personnel with the rank of assistant principal or above shall not obtain membership.

Section 3. Persons who are not members of the organization’s bargaining units are eligible for membership as defined by the bylaws. Such members shall not have the right to hold office.

Section 4. In matters that affect a specific bargaining unit, only members in good standing of that bargaining unit may vote.

Section 5. Any member who fails to pay dues upon their expiration (plus a grace period of thirty (30) days) shall be dropped from the rolls and his/her name be removed from the records of National office, except as provided by majority action of the Executive Council in cases of personal emergency.
Section 6. A member may be expelled for acts detrimental to the Federation upon presentation of written charges signed by at least one-fourth (1/4) the total membership and approved by at least three-fourths (3/4) of the Executive Council. The member shall have the right to appeal the decision to the membership at the following membership meeting and shall be reinstated with full rights if a majority of the members present vote to reinstate.

**ARTICLE IV**

**OFFICERS**

Section 1. The officers to be elected shall be:
1. President
2. Executive Vice-president
3. Membership and Involvement Vice-president
4. Treasurer
5. Secretary
6. Two Vice-presidents representing Elementary Schools
7. Vice-president representing Middle Schools
8. Vice-president representing High Schools
9. Vice-president representing Support and Related Services Providers

Section 2. The (at large) officers shall be elected for a two (2) year term every even numbered year by secret ballot on the first Tuesday after the first Monday in May. The rules for conducting the election shall not be amended in the six (6) months prior to the election.

Section 3. The four (4) five (5) constituent vice-presidents shall be elected by their respective constituencies as defined in the bylaws. They shall be elected for a two (2) year term every odd numbered year by secret ballot on the first Tuesday after the first Monday in May. The rules of conduct of the election shall not be amended in the six (6) months prior to the election.

Section 4. No one shall be elected President or to the Executive Council of this Federation unless he or she has been a member of this local Federation for at least one (1) year prior to the beginning of the term of office.

Section 5. The officers shall begin their terms of office July 1.
Section 6. The following procedure shall be used to recall an officer:

1. Presentation to the Executive Council of a petition requesting a recall election signed by twenty five percent (25%) of the constituency that elected the officer.
2. The Executive Council shall, within fifteen (15) days of the receipt of such a petition, announce to the membership the time and place of the recall election. The membership must be given at least fifteen (15) days prior notice of such election and the election must be held within forty-five (45) days of the receipt of the petition.
3. A vote of two-thirds (2/3) of the constituency voting in the recall election shall be required to recall an officer.

Section 7. The Executive Council shall have power to fill vacancies in elected positions until the next May election. All appointed positions shall be filled by election at that time. The membership of the Federation must be notified in an official publication at least one week before action is taken to fill the vacancy.

ARTICLE V

DUTIES OF OFFICERS

The President is the chief officer of Albuquerque Teachers Federation and shall execute faithfully the Constitution and Bylaws of the Federation.

Section 1. The President shall:
1. Preside at all meetings of the Federation and of the Executive Council.
2. Be an ex-officio non-voting member of all committees.
3. Represent the local when and where necessary and be spokesperson for the local.
4. Serve as a delegate to the state and national conventions.
5. Make a report to the membership at least once each year summarizing the accomplishments of the Federation and outlining plans for the next year.
6. Supervise all employees and be responsible for retaining the services of legal council when needed.
7. Develop structures and activities that support the Federation’s objectives.

Section 2. The Executive Vice-president shall:
1. Perform such duties as designated by the President.
2. Coordinate the activities of committees.
3. Report to the President.

Section 3. The Secretary shall:
1. Assist the President with correspondence.

Section 4. The Treasurer shall:
1. Oversee the financial transactions of the Federation.
2. Oversee accurate records of all transactions.
3. Make regular reports to the Executive Council and the membership.

Section 5. The majority responsibility of the constituent vice-presidents shall be to:
1. Communicate the needs and desires of the members in their constituency to the Executive Council.
2. Attend all meetings of the Executive Council and the Federation Representative Council.

Section 6. The Membership and Involvement Vice-president shall:
1. Coordinate organizing and recruiting efforts, as well as involvement opportunities, for the Albuquerque Teachers Federation.

ARTICLE VI
EXECUTIVE COUNCIL

Section 1. The Executive Council shall consist of nine (9) elected officers. Each of these shall have one (1) vote. No person shall have more than one (1) position on the Executive Council.

Section 2. The President shall be the chairperson of the Executive Council. The Executive Vice-president shall serve as chairperson in the absence of the President.

Section 3. The Executive Council shall administer the policy of this Federation as set by the membership at regular meetings and/or the Federation Representative Council at Fed Rep Council meetings. It shall have the power to act for the good of the
Federation in emergency situations where the policy cannot be set by the membership or the Federation Representative Council.

Section 4. The Executive Council shall employ such persons as it shall deem necessary to further the mission of the organization and determine, implement, and enforce their conditions of employment; these conditions shall include a grievance procedure.

Section 5. Such action as described in Article VIII, Sections 4 & 5, requires a majority vote of all the members of the Executive Council.

Section 6. Any member of the Federation in good standing may request to appear before the Executive Council to make proposals or to voice complaints. The Executive Council shall be required to place this member on the agenda of the first Executive Council meeting following the request, providing that this request comes at least one (1) week before the meeting.

Section 7. The Executive Council shall report its minutes at each regular membership meeting when requested. The Executive Council shall not be required to read the minutes of any Council meeting at any membership meeting attended by non-members.

Section 8. The President shall be the only member of the Executive Council to receive a salary from the Federation by virtue of his/her position on the Council. This shall not be interpreted to deny members of the Executive Council reimbursement for legitimate expenses incurred while performing their duties. Executive Council members may receive stipends for specific job responsibilities as approved by the Executive Council.

ARTICLE VII
FEDERATION REPRESENTATIVES

Section 1. At each work location, the Federation members shall elect a Federation Representative. This person must work at the location represented and be a member in good standing of the local.

Section 2. The Federation Representative shall be elected during the last month of the
school year by secret ballot for a one (1) year term. In the event of a vacancy an election can be held at any time. A procedure shall be specified in the bylaws.

Section 3. The Federation Representatives are recognized as Federation leaders at their respective work locations. They have the right as defined in the contract to carry out this leadership responsibility.

Section 4. The elected Federation Representatives shall work together to organize worksite members to serve as the ATF Building Leadership Team to conduct union business.

Section 5. The Executive Council shall assign specific tasks to the Federation Representatives.

Section 6. The Federation Representatives shall be responsible for maintaining an aggressive membership drive and being a visible leader at their work locations.

ARTICLE VIII
FEDERATION REPRESENTATIVE COUNCIL

Section 1. At regularly scheduled Federation Representative meetings when there is a quorum of 30%, the Federation Representative Council shall have the power to enact policy or change policy of the Federation, including changes to the ATF Constitution, as specified in the bylaws.

Section 2. Voting rules and procedures of the Federation Representative Council shall be specified in the bylaws.

Section 3. The Executive Council may not overrule any decision of the Federation Representative Council.

Section 4. Such actions as described in Article VI Section 4 shall be solely the responsibility of the Executive Council.

Section 5. Federation Representative meetings shall be chaired by the local president or his/her designee.
ARTICLE IX
STANDING COMMITTEES

Section 1. The President shall establish the standing committees and task forces as described in the remaining sections of this article. The President shall appoint the committee chairs and any other positions deemed necessary to facilitate the smooth operation of these committees and task forces. The members of these committees and task forces shall be selected by the committee chairs, but must be in compliance with any stipulations in this article.

Section 2. The Representation Committee shall consist of a non-voting field staff member and three to five (3-5) additional members. Its purpose shall be to:
1. Serve as a guidance committee for the staff and Executive Council.
2. Serve as the first appeal for members in any grievance handling procedure;
3. Safeguard the confidentiality of individual grievances.
4. Make a determination about proceeding to arbitration.

Section 3. The Committee on Political Education shall consist of the COPE Director who will be the chair, the Central New Mexico Central Labor Council (CNMCLC) delegates, and other members appointed by the President. The functions of this committee shall be to:
1. Be the non-partisan political wing of the union;
2. Educate the membership concerning political issues;
3. Advance the interest of teachers on every political front through political action and lobbying;
4. Conduct candidate screenings and support the campaigns of selected candidates at all political levels;
5. Work with other American Federation of Teachers – New Mexico (AFT-NM) and AFL-CIO COPE committees to further common goals;
6. Report to and receive guidance from the Executive Council;

Section 4. The Negotiations Committee shall consist of the negotiations team and six or more (6 or more) additional Federation Representatives representing the three (3) instructional levels. The functions of this committee shall be to:
1. Survey members and develop needs assessments.
2. Prepare proposals for negotiations.
3. Report to the membership on any tentative agreement prior to ratification.
ARTICLE X
MEETINGS

Section 1. Membership meetings shall be held at least twice in the school year, time and place to be determined by the Executive Council. A quorum shall consist of five percent (5%) of the members in good standing.

Section 2. Any member who wishes to be heard at a membership meeting must be placed on the agenda as submitted to the President at least one (1) week before the meeting.

Section 3. Special membership meetings may be called by a majority of the Executive Council, or by the President.

Section 4. Federation Representative meetings shall be held each month during the school year. These meetings may coincide with membership meetings.

Section 5. The Executive Council shall meet at least once each month at a time and place to be determined by the Council. Regular meeting dates will be posted on the ATF Web site. Emergency meetings of the Executive Council may be called by the President. The membership need not be notified in advance of such meetings. Every reasonable effort must be made to contact all members of the Executive Council.

ARTICLE XI
AFFILIATIONS

Section 1. This Federation shall maintain affiliation with, and whenever possible send delegates to, the following organizations:
1. The American Federation of Teachers;
2. The American Federation of Teachers New Mexico (AFT-NM);
3. The New Mexico and national AFL-CIO
4. The Central New Mexico Central Labor Council.

Section 2. All delegates shall be elected in keeping with the American Federation of Teachers’ national guidelines and report to the Executive Council on meetings attended.
Section 3. Delegates to affiliated organizations shall meet the same requirements as officers of this local (must be members in good standing of this local Federation for at least one (1) year).

ARTICLE XII
FINANCE

Section 1. Dues shall consist of all per capita obligations plus four tenths of one percent (0.4%) of the average APS teacher salary as determined on the first paycheck of the present contract.

Section 2. Yearly dues for non-bargaining unit members shall be determined by the Executive Council and specified in the bylaws.

Section 3. The Executive Council shall have authority to make adjustments to dues rates for members working less than full time and to establish incentive rates to encourage membership.

ARTICLE XIII
RULES OF ORDER

Robert’s Rules of Order, Revised, shall govern in all cases not covered by this Constitution or by the Bylaws of this Federation.

ARTICLE XIV
AMENDMENTS

Section 1. An Amendment to this constitution may be proposed by either:
   1. A majority of the Executive Council;
   2. No fewer than ten percent (10%) of the membership and presented to the Executive Council; or,
   3. The Federation Representative Council (see Article VIII, Section 1).
Section 2. The proposed amendment shall be submitted at the first membership meeting following receipt by the Executive Council by being read to the assembled members.

Section 3. At the following membership meeting, five percent (5%) of the total members in good standing must be present, and a three-fourths (3/4) vote of the members present is necessary for ratification of the amendment.

Section 4. An amendment may also be considered by a mail vote. Five percent (5%) of the total members in good standing must return the mail ballot, and a three-fourths (3/4) vote of the members who return ballots is necessary for ratification.

ARTICLE XV
AVAILABILITY OF CONSTITUTION

Section 1. Three (3) copies of this constitution and all future amendments shall be submitted to the National office of the American Federation of Teachers.

Section 2. Copies shall be made available to other affiliated organizations upon request.

Section 3. Copies shall be made for any members of this Federation upon request to the Secretary.

ARTICLE XVI
REFERENDUM

Section 1. Any action or policy of the Executive Council may be rescinded by the procedure stated in this Article.

Section 2. The membership may propose and enact any action or policy by the procedure stated in this Article.

Section 3. Procedure: A Petition stating the action or policy to be rescinded or adopted shall be signed by no fewer than ten percent (10%) of the total members in good standing, and shall be presented to the Executive Council. The Executive Council shall publish the entire text of the proposed action or policy in the next member
newsletter of the Federation, along with the dates, time, and place of the general membership meeting at which the proposal will be voted upon.

Section 4. The rescission or adoption shall be voted upon at a general membership meeting to be held no earlier than two (2) weeks or later than five (5) weeks after the actual publication of the newsletter. At the general membership meeting, ten percent (10%) of the total members in good standing must be present, and a simple majority vote of the members present is necessary for passage of the action, policy, or rescission.

Section 5. This Constitution shall be reviewed every two to five (2-5) years, as determined by the ATF President and Executive Council.

ARTICLE XVII
BYLAWS

Section 1. The Executive Council shall enact Bylaws to implement this Constitution
Motion to Add a Support and Related Services Providers Constituent VP to the ATF Executive Council

Motion by the ATF Executive Council
Approved August 16, 2016

Whereas, the Support and Related Services Providers (S&RSP) employed by the Albuquerque Public Schools are and have been integral partners in the education and welfare of its students; and

Whereas, the approximately 1000 employees that are designated under this title, as well as the School Psychologists and Diagnosticians, make up about 15 percent of the 7000 employees represented by ATF; and

Whereas, ATF has made strides to enhance Support and Related Services Providers professional standing in our district; and

Whereas, it is time to create a space for representation of Support and Related Services Providers on the ATF Executive Council.

Whereas, Support and Related Services Providers are a unique and essential group of educators that can make a difference in our union concerning decisions that impact our positions in the schools whose representation on the ATF Executive Council will:

- Help to create solidarity among all our members.
- Help to represent our unique needs.
- Allow us to provide proactive vs. reactionary responses to issues that affect our positions.
- Provide a spokesperson to bring our concerns to the table.
- Ensure that decisions are efficacious.
- Give S&RSP leaders the opportunity to demonstrate to their colleagues that they are an integral part of the educational union.
- Empower S&RS providers that their voices matter.
- Union decisions that are made reflect input by their S&RS representative.
- Offers S&RS allies a sense of ownership and gives encouragement to providers to join the union and recognize that their needs are addressed.
- Increases solidarity and unity in OUR union.

Therefore be it resolved that the ARTICLE IV: OFFICERS, Section 1 of the ATF constitution be amended to include the position of a Support and Related Services
Providers Constituent VP to the ATF Executive Council with additional changes as follows:

- **Section 3.** The four (4) five (5) constituent vice-presidents shall be elected by their respective constituencies as defined in the bylaws. They shall be elected for a two (2) year term every odd numbered year by secret ballot on the first Tuesday after the first Monday in May. The rules of conduct of the election shall not be amended in the six (6) months prior to the election.

- **ARTICLE VI: EXECUTIVE COUNCIL Section 1.** The Executive Council shall consist of nine (9) ten (10) elected officers. Each of these shall have one (1) vote. No person shall have more than one (1) position on the Executive Council.

Note:

**ARTICLE XIV
AMENDMENTS**

Section 1. An Amendment to this constitution may be proposed by either:
1. A majority of the Executive Council;
2. No fewer than ten percent (10%) of the membership and presented to the Executive Council; or,
3. The Federation Representative Council (see Article VIII, Section 1).

Section 2. The proposed amendment shall be submitted at the first membership meeting following receipt by the Executive Council by being read to the assembled members.

Section 3. At the following membership meeting, five percent (5%) of the total members in good standing must be present, and a three-fourths (3/4) vote of the members present is necessary for ratification of the amendment.

Section 4. An amendment may also be considered by a mail vote. Five percent (5%) of the total members in good standing must return the mail ballot, and a three-fourths (3/4) vote of the members who return ballots is necessary for ratification.
Albuquerque Teachers Federation  
Committee on Political Education (COPE)  
Candidate Endorsement Recommendations to the ATF Fed Rep Council  
for the 2016 State Legislative Elections (for the ABQ area only)  
April 5, 2016

NM State Senate

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<tr>
<td>15</td>
<td>Daniel Ivey-Soto (i) *</td>
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<td>Mimi Stewart (i) *</td>
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<td>Bill G. Tallman</td>
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<td>Joy I. Garratt **</td>
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NM State House of Representatives

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<td>Ronnie Martinez</td>
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<td>30</td>
<td>Natalie R. Figueroa **</td>
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<tr>
<td>31</td>
<td>Robert L. Scott</td>
</tr>
</tbody>
</table>

(i) denotes an incumbent candidate  
** denotes a current member of ATF  
* denotes a former or retired member of ATF  
^ denotes a candidate with an immediate family member who is an ATF member
Whereas, in 2008, New Mexico public school funding was cut due to the recession and instead of returning to pre-recession funding levels, the state continues to cut more money from school budgets; and,

Whereas, over several years, the Public Education Department (PED) has strong armed vital education funding below the line and into the PED’s own purview for test-based projects that have political and punitive uses, and has neglected long-term adequate and equitable funding for districts; and,

Whereas, the 2016-17 PED budget requested over $22 million for test-based projects including, but not limited to:
Early Reading Initiative (aka Reads to Lead/DIBELS testing) - $15 million
“Merit” pay - $6 million
“Teachers Pursuing Excellence” (test-based teacher mentoring) - $1 million; and,

Whereas, New Mexico is currently in a financial crisis and districts all over the state are having trouble with basic functions, such as purchasing enough texts and materials, maintaining state class size mandates, funding insurance costs and increasing salaries for educators; and,

Whereas, districts across New Mexico are currently analyzing their budgets to make more cuts for next school year; and,

Whereas, in yet another act of undercutting the needs of our public schools and pilfering desperately-needed funding, the PED covertly conducted “audits” about how local school districts report ancillary staff (physical therapists, occupational therapists, social workers, speech language pathologists, psychologists and diagnosticians); and,

Whereas, based on these “audits,” the PED is claiming that districts must now report ancillary staff based only on actual face time with students, excluding fundamental and necessary job-related student services, such as writing IEPs and attending IEP meetings, creating reports and submitting information for related services documentation; and,
Whereas, based on these sudden and suspicious audits that were not discussed with superintendents, the PED is now insisting that a large number of New Mexico’s school districts “owe” them money; and,

Whereas, PED has claimed that APS “owes” over $18 million from the current year’s budget and insists that the “new” way to report ancillary services will be used for next year’s budget resulting in a drastic additional budget cuts; and,

Whereas, APS (along with most school districts in New Mexico) has reported their ancillary service providers to the state in the same way for over 20 years without incident or comment from the PED; and,

Whereas, superintendents were never informed about the audit of special education ancillary staff and, in fact, a training PowerPoint used at a meeting advised PED personnel not to involve superintendents; and,

Whereas, this action by the PED will most likely result in cuts to physical therapists, occupational therapists, social workers, speech language pathologists, psychologists and diagnosticians—essential personnel for students who are already in short supply; and,

Whereas, ancillary services are essential for students and are written into IEPs—a legal document that cannot be changed by the PED; and,

Whereas, the manner and the timing of these audits are questionable and,

Whereas, it is clear that the Martinez Administration is now attempting to destroy support services for our students who have an IEP in the same manner that it destroyed mental health services in our state; and,

Whereas, it is time to expose this shady practice to the entire state and demand that the services our students deserve remain funded at the same level as in previous decades; and,

Whereas, the Alliance to Reclaim Our Schools (AROS), representing more than 100 community and labor organizations and whose guiding platform, *The Schools All Children Deserve: The Principles that Unite Us*, states, “When we shortchange some students, we shortchange our nation as a whole. It is time to fund public schools for success and equity, for we are destined to hand off the future of our nation to all our young people.”; and,
Whereas, AROS includes the Alliance for Educational Justice, American Federation of Teachers, Annenberg Institute for School Reform, Center for Popular Democracy, Gamaliel Network, Journey for Justice Alliance, League of United Latin American Citizens, National Education Association, National Opportunity to Learn Campaign and Service Employees International Union; and,

Whereas, AROS is linking together parents, educators, students, school staff and community members in dozens of cities across the country on May 4th as they WALK IN to support the quality public schools that all our students deserve.

Therefore be it resolved, that the Albuquerque Teachers Federation will join AROS and organize citywide WALK-INS on May 4th in protest of the PED’s recent action against adequate funding of ancillary services;

Therefore be it further resolved, that ATF engage with and invite community members and organizations, parents and students to join us as we stage WALK-INS at every High School joined by all those concerned from each feeder Middle and Elementary School.

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The Alliance to Reclaim Our Schools (AROS) is linking together parents, educators, students, school staff and community members in dozens of cities across the country on May 4th as they WALK IN to support the quality public schools that all our students deserve.

Our first nationally coordinated WALK-IN took place on February 17th and brought out over 35,000 participants at over 800 schools in 31 cities. Now you can join in!

What are Walk-Ins?
Just that! Parents, teachers and students gather in front of their schools 30-45 minutes before their duty-day starts. They picket, have donuts, coffee, etc., and then they all walk-in together.

Given the never-ending attacks on public education that many of our cities endure, this provides a positive action that says these are our schools and our communities. It also builds solidarity among our members as they will feel the power of collective action without risking arrest or retaliation. Walk-ins build relationships. Walk-ins build power. Walk-ins build hope.
ATF supports the goals of GLSEN
Submitted by: Robin Gibson, Sandia Base ES

Discussion & Action Item – May 5, 2015

Whereas, The Gay, Lesbian & Straight Education Network strives to assure that each member of every school community is valued and respected regardless of sexual orientation or gender identity/expression; and,

Whereas, such an atmosphere engenders a positive sense of self, which is the basis of educational achievement and personal growth; and,

Whereas, forces such as racism and sexism have similarly adverse impacts on communities and we support schools in seeking to redress all such inequities; and,

Whereas, GLSEN works to educate teachers, students and the public at large about the damaging effects these forces have on youth and adults alike; and,

Whereas, GLSEN seeks to develop school climates where difference is valued for the positive contribution it makes in creating a more vibrant and diverse community;

Therefore be it resolved that, the Albuquerque Teachers Federation supports the goals of GLSEN and works in collaboration with GLSEN Albuquerque toward the aforementioned goals.
Emergency Supplemental Funding and HS Schedules
Blake Learmonth, Nex+Gen HS

Discussion item: May 5, 2015

WHEREAS, current law allows the Public Education Department (PED) to make emergency distributions to school districts or state-chartered charter schools in financial need; and

WHEREAS, from FY01 through FY11, the Legislature has appropriated and PED has distributed nearly $62 million in emergency supplemental funds to school districts and charter schools; and

WHEREAS, the General Appropriation Act of 2013 contained the following language laying out specific parameters for districts needing to seek emergency supplemental funds:

Prior to the distribution of emergency supplemental funds to any public school district or charter school, the Secretary of Public Education shall verify with the New Mexico state auditor that the school district or charter school is in compliance with all provisions of Section 12-12 NMSA 1978. No emergency supplemental distributions shall be made to any school district not current with its audits.

Emergency supplemental funds shall not be distributed to any school district or charter school having cash and invested reserves, or other resources or any combination thereof, equaling five percent or more of their operating budget [Laws 2013, Ch. 227]; and

WHEREAS, school district are clearly and chronically underfunded as can be seen in the below chart:

10-Year History of Appropriations for Emergency Supplemental

Data from the Legislative Education Study Committee's (LESC) Summaries of Legislation Introduced from FY 05 through FY 14 provides appropriation amounts authorized by the Legislature for operational emergency supplemental.
Table 2. 10-Year Appropriation History for Operational Emergency Supplemental

Source: LESC, Summaries of Legislation Introduced, FY 05-FY 14 LESC 1/2014

WHEREAS, APS meets the criteria above; and

WHEREAS, the Santa Fe Public Schools is asking the state Public Education Department for $678,000 in emergency supplemental funds to help it create a balanced budget for the next school year, clearly modeling for APS a way to solve financial problems that stem from the state’s underfunding of public education; and

WHEREAS, ATF believes that creative problem-solving is a better alternative to last minute sweeping changes, for example the change in the APS High School Schedules, that are made for financial rather than educational purposes.

THEREFORE BE IT RESOLVED, that ATF request that APS reduce the level in cash reserves to 4.9% and that a minimum of 4.2 million of the amount over 4.9% be used to restore the high school schedules; and

THEREFORE BE IT FURTHER RESOLVED, that any amount under $4.2 million that cannot be found in the APS cash reserves based on the above process be requested as emergency supplemental funding from the PED.
ATF Position on the APS Virtual School
Discussion Item: April 7, 2015

WHEREAS, the Albuquerque Teachers Federation has long been an advocate for providing teachers and students with the highest-quality instructional materials and pedagogy, and adapting new knowledge and tools to support improved instruction; and

WHEREAS, the incorporation of technology into preK–12 teaching and learning is essential to providing all children with a high-quality education relevant to the age in which we live, and presents a powerful opportunity to ensure that technology in schools both enhances teaching and learning and reduces educational inequality; and

WHEREAS, technology in its many forms holds tremendous promise as a tool to dramatically enhance teaching and learning by empowering teachers to augment and differentiate instruction, engage students, and provide additional delivery routes for the academic and social supports students need, but digital resources alone cannot replace adult-student interactions, which are important for all students; and

WHEREAS, digital learning can take place using a "blended" approach where technology supplements traditional, face-to-face instruction conducted mostly in brick-and-mortar schools, enhancing learning by providing courses not available at the school, providing extra supports for struggling students and providing opportunities for students to extend their learning beyond the traditional textbook; and

WHEREAS, digital learning can also be delivered "virtually," where students spend the majority of their school day online, interacting with their coursework, teachers and peers through technology; and

WHEREAS, Albuquerque Public Schools has announced plans to offer a full-time online schooling option for students in grades 6-12 next school year; and

WHEREAS, policymakers and school leaders must create thoughtful choices so that online learning adds value to the quality of instruction and students have the support they need to be successful; and

WHEREAS, emerging reports show a troubling overall picture of poor performance and
low graduation rates for full-time online students; and

WHEREAS, an analysis of prior research conducted by the U.S. Department of Education found of the seven K-12 studies they examined, three showed significant effects in blended learning environments, one showed negative effects of online learning, and the remaining three had no statistically significant results; and

WHEREAS, a Stanford University study of Pennsylvania charter schools found that all eight virtual charters in the study performed significantly worse in reading and math than their traditional school counterparts in terms of student gains; and

WHEREAS, a 2011 Minnesota state evaluation found that their students’ completion rates in online courses were decreasing. They also found that full-time online students were more likely to drop out than their peers. Full-time online students in grades four through eight made half the progress on the state math test as their traditional counterparts: 39 percent of full-time online students showed low growth compared to 26 percent of their peers in traditional schools (Minnesota Office of the Legislative Evaluator, 2011); and

WHEREAS, following a ten-month long investigation, a Colorado news organization reported that the state’s virtual charter schools experience high student turnover, and produce significantly higher dropout rates and lower test scores than brick-and-mortar schools. Half of Colorado’s online students end up leaving within a year to return to their neighborhood schools and post lower scores when they do. In 2010, online schools produced three times more dropouts than graduates. Over a four-year period, online students’ scores averaged 14 to 26 percentage points below the state average in reading, writing and math (Hubbard and Mitchell, 2011); and

WHEREAS, between 2006-07 and 2010-11, 66 percent of students who enrolled in Florida Virtual School courses withdrew in the first month (Catalanello and Sokol, 2012); and

WHEREAS, of Ohio’s 27 virtual schools, only three were rated “effective” or “excellent” on the state’s accountability scale in 2010. The two largest virtual schools enrolled over half the approximate number of 30,000 online students statewide, and were rated as “continuous improvement.” Moreover, their on-time graduation rates were well under 50 percent (Tucker et al., 2011, OH Department of Education, 2011); and
WHEREAS, a major review by the Education Department found that policy reforms embracing online courses “lack scientific evidence” of their effectiveness; and

WHEREAS, APS already has a successful virtual high school, eCADEMY, that blends online learning with face-to-face instruction; and

WHEREAS, research has found that blended courses have the potential to increase student learning outcomes while lowering attrition rates in comparison with equivalent fully online courses; and

WHEREAS, blended learning is a method that has proven to be not only effective in terms of learning outcomes, but ranks high on ratings of satisfaction with students and instructors (Dzuiban, Hartman & Moskal, 2004); and

WHEREAS, APS has announced that they are seeking parent input as it develops a full-time online schooling option for the 2015-2016 school year; and

WHEREAS, APS is asking parents to complete an online survey about virtual learning that the district will use to help develop its newest School of Choice, yet they have not asked the opinion of educators and the union that represents them; and

WHEREAS, APS has stated that virtual schooling is for students who:

- Need a break from the traditional educational setting;
- Seek a more personalized approach to learning;
- Need remediation or more of a challenge;
- Are homebound or hospital bound;
- Need to recover credits or earn college credits;
- Need flexibility in their daily schedule to accommodate work, parenting, or other responsibilities;
- Wish to develop their 21st Century skills to increase college and career readiness.

WHEREAS, the thousands of licensed educators currently working in the district:
• Already offer a personalized approach to learning;
• Are providing remediation and challenge for their students;
• Provide an excellent education to homebound and hospitalized students;
• Offer credit recovery credits and the opportunity to earn college credits currently in all APS high schools;
• Work in schools that already offer flexibility in the daily schedule to accommodate work, parenting, or other responsibilities; and

WHEREAS, in light of the mounting evidence generating concern about the necessity and effectiveness of virtual schools, as well as growing skepticism that the decision to create a District Virtual School is being driven largely by financial consideration, there is a need to reestablish the best interests of students as the primary criteria of this issue.

THEREFORE BE IT RESOLVED, that:

• Technology should be integrated into education with the primary purpose of improving teaching and learning, and digital tools must always enhance, not replace, the learning relationship between educators and their students.
• Budget considerations must not be the driver for enrolling students in online instruction.
• The vast majority of digital learning should use a "blended" approach where technology enriches traditional, face-to-face instruction by enhancing learning opportunities beyond the traditional textbook, providing courses not available at the school, providing extra supports for struggling students and offering opportunities for students to extend their learning.
• Teacher input must be integral to policies and procedures regarding implementing digital learning, including involvement in designing, reviewing and approving virtual learning programs, such as those related to curriculum, professional development and instructional resources.
• Online courses should be developed and taught by state-licensed teachers who know the standards and requirements students are expected to meet.
• The Albuquerque Teachers Federation offers to partner with APS to develop or endorse criteria for high-quality online student learning experiences and related educator professional development, exploring the promise and potential of technology integration in education, highlighting effective examples, linking to essential research, and examining implications for students, educators and administrators, including collective bargaining implications such as teacher workloads, working conditions and the criteria by which they will be evaluated.
Albuquerque Public School Board Protection Resolution
(Presented on behalf of the ATF rank and file members)
Submitted by: Jessica Martinez, Atrisco Heritage HS

Action item: March 3, 2015

Whereas, Albuquerque Teachers Federation (ATF) president, Ellen Bernstein, advised ATF members to sign-off on test security training, regarding an New Mexico Public Education Department gag order, to include near their name the following words: “Signed under protest, as this provision may violate my First Amendment rights”;

Whereas, education is a human right as stated in Article 26 of the Universal Declaration of Human Rights; and US Public Law 94-12 which provides the right for a free and appropriate education, neither of which includes a requirement to test;

Whereas, teachers have used their professional judgment to determine that the nationwide trend of high stakes testing in public education has created a toxic and punitive atmosphere and lacks the support of the public education community across the state of New Mexico; and have found these tests to be age-inappropriate, inconsequential to children’s learning, not useful to teacher direction of instruction, and are not being used in determination of teacher evaluation scores in 2015;

Whereas, the ATF is committed to maintaining a cooperative relationship with the Albuquerque Public Schools Board of Education;

Whereas, the Albuquerque Public Schools Board recently utilized the resolution process to urge the governor, the state Legislature and the New Mexico Public Education Department to declare a moratorium on the use of the PARCC and End of Course assessment for high-stakes purposes such as student diplomas, teacher evaluations and school grades;

So be it resolved, ATF is requesting the APS School Board protect constituent parents who elect to opt-out of testing used for high-stakes purposes.

Be it further resolved, ATF is requesting the APS School Board protect constituent students who opt out of high-stakes testing from any action that may impede their educational progress or right to a free and appropriate public education, as afforded under the law.
Be it further resolved, ATF is requesting the APS School Board to direct administration – from the superintendent, to associates, to school principals – to not censor teachers; to not punish teachers for speaking out, for sharing opt-out information with parents, or for refusing to administer the test.
Vote YES! on February 2nd
Submitted by: Loyola Garcia, Valle Vista ES

Discussion item: December 1, 2015

Whereas, teacher working conditions are student learning conditions, and;

Whereas, it is essential for the educational process that teaching and learning environments are appropriate, well-maintained and state-of-the-art, and;

Whereas, current research strongly indicates that working conditions make a difference in teacher retention, and that teacher working conditions are important predictors of student achievement, and;

Whereas, schools that are able to offer their teachers a safe, pleasant, and supportive working environment are better able to attract and retain the best teachers, and;

Whereas, poor school facilities conditions make it more difficult for teachers to deliver an adequate education to their students, and many teachers report that school conditions affect their career decisions, and;

Whereas, on February 2, 2016, the public will vote on the approval of a school mil levy/school bond valued at $575 million earmarked for educational facility upgrades and equipment; brick and mortar construction and design; instructional technology, and Charter School facility/equipment acquisitions.

Whereas, there will be no tax increase from the passage of the mil levy/school bond,

Therefore be it resolved, that the Albuquerque Teachers Federation supports and recommends approval of the bond and mil levy package.

Be it further resolved, ATF calls upon all APS employees, their families and all registered voters within APS to VOTE YES for our children in the February 2, 2016 bond and mil levy package.
A Moratorium on High Stakes Testing

Christy Jewell Roth, North Star ES
2nd by Gail love, Grant MS and Loyola Garcia, Valle Vista ES
Action Item November 4, 2014

WHEREAS, research has shown that high-stakes testing causes damage to individual students and is not a valid method for improving teaching, learning and schools; and

WHEREAS, ATF agrees with the conclusions of The National Center for Fair & Open Testing (FairTest) that:

• Major research groups, such as the National Academy of Sciences, clearly state that major educational decisions should not be based on a test score.
• High-stakes testing punishes students, and often teachers, for things they cannot control.
• High-stakes testing drives students and teachers away from learning, and at times from school.
• High-stakes testing narrows, distorts, weakens and impoverishes the curriculum while fostering forms of instruction that fail to engage students or support high-quality learning.
• Testing cannot provide adequate information about school quality or progress.
• High-stakes testing actively hurts, rather than helps, genuine educational improvement; and

WHEREAS, tests are not instructionally sensitive and, as such, should never be used to judge the ability of a teacher; and

WHEREAS, according to the results from the 2014 PDK/Gallup Poll of the Public's Attitudes Toward the Public Schools, 61% of Americans' oppose using standardized test scores to evaluate teachers; and

WHEREAS, connecting teacher evaluations to student testing relies on Value-added measurement (VAM) and numerous studies confirm that:

• VAMs do not strongly correlate with any other measures of teacher effectiveness.
• A teacher’s VAM score can change substantially depending upon which VAM model a state adopts.
• A teacher’s VAM score can change depending upon the test that is used as the basis of a VAM.
• A teacher’s VAM score can depend on the characteristics of students in the class or school.
• Teacher VAM scores vary substantially from year to year.
• Teachers are never isolated.
• VAM scores cannot determine if teachers cause student growth.
• VAM overstates any “teacher effect.”
• VAMs cannot help teachers improve their practice.

THEREFORE BE IT RESOLVED, the Albuquerque Teachers Federation (ATF) requests the APS Board of Education join those who believe that a moratorium on high-stakes testing is absolutely essential to reduce the deep anxiety and growing distrust from teachers and parents who feel that New Mexico is more fixated on reducing students to test scores and teachers to evaluation algorithms than on helping children develop a love of learning and preparing them for their futures; and

THEREFORE BE IT FURTHER RESOLVED, the ATF requests the APS Board of Education to call for a moratorium on high-stakes attached to all testing and agree with those who’ve decided that assessment results should not be taken into account in high-stakes decisions on teacher evaluation, school grades or student promotion; and

THEREFORE BE IT FURTHER RESOLVED, the ATF will continue to work for a fair and valid teacher evaluation model that does not include VAM for the State of New Mexico through our political advocacy work, through our Committee on Political Education (COPE) and by lobbying the state legislature during the upcoming and all subsequent legislative sessions until this goal is attained.

“I find it altogether intolerable to be a member of a measurement clan that allows hugely important educational decisions to be made on the basis of student scores on tests not demonstrated to be suitable for their evaluative applications. How can we let such misuses continue? How can we in good conscience permit our nation’s educational leaders and policy makers to rely on test results that may be completely unsuitable for the purposes to which they are being put? How can we allow teachers to be fired because of student scores on the wrong tests? How can we? And yet we do.
The only way to begin changing an indefensible practice is to set out seriously to alter that practice. It is time, indeed past time, for those of us who recognize the seriousness of this situation to don our alteration armor and head into battle.”

(W. James Popham [Emeritus Professor in the Graduate School of Education at the University of California, Los Angeles (UCLA); best known for decades of research on testing and assessment]: Phi Delta Kappan, September 2014)
SUPPORT U.S. POSTAL WORKERS: BOYCOTT STAPLES
Submitted by: Sara Attleson, Kennedy MS

Discussion Item: August 5, 2014
Action Item: September 2, 2014

WHEREAS, the U.S. Postal Service has a no-bid, sweetheart deal with the big-box chain Staples to operate postal counters in more than 80 stores and four states; and

WHEREAS, the U.S. Postal Service has plans to expand this operation to more than 1,500 Staples stores across the United States, including Staples locations in Michigan; and

WHEREAS, these postal counters are staffed by low-wage, high turnover employees with little training and no credentials to handle 9 U.S. mail; and

WHEREAS, consumers are increasingly concerned about identity theft at large retail chains, and privatizing the handling of U.S. mail will jeopardize the sanctity and security of the mail; and

WHEREAS, the U.S. Postal Service and Staples are refusing to staff the postal counters with unionized, uniformed U.S. Postal Service employees, who have the training and experience to properly handle U.S. mail, and who have sworn an oath to uphold the highest standards of public service; and

WHEREAS, nonunion "postal" jobs at Staples will inevitably replace living-wage, union jobs of U.S. Postal Service employees; and

WHEREAS, some members of Congress would close U.S. post offices if a privately operated postal counter is within the same geographic area; and

WHEREAS, instead of offering lower-quality service and selling off public assets, the U.S. Postal Service can and should use its unmatched nationwide network of people and facilities to better serve the public with expanded hours and new services, such as low-cost banking, which could aid millions of low-income consumers; and

WHEREAS, AFT members care about public service, protecting well-paying jobs and maintaining universal, affordable mail services for the U.S. public; and
WHEREAS, the AFT opposes privatization of public services in schools, colleges and universities, and other public institutions; and

WHEREAS, the AFT and postal employees are fighting a common battle against privatization; and

WHEREAS, AFT members frequently purchase school supplies, office supplies, and other products sold at Staples Stores:

RESOLVED, that the American Federation of Teachers supports the American Postal Workers Union in its efforts to protect well-paying jobs and its insistence on the highest possible standards of customer service; and
RESOLVED, that the AFT opposes efforts by the U.S. Postal Service to privatize operations and to sell off valuable public assets; and

RESOLVED, that members of the AFT, along with friends, colleagues and family members, are urged to no longer shop at Staples stores until further notice; and

RESOLVED, that this call to boycott Staples will be communicated to AFT locals and members, to our sister union and to the news media.
Resolution on NM Unites for Marriage

Pat Halama, John Adams MS

action item on 1-7-2014

Whereas: The statement of purpose in Article II of our Constitution is testimony to what we, as an organization, believe and what we are about; and,

Whereas: Section 4 states, “To expose and fight discrimination in education toward any individual or group on the basis of sex, creed, color, race, national origin, sexual orientation, age or political activities and beliefs.” and,

Whereas: we have been invited to support NM unites for Marriage, the organization that is supporting and protecting marriage for all New Mexicans and to be included on the website in the profiles section at www.nmunites.org.

Therefore be it resolved that the ATF President, Ellen Bernstein, accepts the invitation and signs on with the NM Unites for Marriage.
Resolution on 24 Paychecks for 2014-2015

Leila Pochop, Jimmy Carter MS

action item on 1-7-2014

Whereas: APS decided to change the way employees are paid because they felt they needed to do so and,

Whereas: APS came up with six different paycheck schedules and asked ATF which of the paycheck options teachers preferred, and ATF then sent the information out to the fed reps and asked them to have conversations about the choices at their school and,

Whereas: At the May 7th (2013) Fed Rep Council meeting we had a discussion about the pros and cons, primarily of options 1 and 6 and,

Whereas: The majority of Fed Reps felt comfortable with Option 6 because

- In this option, we would transition from 26-paychecks to 24 paychecks and there would be no need to adjust the pay dates in future years
- Employees would be able to plan based on regular checks 2 times a month
- It addressed the district’s concerns

Whereas: ATF told the district that ATF preferred Option 6 and,

Whereas: At a meeting on May 15th, APS basically ignored all the input they gathered and went with Option 1, even though ATF, AEAA and the principals’ association all chose Option 6 and,

Whereas: Option 1 is 26 bi-weekly paychecks per year, with 27 every few years to keep the first paycheck for 9-month employees as the second check in August.

Whereas: This paycheck debacle has created a hardship for many APS employees and,

Whereas: APS employees prefer to not have the way they are paid unilaterally changed
by the district, and

Whereas: changing to 24 checks for the 2012-2015 school year would permanently solve the problem without having to miss a check.

Therefore be it resolved that: ATF negotiate with the district language for employees covered in our bargaining unit to paid in twenty-four (24) equal installments.
MOTION 1: Solution-Driven Unionism
Tina Siefert, Montezuma ES
action item on 1-7-2014

Whereas we are all coming together around the ideas that we need to deepen our individual involvement in our union and increase membership;

Whereas we are facing unprecedented challenges to the morale in our schools and our professionalism;

Therefore be it resolved that AFT both launch and support a campaign to establish site based action committees in every school;

- That are open and welcoming to all teachers and staff, union and non-union, certified and noncertified
- That build unity, morale, and rank and file leadership
- That are chaired by elected union members
- Whose agendas are determined by members at the school level
- Whose work will be reported by School Fed Reps
MOTION 2: Research on Education Reform
Tina Siefert, Montezuma ES
action item on 1-7-2014

Whereas our local and national union leaders have responded to the concerns of teachers by challenging us to simultaneously refute our critics, advance our values, connect with community, and propose solutions

Therefore be it resolved that AFT establish a de facto research committee to examine and compare corporate, educator, and community led education reform;

- That is open to any AFT union member
- That will report findings to membership at Fed Rep Meetings on a monthly basis and to the full membership via The Teachers Voice
- Chair will be elected
Resolution on the Handling of Behaviorally Violent Students by School Police
Submitted by: Gail Love, Grant Middle School
Action Item: November 5, 2013

Whereas: behaviorally violent students may pose a safety threat the themselves, other students and employees, and

Whereas: the removal of these students from the classroom setting is sometimes a necessary course of action to ensure their safety as well as the safety of others; and,

Whereas: the de-escalation of incidents involving behaviorally violent students may sometimes involve the assistance and intervention of a qualified and trained school police officer; and,

Whereas: releasing these students into the custody of their parents or guardians may not always be a viable option; and,

Whereas: allowing the student to remain at the school site may also not be a viable option; and,

Whereas: individual and situational circumstances often will determine how best a particular incident should be handled.

Therefore be it resolved that: ATF supports continuing the practice of allowing a responding officer to use his or her professional discretion in determining how best to de-escalate situations involving behaviorally violent students in a way that ensures the safety and security of the student without compromising the security and safety of those at the school site, understanding that this may involve the removal of the student to an appropriate facility in the event that circumstances warrant this action or in the event that a parent or guardian is unavailable to take custody of the student.
Access to our Worksites
Submitted by: Miriam Martinez, Los Padillas Elementary School, Stephanie DeBellis, Emerson Elementary School, Eric “Wally” Walstrom, Monte Vista Elementary School
May 7, 2013

Whereas, the state and district continually add to educators’ workloads without providing more time within the duty day, making evening and weekend work increasingly necessary,

Whereas, teachers are motivated to go above and beyond the duty day and into their very own weekends and evenings to help all students succeed,

Whereas, many classrooms have no access points with the exception of the main outer door,

Whereas, five master keys per school limits access greatly to teachers eager to volunteer their time,

Whereas, the replacement of a master key is not cost efficient, as the whole building will need rekeying, making the exclusive use of keys unduly expensive,

Whereas, collaborating with colleagues to gain building access with only five master keys is inconvenient for all parties and requires extra finagling time,

Whereas, time constraints have already been placed on educators by APS security, such as limiting access to 9 am to 4 pm on the weekends,

Whereas, keyless entry with magnetic cards would be cost effective and lost cards would be easily and cheaply replaced,

Whereas, keyless entry cards can be deactivated or reassigned without rekeying the entire building,

Therefore be it resolved, ATF President and ATF staff work with the APS administration on providing keyless entry access at all APS worksites.
Access to Additional Appliances
Motion by: Maria Lawrence, Navajo Elementary School
Ginger Koning, Navajo Elementary School
Action item: May 7, 2013

Whereas, in order to perform their jobs well, educators need access to food and beverage,

Whereas, the distance between two points on any given school campus can be great and take a long time to traverse,

Whereas, large staff size increases the need for additional expeditious access to appliances,

Whereas, during evening and weekend hours, when educators are working in their classrooms donating their personal time and do not have access to the lounge or the few classrooms where appliances are housed,

Whereas, students need access to appliances for their own lunches,

Whereas, a 30-minute lunch break is already short and commuting across campus to obtain and heat your food could take up to half of your duty-free lunch period,

Whereas, lack of access to appliances is a hardship for staff and students,

Therefore be it resolved, ATF President and ATF staff work with the APS administration on developing a ratio that provides safe and equitable access to appliances at various locations for all staff members at each school site.
ATF Support for Community Schools and Wrap Around Services

Action Item: February 5, 2013

Whereas, too many students come to school with needs and risks that impede their ability to thrive academically such as, but not limited to; homelessness, truancy, hunger, violence, substance abuse, transience, unstructured time, and mental and physical health needs; and

Whereas, public schools will be most successful in addressing the achievement gap if we address the opportunity gap; and

Whereas, we can address the opportunity gap by focusing on factors that are beyond the control of teachers and schools yet have a direct effect on student outcomes. These factors include, but are not limited to: healthcare, social services, after school programs, and parental involvement, which are too often divorced from school life, although they are critical to student success; and

Whereas, these supports are even more crucial at a time like the present, when a struggling economy puts even greater pressures on families and schools; and

Whereas, community schools offer a means to eliminate the achievement gap by educating the whole child and providing our neediest students with the supports they need to succeed; and

Whereas, the American Federation of Teachers, our national affiliate, is an ardent advocate of community schools and the wraparound services they deliver to disadvantaged children and their families; and

Whereas, community schools are not a new concept. They have their roots in the earliest, richest traditions of public education and now recognized nationally in 34 states through the Coalition of Community Schools; and

Whereas, the time has come to broaden the debate about accountability to include shared responsibility for the success of our children; and

Whereas, a community school is both a place and a set of partnerships between the
school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities; and

**Whereas**, through partnerships with various agencies and community resource organizations, community schools offer an array of academic supports and other services to schools, students and their families; and

**Whereas**, community schools become hubs of the community by being open before and beyond the regular school day, offering programs and services in areas such as academic assistance for students, early childhood and after school programs, health and social services, adult education and youth development classes, family and community engagement, medical, mental health, and social services; and

**Whereas**, community school partners may include a variety of providers and funders. Partners must provide equal access to all children; and

**Whereas**, community schools are based on a comprehensive and strategic plan agreed to in writing (e.g., contracts, memoranda of agreement and memoranda of understanding) between the partner organization(s), including the providers and funders, and the school. Oversight of the school site(s) requires written agreements to avoid problems of governance and operation of community schools. Written agreements also provide planning and a process for creating community school models that can be taken to scale with buy-in by all stakeholders; and

**Therefore be it resolved**, we propose systematically transforming schools, serving our neediest students, into community schools providing a much-needed strategy and effective way to garner additional resources to reduce the demand on school staff for addressing all the challenges that students bring to school; provide additional learning opportunities that develop academic and non-academic competencies; and build social capital--the networks and relationships that support learning and create opportunities for young people while strengthening their families and communities.
Healthier Food; Healthier Kids

Submitted by Toni Seidler, Wilson MS
Discussion Item: December 4, 2012
Action Item: January 8, 2013

Whereas, research shows students learn better when they’re well nourished; and

Whereas, healthy eating has been linked to higher grades, better memory, more alertness, faster information processing and improved health leading to better school attendance; and

Whereas, without proper nutrition and adequate calories, students often don’t have enough energy to power the brain, resulting in fatigue and learning problems; and

Whereas, eating healthy is one of the easiest ways to improve performance in school, and

Whereas, proper nutrition is essential for the brain to perform at its peak; and

Whereas, a healthy diet rich in whole grains, fruits and vegetables has been shown to improve memory, while eating lots of sugary, high-fat foods can cause memory problems; and

Whereas, a breakfast of sugary cereals or pancakes smothered in syrup can result in an energy crash a few hours later; and

Whereas, Students who are undernourished due to a low-quality diet or insufficient food are more likely get sick, miss school and fall behind in class; and

Whereas, research shows that eating healthy can improve concentration and problem-solving in school; and

Whereas, eating healthy will help stave off weight problems and boost academic performance by helping the brain perform at its peak and improving emotional health; and
Whereas, the Centers for Disease Control say the prevalence of overweight and obese children ages 6 to 17 has doubled since the 1970s, increasing the risk of diabetes, respiratory problems and orthopedic conditions; and

Whereas, the average student sees over 10,000 advertisements per year for food, nearly all of it non-nutritious junk food; and

Whereas, research shows that children are more likely to be influenced by messages sent by the significant adults in their lives than by messages sent by the media indicating that modeling good eating habits for students can really make a difference in the fight against obesity; and

Whereas, in January 2003, the San Francisco Board of Education voted to create a healthy-food policy in response to soaring childhood obesity and related deadly disorders for the following reasons:

- Rates of asthma, heart disease, high blood pressure, Type 2 diabetes and other disorders in children have skyrocketed correspondingly.
- Health professionals expect the current generation of children to be the first in modern history to live shorter life spans than their parents’ generation, entirely due to obesity and related maladies.
- Obesity and related health crises are far more severe among African-American, Latino and economically disadvantaged children.

Whereas, in SFUSD:

- Junk food is defined as food that is high in calories and low in nutritional value. The SFUSD’s policy seeks to ensure that all food sold or served to students is high in vitamins, minerals, proteins, and fiber and not just high in calories - simply put, ”No Empty Calories!” and no snacks camouflaged as being healthy.
- The district’s policy prohibits the schools from selling junk food in their cafeterias or vending machines, as one way of addressing the obesity/Type 2 diabetes crisis. Others ways of addressing this problem will include more nutrition education and, as funding becomes available, more PE programs.
Because children learn from the adults around them, parents, teachers, and staff are all encouraged to model good eating habits for students, including providing nutritious food for lunches and school parties and events, and refraining from using candy as rewards or prizes.

Whereas, the quality of food in APS is not health enhancing. Baked chips, ice cream, pizza, gummy bears, sugary cereal, and slushes are a few of the items sold to students that are not sound nutritional choices; and

Whereas, if SFUSD can create a healthy-food policy, we can do it too.

Therefore be it resolved that the leadership and membership of the Albuquerque Teachers Federation work to influence the food policies in APS to provide nutrient rich choices in school cafeterias and snack bars.
Motion on February 2013 APS General Obligation (GO) Bond/Mill Levy Election
December 4, 2012

Whereas, voters within the APS District will be asked on February 5, 2013 to approve a combined $200 million general obligation bond and $168 mill levy package for building and maintenance; and,

Whereas, voter approval of the package will not increase taxes; and,

Whereas, the bond and mill levy package will provide much needed funding for renovation and remodeling of older schools, including new classroom construction; and,

Whereas, the average age of an APS school building is approximately 45 years; and,

Whereas, teacher working environments and student learning environments are one in the same and, as such, optimal teaching and learning conditions depend on appropriate, well-maintained facilities; and,

Whereas, key projects funded by approval of the bond/mill levy package will include the completion of rebuilding Del Norte and Sandia high schools, construction of a new K-8 school on the Southwest Mesa, additions to Rio Grande and West Mesa high schools and rebuilding Mountain View Elementary; and,

Whereas, the proposed additions and improvements to schools will benefit APS students and educators now and into the future; and,

Whereas, school construction in the last bond cycle (estimated to be about 70% of commercial construction within the city and county) has been a boost to the local economy; and,

Whereas, updating older schools is an important green initiative that will save energy;

Therefore, be it resolved, that the Albuquerque Teachers Federation (ATF) recommends approval of the February 5, 2013 mill levy and GO bond package; and
Be it further resolved, that ATF Fed Rep Council asks all union members to encourage all APS employees, their families, friends and all registered voters to vote FOR the “Public School Capital Improvements Tax” (mill levy) and the “General Obligation Bonds” starting on January 11th, and no later than February 5, 2013.
Resolution in Support of the Chicago Teachers Union in their Struggle for Educational Justice

Submitted by Robin GibsonSandia Base ES
Discussion item for fed rep council 9-4-12

Whereas, the Chicago Teachers Union is on the front lines of a fight to defend public; and,

Whereas, the CTU is calling for a contract that includes fair compensation, meaningful job security for qualified teachers, smaller class sizes and a better school day with Art, Music, World Language and appropriate staffing levels to help their neediest students; and

Whereas, the CTU is waging a campaign for “The Schools Chicago's Students Deserve,” to implement the research-based recommendations:

• Recognize that class size matters;
• Educate the whole child;
• Create more robust wrap-around services;
• Address inequities in the system;
• Help students get off to a good start with age-appropriate early education;
• Respect and develop the professionals;
• Teach all students;
• Provide quality school facilities;
• Partner with parents
• Fully fund education.

Whereas, the Chicago Board of Education has pushed to add two weeks to the school year and 85 minutes to the school day, eliminate pay increases for seniority, teachers based on student test scores, and slash many rights; and,

Whereas, the Board of Education is being supported by an organized group of extremely wealthy national education privatizers and opponents of public education who are funding an aggressive media campaign;
Therefore be it resolved that the Albuquerque Teachers Federation stand in solidarity with the Chicago Teachers Union; and,

Be it further resolved that the Albuquerque Teachers Federation send $100 to the CTU to support their efforts for a contract and educational justice; and,

Be it further resolved that the ATF Representative Council “pass the hat” in order for individual reps to donate whatever is possible.

For more information on “The Schools Chicago’s Students Deserve” and updates on the CTU’s efforts, go to: http://www.ctunet.com/quest-center/research/text/Deserve_summary.pdf
Resolution to Cast a Vote of “No Confidence” in Hana Skandera as the New Mexico Secretary-Designate of Education

Submitted by Angela Reynolds, Truman MS and Laurie Harris, Jefferson M.S.
Action item May 1, 2012

Whereas, Hanna Skandera has not been confirmed by the New Mexico State Senate after two legislative sessions; and

Whereas, Hanna Skandera has never taught in a classroom, and therefore has no experience on which to base her educational reforms; and

Whereas, Hanna Skandera accuses teachers and their unions of being tied to the status quo, but yet refuses to involve them in reform efforts in any meaningful way; and

Whereas, Hanna Skandera fired dozens of Public Education Department employees and replaced them with highly-paid out-of-state consultants, one of whom has notably disparaged the law declaring New Mexico a Bilingual state by promoting an English-only approach to education and testing; and

Whereas, Hanna Skandera’s Effective Teaching Task Force was a farce, which included only one practicing classroom teacher as a member, heard almost no public comment, and merely copied the Florida plan for teacher evaluations rather than create real evaluation reform; and

Whereas, Hanna Skandera’s teacher evaluation system, using Value-Added Models based on students’ test scores to measure teacher effectiveness, is highly flawed, inaccurate and misleading; and

Whereas, Hanna Skandera’s evaluation system cannot possibly ascertain the quality of all types of teachers equitably, will most likely result in driving great teachers away from the students who need them most, and will thereby destroy teacher morale; and

Whereas, Hanna Skandera’s 3rd grade retention plan ignores family and teacher involvement and flies in the face of decades of established research that retention is harmful to student progress; and
Whereas, Hanna Skandera cut off participation in decision-making from Indian, Hispanic and Bilingual education stakeholders when she disbanded each of their associated state advisory councils; and

Whereas, Hanna Skandera sent $800,000, once appropriated for Indian education, to Teach For America, which then used only one percent of the money to recruit and train Native American teachers; and

Whereas, Hanna Skandera calls for any school that is failing for 3 out of 5 years, as judged by her A-F rating system, to be converted to a charter school, and calls for students to have the option to enroll in online learning instead of attending public schools, which will result in a loss of revenue for public schools, and leads to deep concerns about her ethically questionable connections to private charter school advocacy groups; and

Whereas, Hanna Skandera ensured that charter schools would receive nearly $2,000 more per student in the funding formula than public schools, and she designated an extra $50 million to open new charter schools in New Mexico.

Therefore, be it resolved, that the Albuquerque Teachers Federation Representative Council has taken a vote of "No Confidence" in Hanna Skandera, as the New Mexico Secretary-Designate of the NM Public Education Department; and

Therefore, be it further resolved, that the ATF leadership is directed to lobby state senators to vote against Hanna Skandera’s pending confirmation as the New Mexico Secretary of Education.
Staff Input Into Principal Evaluation

Submitted by Mary Mercier,
ATF Mid-School Vice President and ATF Mid-School Fed Rep
Discussion Item February 7, 2012

Whereas, Effective, positive school leadership is important to all teachers; and

Whereas, Research has shown that effective and positive school level leadership is one of the most important factors in attracting and retaining high quality staff; and

Whereas, APS teachers have traditionally had input into Principal evaluations; and

Whereas, This input was discontinued abruptly; and

Whereas, We want APS Superintendents to take our experiences with our principals seriously and believe that they can only do so if they get data from us directly; and

Whereas, We embrace our accountability to do our job well and insure that every student that we teach feels valued and is successful and we want nothing less for our principals;

Therefore be it resolved that the ATF Fed Rep Council directs the ATF leadership to negotiate a formal process for staff input into principal evaluations.
Fed Reps Connecting with PTAs and PTOs

Submitted by Wally Walstom, Monte Vista Elementary
Discussion item: December 6, 2011

Whereas, The New Mexico Effective Teaching Task Force’s final report, which was submitted to Governor Martinez on August 26, 2011, recommends major changes to New Mexico’s system of teacher evaluation, including dismantling the existing three-tiered licensure system of guaranteed salary minimums and replacing it with a system of merit pay based on teacher effectiveness as measured primarily by standardized test scores; and

Whereas, these recommendations are expected to be written into legislation that will be introduced during the January 2012 regular legislative session of the New Mexico State Legislature; and

Whereas, the increased reliance on standardized testing inherent in such legislation would negatively impact New Mexico’s public schools by pressuring teachers to teach only the content and skills which appear on standardized tests, use instructional time to teach test-taking strategies, and use only certain curriculum kits which contain the same instructional sequences and sets of vocabulary as the standardized tests; and

Whereas, basing teachers’ salaries on standardized test scores creates a financial incentive for the segregation of groups of students whose performance on standardized tests has historically been below average, including English language learners, students from immigrant families, students with learning disabilities, students with developmental delays, students of low socio-economic status, and minority students; and

Whereas, many influential politicians and business leaders, along with many of the major news media, have been successful in portraying labor unions, and especially teachers’ unions, as self-interested and resistant to positive and necessary change, limiting the effectiveness of any opposition to the recommendations of the Effective Teacher Task Force which is perceived to originate exclusively from teachers’ unions; and

Whereas, Parent-Teacher Organizations and Parent-Teacher Associations are existing
structures capable of informing and organizing large groups of parents, and the constituency of these structures, if properly informed, would likely be opposed to the recommendations of the Effective Teacher Task Force and any legislation derived from them, creating a broader and more effective base of action;

Therefore, be it resolved that the representatives of the Albuquerque Teachers Federation (ATF) Fed Rep Council commit to meeting with their schools’ PTAs and PTOs to provide information about the Effective Teacher Task Force and impending legislation, and to urge and facilitate opposition among the PTA/PTO membership before and during the January 2012 legislative session.
Teacher Evaluation-The ATF Way

Proposed by Angela Reynolds, Truman MS
Discussion Item: December 6, 2011

Whereas, we should measure what we value, not the other way around, and

Whereas, if we value outcomes for our students, such as the ability to understand essential concepts, work in groups, think critically, and solve problems, we must measure those abilities; and

Whereas, if we value those attributes in student learning, then we are obligated to value the same qualities in teaching; and

Whereas, a teacher evaluation system that includes an over-reliance on standardized measures undervalues—to the point of ignoring—the exact outcomes we need for our students and must value in our teachers; and

Whereas, we are a progressive pro-reform union fighting for substantial and positive changes in public education and against slogan reform that is a distraction that often results in practices that are harmful to students; and

Whereas, we believe that changes in the teacher evaluation system can be a powerful tool for positive change and that a high-quality, thoughtful evaluation systems can change public education for the better; and

Whereas, misguided evaluation approaches, like those primarily based on standardized test scores, will have a negative effect on schools—and most importantly, on the students we serve; and

Whereas, teachers and their union leaders know the current evaluation system is ineffective and needs improvement; and

Whereas, based on the current trends in policy teacher evaluation cannot ignore the importance of student learning; and

Whereas, as teachers, we embrace our professional accountability and are ready for our
evaluation system to take into account the outcomes of our work, as long as:

- Our collective expertise is included in meaningful and ongoing ways.
- The student outcomes actually indicate what students know and are able to do.
- The evaluation system is fair and the multiple measures of teachers’ work are valid and reliable.
- The measures of student learning are fair and instructionally-sensitive.

**Whereas**, the AFT NM has adopted the ideas in Teacher Evaluation: The ATF Way as part of the 2012 legislative platform,

**Therefore be it resolved**, that the Albuquerque Teachers Federation formally adopt the ideas in Teacher Evaluation: The ATF Way as policy that will guide the work of our leadership.
PLCs and Prep Time in Middle Schools
Proposed by Karen Sucher and Gail Love at Grant MS
Action Item – November 1, 2011

Whereas Article 5, Conditions of Professional Service, Section E, Preparation Time, item (1), subsection c. Middle School Non-Block Schedule, point (1) PLCs Scheduled Outside of the Duty Day, b. “The decision about the prep/PLC schedule for the school will be made annually by the school staff through their instructional council,” is arbitrary and capricious and surrenders the individual’s work rights and conflicts with c1a. which states each teacher shall be provided preparation time which shall be equal to (1) one full class period during the instructional day with such time being free from specific duty assignments; and

Whereas, same section c2a states “Teachers shall have a minimum of 225 minutes per week for preparation, free from specific duty assignments” sets a minimum number of minutes which should not be interpreted as a maximum number of minutes as indicated in sections c2b and c2c, which creates a conflict due to the varied bell schedules across the district.

Be it resolved that we, the members of the union, direct the leadership of the union to work to eliminate said section of Article 5, (1) c. (1) b. to negotiate with Albuquerque Public School’s administration and negotiating team to restore one full prep period to each middle school teacher per instructional day.

Be it further resolved that should Albuquerque Public Schools should mandate a continuance of the PLCs they should fully fund a schedule and teacher ratio that supports it.
ATF Endorsement of the Save Our Schools March  
Submitted by David Wilson (Zia ES)  
Action item -May 3, 2011

Whereas, the Guiding Principles of the Save Our Schools March, scheduled for July 28-31, 2011 in Washington, D. C., are consistent with many of the goals and advocacy of AFT Albuquerque.

Therefore, be it resolved that the Albuquerque Teachers Federation formally endorse the march and its principles by sending a statement of support to saveourschoolsmarch@gmail.com.

Therefore be it further resolved, that the ATF encourage its membership to endorse the march on an individual basis by accessing the Save Our Schools website at: saveourschoolsmarch.org.
High-Stakes Assessments in 2012
Action item - April 5, 2011

Whereas, teachers are willing to hold themselves and their colleagues accountable for educating their students and are willing to be held accountable for their work through evaluations that are valid and fair and that reflect student progress, and

Whereas, current high-stakes assessments of student progress, such as the Standards Based Assessment (SBA), do not measure what teachers are teaching and what students are learning and are invalid and unreliable, and

Whereas, testing is driven by huge publishing companies that have financial interests in this process, and

Whereas, these tests are scored by people who are paid by the number of tests scored, and who have been minimally or poorly trained, and

Whereas, results of these tests are manipulated and adjusted to reflect a passing rate specified by the state*, and

Whereas, students in Special Education programs are required to take the same high-stakes test as the students in general education placement, and who are expected to perform to the same levels as general education students, and when they fail their schools are punished, and

Whereas, weeks of valuable academic instruction are lost to test preparation activities and actual test taking, and

Whereas, a new law is set to go into effect that will assign a letter grade to each New Mexico public school which will negatively impact students, staff, schools and local communities, and

Whereas, test results are invalidated when ten percent of the student population of any school fails to participate in the testing activity,

Therefore, be it resolved that the ATF Fed Rep Council denounces the negative impact of the high-stakes tests and similar standardized assessments, and stands in opposition
to the continuation of standardized testing in general, and specifically testing with high-stakes attached.

"States can cleverly game the system to meet their testing targets by making the test content less challenging or by lowering the cut score (the passing mark) on state tests. State education officials tend to ignore critics who say the test is easier than previous tests, and outsiders seldom have enough information to verify their suspicions. Actually, the test may be equally difficult as in previous years, but if the state education department lowers the cut score, then more students will pass.... When the technical data are released a few weeks later, few in the media have the technical expertise to ascertain whether the cut scores were lowered; even if testing experts discover that the scores were manipulated, no one pays attention. Also, states may test only a narrow range of the state’s standards, so the test becomes predictable from year to year. All such tactics may produce a steady, even dramatic, increase in scores without improving any student’s education."

ATF CONSTITUTION Revision
Proposed Changes, September 2010
Action Item, Tuesday, November 9, 2010
Please see ATF Constitution posted on ATF website or on Fed Rep Resource disc

ATF BY-LAWS Revision
Proposed Changes, September 2010
Action Item, Tuesday, November 9, 2010
Please see ATF Constitution posted on ATF website or on Fed Rep Resource disc
Attendance Policy Resolution
Submitted by Jerome Evans, La Cueva HS

Discussion item August 10, 2010
Action Item September 7, 2010

Whereas, absent high school students:

- Miss instruction
- Cannot participate in nor contribute to class discussions, project-based learning, student presentations, etc.
- Skew local, District, and State assessment data
- Compromise the integrity and security of quizzes and tests
- Consume resources (like paper & duplicating) as alternative tests & quizzes are thus required
- Consume teacher time needed to address needs of all students
- Waste tax dollars; and

Whereas, 50-60% of absences among APS high school students are unexcused; and

Whereas, the current attendance policy remains devoid of appropriate consequences for unexcused absences which perpetuates childish behavior among high school students rather than teaching high school students to accept responsibility for their choices and grow as young men and women; and

Whereas, positive attendance correlates positively with student growth and achievement; and

Whereas, under the block schedule, most classes meet only three days per week (fewer with holidays and special schedules); and

Whereas, the State of New Mexico intends to hold teachers accountable for student growth; and
Whereas, career readiness is one of the major goals of high school education; and

Whereas, the business community in New Mexico has complained about new workers arriving to work tardy or not at all (and simple on-time attendance in the workforce is an important skill the business community desires); and

Whereas, New Mexico educators daily engage in improving the high school graduation rate; and

Whereas, APS and the State of New Mexico are committed to demonstrable student growth, and closing the achievement gap;

Therefore, be it resolved that ATF, APS, and the NMPED develop and implement an effective attendance policy for high school students in New Mexico.

- Establish positive attendance as a State Standard—one of the Common Core Standards in education: Students are expected to attend 95% of the class sessions for each high school course.
- Interventions—including (but not limited to) parent, student, teacher, counselor, administrator conferences, Saturday school or after school detention (to complete missed assignments) for students with 3 or more unexcused absences.
- Parent/guardian accountability for habitually absent students—parents should reimburse APS the State’s daily per-pupil amount (approximately $33 per school day)
- Credit for make-up work only for excused absences, school activities, college visits (limited to 3 per semester), suspensions.
- No credit for make-up work after 3 unexcused absences
- Students with two weeks of consecutive absences (6 in block schedule; 10 in traditional schedule) in any high school class will be dis-enrolled and enrolled in an alternative high school
Endorsements in 1st Congressional District

Endorsements made by the delegates at the NMFL, AFL-CIO COPE convention
Discussion Item - Aug 10, 2010
Action Item-Aug. 10, 2010

U.S. Congress Martin Heinrich
Governor of New Mexico Diane Denish
Secretary of State Mary Herrera
Attorney General Gary King
State Auditor Hector Balderas
State Treasurer James Lewis
Land Commissioner Candidate Ray Powell
Justices of the Supreme Court Petra Maes and Charles Daniels;
Court of Appeals Michael Bustamente, Robert Robles, Linda Vanzi and Tim Garcia
Public Regulation Commission, District 2 Stephanie DuBois; District 4 Theresa Becenti-Aguilar; District 5 Bill McCamley

NEW MEXICO HOUSE of REPRESENTATIVES in CONGRESSIONAL DISTRICT 1
District 7 Andrew Barreras
District 10 Henry “Kiki” Saavedra
District 11 Rick Miera
District 12 Ernest Chavez
District 13 Eleanor Chavez
District 14 Miguel Garcia
District 15 Bill O’Neill
District 16 Antonio “Moe” Maestas
District 17 Edward Sandoval
District 18 Gail Chasey
District 21 Mimi Stewart
District 25 Danice Picraux
District 26 Al Park
District 28 Cornelia Lange
District 29 Alexander Russell
District 30 Karen Giannini
District 31 Michael Malloy

Mill Levy Question:
"Shall the Albuquerque Public School District continue to impose a property tax of $3.874 for residential property and $4.344 for non-residential property per each $1,000.00 of net taxable value of property allocated to the Albuquerque Public School District for the property tax years 2010, 2011, 2012, 2013, 2014 and 2015 for the purpose of (1) erecting, remodeling, making additions to, providing equipment for or furnishing public school buildings; (2) payments made pursuant to a financing agreement for the leasing of a building or other real property with an option to purchase for a price that is reduced according to payments made; (3) purchasing or improving public school grounds; (4) administering the projects undertaken pursuant
to sections 1 and 3 above, including expenditures for facility maintenance software, project management software, project oversight and district personnel specifically related to administration of projects funded by the Public School Buildings Act provided that expenditures pursuant to this section shall not exceed five percent of the total project cost?“

Section 3. There shall be submitted to all qualified registered electors of the District at the special school district election to be held on Tuesday, February 2, 2010, the following question:

**General Obligation Bond Question:**

“Shall the Albuquerque Public School District issue $225,000,000 of general obligation bonds to erect, remodel, make additions to and furnish school buildings within the district, to purchase or improve school grounds, to purchase computer software and hardware for student use in public schools, and to provide matching funds for capital outlay projects funded pursuant to the Public School Capital Outlay Act?”
Motion To Model Democratic Citizenship for Our Students (amended)
Submitted by Teachers for Change
Including: Janet Bellamy and Jeni Pope (Los Ranchos), Pamela Irvin (Alameda), Judy Giblin (Lowell), Linda Kemp (EG Ross), Carol Voids (Chamiza), Ana Lopez (Helen Cordero), Barbara Petersen (Valle Vista), Cynthia Florence (A. Montoya), John B. Simms (Harrison), Dianna Valenzuek (Lowell), Rosemary Encinias (Atrisco)

Action Item –April 6, 2010

Whereas, our schools must be the places where we teach our students to become active and involved citizens in our democratic society; and,

Whereas, the creation of Instructional Councils allowed us to model democratic practices for our students; and,

Whereas, adults who are involved in meaningful shared decisions about their work are much more likely to involve their students in meaningful shared-decision about their learning; and,

Whereas, preparing young people for democratic citizenship in the context of an authoritarian school is a contradiction; and,

Whereas, because actions speak louder than words, our students will learn from the modeling of their teachers that true participation is often punished or ignored and rotely following orders the preferred course of action regardless of what is truly best; and,

Whereas, it is impossible to teach critical thinking without thinking critically about our work and,

Whereas, in order to ensure our students are problem-solvers we must be allowed to solve problems ourselves;

Whereas, teachers can’t teach what they don’t model; and

Whereas, powerful schools focus on providing educational experiences rich in problem solving, incorporate problem-based learning and cross-curricular lessons planning in professional learning communities and whose teachers are informed by meaningful
formative student assessments; and,

Whereas, these proven and powerful teaching methods are in danger of becoming extinct in a district in which the dominant message is standardization, fidelity and sameness; and,

Whereas, APS and ATF have agreed on the following definition of fidelity; and, Fidelity refers to the intensity and accuracy with which core instruction and connected interventions are implemented. Using a program with fidelity means teaching all of the essential (research-based) components of a program and using professional judgment to differentiate in order to meet the needs of individual students. This may mean that teachers need to supplement with additional materials to reinforce the skills and concepts.

Whereas, this definition wisely gives teachers permission to incorporate useful tools and materials that in their professional teacher judgment will increase the effectiveness of a given program; and,

Whereas, if we are to teach well, then we must craft a curriculum for our classrooms that uses the programs as one tool not the tool; and,

Whereas, many teachers consistently worry that their Instructional Councils have become lifeless exercises of futility in which a rubber stamp, a verbal memo or counting that which does not count is all that is accomplished; and,

Whereas, most workplaces, especially those in the corporate arena, do not offer to workers any forum whatsoever for democratic participation, thus making the participatory nature of the Instructional Council all the more rare and valuable by comparison; and,

Whereas, in order to hold on to our ideals, our professionalism and ultimately the purpose of our schools we must work against an ever-growing trend towards a standardized autocratic system in order to truly prepare students to become active members of a democratic society; and,

Whereas, too many teachers are in professional pain as professionals pushed into standardized ways of teaching.

Therefore be it resolved that all of us work together with our Instructional Councils and
ensure that they become essential as places where meaningful conversations and decisions about student learning can happen.

**Therefore let it be further resolved** that at Fed Rep Council we will share ways in which we have had meaningful success and made meaningful decisions in Instructional Councils.

**Therefore be it further resolved** that we should model nothing less for our students.
Motion to End District-Based Assessments
Submitted by Eric P Walstrom, Monte Vista Elementary School

Action Item – April 6, 2010

Whereas, publication, delivery, evaluation, and management of the District Based Assessment (DBA) is a major expense for the Albuquerque Public Schools district, which is facing severe funding shortages; and

Whereas, the district has identified several invalid test questions on the DBA, and an independent team of teacher analysts has determined that approximately one third of the test items on the mathematics portion of the fall 2009 DBA were invalid for a variety of reasons; and

Whereas, the DBA is not specifically mandated by the Federal government; and

Whereas, other tests such as those already included in District-approved mathematics and reading programs, which are generally considered by teachers to be more useful and accurate than the DBA, could easily fulfill the PED requirement for short-cycle assessments; and

Whereas, few teachers consider the DBA a valuable formative assessment or accurate gauge of student ability or knowledge; and

Whereas, DBA doesn’t provide for longitudinal study of the effects of remediation because test items are divided into distinct sets; and

Whereas, administration of the DBA consumes large amounts of time that could be used for instruction and often monopolizes school computer labs, making them unavailable for other purposes such as instruction; and

Whereas, students must currently complete the DBA several times per year in addition to the arduous Standards Based Assessment, leading to test fatigue and apathy; and

Whereas, several bills under consideration during the 2010 New Mexico legislative session recommend elimination of all tests not required by the Federal government, demonstrating broad opposition to excessive testing in public schools;
Therefore, be it resolved that the Albuquerque Teachers Federation (ATF) recommends that Albuquerque Public Schools no longer require the DBA and terminate all existing contracts with the publishers of the DBA and all related entities.
Motion to Oppose Westside School District Split
Submitted by Fred Aiken, RGHS

Discussion Item – December 1, 2009
Action Item – January 5, 2010

Whereas, there is a new movement promoting the split of APS and formation of a new Westside School District, spearheaded by the organization Partnerships Advancing Student Success (PASS); and

Whereas, the proposed new district has cherry-picked the schools for the new district, excluding many of the economically disadvantaged schools on the south side of Interstate 40, choosing to include all of the schools listed below; and

Chamiza ES  Seven Bar ES  Chaparral ES  Sierra Vista ES
Corrales ES  S.R. Marmon ES  Lavaland ES  Sunset View ES
Marie Hughes ES  Tierra Antigua  Painted Sky ES  Ventana Ranch ES
Petroglyph ES  James Monroe MS  Jimmy Carter MS  John Adams MS
L.B. Johnson MS  Tony Hillerman MS  Cibola HS  Volcano Vista HS
West Mesa HS  School on Wheels

Whereas, the Albuquerque Public Schools has spent large sums of capital monies from east side taxes in recent years, to construct or renovate several of these west side schools; and

Whereas, deconsolidation is counterintuitive in this difficult economy, creating another bureaucracy to fund, and increasing the competition for capital dollars; and

Whereas, the most recent educational studies indicate that smaller school districts cannot guarantee smaller class sizes or smaller schools, and there is little or no research that substantiates claims that smaller districts provide a better education; and

Whereas, economies of scale allow Albuquerque Public Schools to provide many unique services, such as the district’s autism team, and implement new reforms, such as extended high school hours; and

Whereas, the proponents of the Westside School District have not put forth any plan for the future expansion of the district, to build new schools to keep up with the inevitable
population growth within the proposed new district; and

**Whereas,** PASS proposes a regional service center to take care of operations, but have no strong plan to finance such a center, or to self-administer the day-to-day operations for 23,000 students and thousands of employees.

**Therefore be it resolved,** that the Albuquerque Teachers Federation publicly oppose any initiative, by the PASS organization or any other, to split Albuquerque Public Schools and form smaller districts.
Support for Librarian-Teachers
Submitted by Lorrie Stepetic, SY Jackson ES

Discussion Item – December 1, 2009
Action Item – January 5, 2010

Whereas, librarians are licensed teachers and certified library media specialists, and;

Whereas, librarian-teachers provide the following essential services for children:

- A sequential program of library skills instruction and reader guidance integrated into the school’s curriculum and teachers’ programs
- Instruction in the New Mexico state student library competencies
- Information and literacy skills critical to the educational success of all students
- Recommendations for students of appropriate titles for information gathering and leisure reading
- Reference and resource skills through the use of technology

Whereas, librarian-teachers also provide the following essential services for colleagues:

- Selecting materials relating to students, staff and curriculum needs and overall collection balance
- Maintaining a quality collection of current children’s and young adult literature and information resources
- Identifying and selecting curricular resources based on teacher’s requests that will augment and enhance classroom units of study

Whereas, librarian/teachers are critical to every community the many reasons including those listed here:

- Being the primary provider of books for many families in the community
• Promoting active roles for parents and community members in the library

Whereas, as budgets continue to tighten; and

Whereas, teacher-librarians are not currently considered “essential” under state law;

Therefore be it resolved that the members of the Albuquerque Teachers Federation affirm our commitment to the value of maintaining comprehensive library services for the education of all students, and

Therefore be it further resolved that the leadership of the Albuquerque Teachers Federation communicate our priorities to the Superintendent of APS, the state legislators, and the Secretary of Education for the state of NM; and

Therefore be it further resolved that APS will strive to place a certified librarian in all APS schools.
February Bond Election
Submitted by Barbara Petersen, Valle Vista ES

Discussion Item – December 1, 2009
Action Item – January 5, 2010

Whereas, voters will be asked on February 2, 2010 to approve a $617 million mill levy and bond package for much-needed school construction projects—with no tax increase involved; and,

Whereas, APS has built 11 schools over the past four years; and,

Whereas, now that overcrowding is no longer the issue it once was, passing this bond will allow APS to focus on upgrading some of the older school buildings since the average age of an APS school building is 42.5 years; and,

Whereas, teacher working environments and student learning environments are one in the same and, as such, optimal teaching and learning conditions depend on appropriate, well-maintained facilities; and,

Whereas, the proposed additions and improvements to schools will benefit APS students and educators now and into the future; and,

Whereas, updating older schools is an important green initiative that will save energy;

Therefore, be it resolved that the Albuquerque Teachers Federation (ATF) recommends approval of the February 2, 2010 mill levy and bond package; and

Be it further resolved, that ATF encourages all APS employees, their family members and friends and all registered voters to vote “YES” on February 2, 2010.

Be it further resolved, that ATF supports amending the current statute to support funding of charter schools facilities through the capital master plan, rather than funding by member.
Motion to End District-Based Assessments
Submitted by Eric P Walstrom, Monte Vista Elementary School

Action Item –April 6, 2010

Whereas, publication, delivery, evaluation, and management of the District Based Assessment (DBA) is a major expense for the Albuquerque Public Schools district, which is facing severe funding shortages; and

Whereas, the district has identified several invalid test questions on the DBA, and an independent team of teacher analysts has determined that approximately one third of the test items on the mathematics portion of the fall 2009 DBA were invalid for a variety of reasons; and

Whereas, the DBA is not specifically mandated by the Federal government; and

Whereas, other tests such as those already included in District-approved mathematics and reading programs, which are generally considered by teachers to be more useful and accurate than the DBA, could easily fulfill the PED requirement for short-cycle assessments; and

Whereas, few teachers consider the DBA a valuable formative assessment or accurate gauge of student ability or knowledge; and

Whereas, DBA doesn’t provide for longitudinal study of the effects of remediation because test items are divided into distinct sets; and

Whereas, administration of the DBA consumes large amounts of time that could be used for instruction and often monopolizes school computer labs, making them unavailable for other purposes such as instruction; and

Whereas, students must currently complete the DBA several times per year in addition to the arduous Standards Based Assessment, leading to test fatigue and apathy; and

Whereas, several bills under consideration during the 2010 New Mexico legislative session recommend elimination of all tests not required by the Federal government, demonstrating broad opposition to excessive testing in public schools;
Therefore, be it resolved that the Albuquerque Teachers Federation (ATF) recommends that Albuquerque Public Schools no longer require the DBA and terminate all existing contracts with the publishers of the DBA and all related entities.
December Pay Dates
Submitted by Angela Reynolds, Truman

Discussion Item - October 6, 2009
Action Item - November 3, 2009

Whereas, there are two pay dates in December (December 4 and December 18); and

Whereas, the ATF/APS Negotiated Agreement states that if a pay period falls on a vacation day, then the employees will be paid on the last day before the break; and

Whereas, if the Negotiated Agreement is followed this year, the January 1st check would then be paid on December 18th; and

Whereas, it will then be a month before the next pay date on January 15; and

Whereas, double checks in December would have an effect on taxes for 2008; and

Therefore be it resolved, that the Albuquerque Teachers Federation agrees to waive the contract provision as it impacts the paychecks during the 09-10 Winter Break so that all employees are paid on January 1st through automatic deposit or on January 4th with a check at their schools.
2010-2011 Calendar
Submitted by Robin Gibson, Sandia Base Elementary

Action Item - October 6, 2009

Whereas, the calendar committee has recommended the attached calendar for the 2010-2011 school year;

Therefore be it resolved, that the Albuquerque Teachers Federation agrees to the recommended calendar.
Resolution for Albuquerque Public School administration to reconsider its position on student teacher placements for the 2009-2010 school year.
Submitted by Karen Marler, McCollum Elementary School

Discussion Item 4-7-09
Action Item 5-5-09

Whereas, Student teachers provide a current and relevant infusion of research-based practice into the schools where they serve, and

Whereas, Student teachers lower the “Pupil Teacher Ratio” (PTR) in classroom where they serve, and

Whereas, Student teachers provide necessary and valuable support in “Response to Intervention” models in the classrooms where they serve, and

Whereas, It has been proven that there is a direct correlation of “Adequate Yearly Progress” (AYP) status and socioeconomics of individual schools, and

Whereas, Albuquerque Public Schools serves a very wide and diverse population of students, and

Whereas, Student teachers should have access to learning to teach ALL students in the boundaries of Albuquerque Public Schools.

Therefore be it resolved the Albuquerque Public Schools administration allow the local university systems and individual Albuquerque Public Schools to work collaboratively to decide the number of student teachers placed in a school, regardless of AYP status or level of Corrective Action.
A Resolution to Announce a Vote of No Confidence in the Albuquerque Journal
Submitted by Angela Reynolds, Truman Middle School

Discussion Item 4-7-09
Action Item 5-5-09

Whereas, the Albuquerque Journal aggressively pursued the ability to publish APS student test scores specific to each teacher/classroom and,

Whereas, the Journal subsequently published an ad to draw more attention to the scores on the Journal’s website; and,

Whereas, we consider these actions to be both exploitive of teachers as well as misleading to the public by promoting and sensationalizing the false idea that standardized test scores provide a legitimate judgment about our work and worth as teachers; and,

Whereas, several teachers have discovered egregious errors in the Journal’s posting of their own students’ test scores and student data, calling into question the accuracy and reliability the program; and,

Whereas, a later story published in the Journal reported how the test scores of English Language Learners (at La Mesa elementary) who are forced to take standardized tests in English have suppressed overall school scores; and,

Whereas, in a follow-up editorial the Journal concluded that, “Better to skip the language test and accurately measure if schools are teaching what they should be . . . ,” recognizing the multiple factors that contribute to a school’s scores, but still missing the point that standardized test scores are a flawed approach to assessing student progress and teacher ability; and,

Whereas, we believe [that in a time when daily papers are disappearing and we have less and less access to local news] it is the Journal’s responsibility to present to the public an accurate, balanced and informed view of teachers and public schools rather than one that is sensationalized for the sake of selling more papers;
Therefore, be it resolved that the Albuquerque Teachers Federation Representative Council has taken a position of “No Confidence” in the Albuquerque Journal and its ability to fairly, objectively and accurately report on education issues.
Resolution for APS to provide teacher access to YouTube and other legitimate internet ‘share’ sites.  
(i.e. Yahoo video, Goggle video, MSN video, Apple video, etc.)

Submitted by Ken Maxey, La Cueva High School

Discussion Item 4/7/09  
Action Item 5-5-09

Whereas, YouTube and other discipline specific sites are legitimate mainstream media sources.

Whereas, These sites have expansive historical, cultural, and educational collections.

Whereas, These sites have very rare speeches, classic music performances, and historical film segments.

Whereas, These sites when used properly can be valuable teaching tools that should be used in the classroom.

Whereas, President Obama gives his weekly address and communicates with America on YouTube.

Whereas, Teachers are expected to use current technology and resources to improve teaching.

Whereas, Media literacy is an important State Standard in English and across the curriculum.

Be It Resolved that APS remove the teacher access restriction (by providing an access code) of YouTube and other legitimate ‘share’ sites.

Be it further resolved that ATF will actively negotiate with APS the removal of teacher restriction to YouTube and other legitimate ‘share’ sites.
A Resolution to Support the APS Decision on the ’09 Snow Day
Submitted by Fed Aiken, RGHS

Discussion Item – March 3, 2009
Action Item-April 7, 2009

Whereas, APS has called one snow day so far this year; and

Whereas, the day designated as a make-up day on the APS Spring calendar is Tuesday, May 26th, the day after Memorial Day; and

Whereas, APS encountered political and public backlash several years ago when 10 minutes was added to the instructional days in order to avoid coming back for a half day after Memorial Day; and

Whereas, APS does not see adding instructional minutes as an option this year; and

Whereas, coming back for a partial day on the 26th is also problematic,

Therefore be it resolved, ATF support the APS tentative solution to make up the snow day on the final in-service day, Friday, April 24.

Be it further resolved that ATF members agree waive the contract language that designated that day as a school-based professional development day.
Motion to Support the Amendment to Provide Workers’ Compensation to Agricultural Workers

Resolution for H.R. 676 “The U.S. National Health Insurance Act”
Presented to the ATF Fed Rep Council (discussion item) on March 3, 2009
By Elynn Cowden, L. B. Johnson Middle School

Whereas, with the current New Mexico budget emergency and its impact on public employees’ health care coverage, Albuquerque educators will likely be faced with higher premiums, co-pays and deductibles and/or reduced coverage; and,

Whereas, the U.S. is in the midst of a healthcare crisis with 47 million Americans uninsured and another 50 million underinsured, and one of every six Americans self-rationing health care because they can’t afford the costs [Guaranteed Healthcare; Leadership Conference for Guaranteed Healthcare]; and

Whereas, every other industrialized nation provides comprehensive health care coverage to their entire populations while the U.S. spends twice as much ($7,129 per capita) and still lags behind in major health indicators such as life expectancy, infant mortality and immunization rates [Physicians for a National Health Program]; and

Whereas, in the current patchwork system of private insurers, it is estimated that one-third of every healthcare dollar spent in the United States—$350 billion per year—goes to administrative salaries, overhead, underwriting, billing, sales and marketing [Physicians for a National Health Program]; and

Whereas, on January 26, 2009, H.R. 676 was introduced in the 111th Congress by The Honorable John Conyers of Michigan and had been co-sponsored by 92 Members of Congress in the previous congressional session [Leadership Conference for Guaranteed Health Care]; and

Whereas, H.R. 676 would establish a single-payer, publicly-financed, privately-delivered national health care program that expands and improves the already existing Medicare program and makes it available to all Americans [conyers.house.gov]; and

Whereas, the program created under H.R. 676 will cover all medically-necessary
services, including primary care, inpatient care, outpatient care, emergency care, prescription drugs, durable medical equipment, long-term care, mental health services, dentistry, eye care, chiropractic and substance abuse treatment, with no co-pays, no deductibles, or limits on coverage, while providing patients their choice of physicians, providers, hospitals, clinics and practices [conyers.house.gov]; and

**Whereas**, currently, the average family of four covered by an employer-provided health care plan spends roughly $4,225 on health care annually (not including the Medicare payroll tax of 1.45%), and for that same family earning the median income of $56,200, the employer pays about $8,510 per year, while under H.R. 676, the family of four would pay $2,700 in payroll tax for all health care costs and the employer would pay a 4.75% payroll tax, or approximately $2,700 [Employer Health Benefits 2006 Annual Survey, Kaiser Family Foundation and Health Research and Educational Trust; Consumer Expenditure Survey, U.S. Department of Labor, Bureau of Labor Statistics; and Study by the Center for Economic Research and Policy]; and

**Whereas**, upon enactment of H.R. 676, the transition to a non-profit, single-payer system will likely take several years, during which private health insurance companies will be prohibited from selling coverage that duplicates any benefits included in the universal national health care program, and private insurance company workers would be the first hired and retrained by the new single-payer entity [conyers.house.gov]; and

**Whereas**, H.R. 676 has been endorsed by 485 union organizations in 49 states including 120 Central Labor Councils and Area Labor Federations, and 39 state AFL-CIOs (KY, PA, CT, OH, DE, ND, WA, SC, WY, VT, WI, WV, SD, NC, MO, MN, ME, AR, MD-DC, TX, IA, AZ, TN, OR, GA, OK, CO, IN, AL, CA, AK, MI, MT, NE, NY, NV, & MA) [Unions for Single-Payer Health Care]; and

**Whereas**, over 40 years ago, Dr. Martin Luther King, Jr. said, “Of all the forms of inequality, injustice in health is the most shocking and the most inhumane.”; and

**Whereas**, on October 7, 2008, President Barack Obama said, “[Healthcare] should be a right for every American.” [Presidential Debate, Nashville, TN]; and

**Whereas**, what more important reform and greater inheritance can we leave to future generations than access to affordable, high-quality health care for all Americans regardless of income, employment status, ability to pay, or pre-existing conditions;
Therefore, be it resolved, that the Albuquerque Teachers Federation (AFT Local #1420) stands in support of H.R. 676 “The U.S. National Health Insurance Act”;

Be it further resolved, that ATF directs its Committee on Political Education (ATF-COPE) to carry its endorsement of H.R. 676 to our local, state and national AFT and AFL-CIO affiliates to urge their endorsement of this legislation, and that ATF-COPE engages in vigorous, sustained lobbying of New Mexico’s Members of Congress and U.S. Senators until H.R. 676 becomes law.
Taking Full Advantage of Federal Money for Meals and Instruction
Submitted by Fred Aiken, RGHS

Discussion Item – February 3, 2009
Action Item-March 3, 2009

Whereas, every child needs a nutritious breakfast and lunch to learn;

Whereas, New Mexico is number 2 in the nation in hunger and food insecurity; one in every 4 children does not know where they will get their next meal;

Whereas, no student should be denied a hot nutritious meal because their family owes lunch money;

Whereas, many families who qualify for free and reduced lunch are billed while their applications are being processed by APS;

Whereas, APS estimates as of 1/26/09 that about half of the current lunch debt of $97,000 is for meals provided to students who have applied for free and reduced meals;

Whereas, families receiving Food Stamps automatically are eligible for free meals and do not need to fill out an application and can be “directly certified” for free school meals;

Whereas, APS states they have not conducted a “direct certification” data match since May 2008 and over 4,000 additional families in Bernalillo County have since qualified for Food Stamps;

Whereas, Title I money is tied to the number of students eligible for free meals and for every dollar that APS misses in federal reimbursement for meals they miss several more dollars of Title I money.

Whereas, Provision 2 of the National School Lunch Program Act allows schools to reduce paperwork, cut administrative costs, simplify the logistics of running a lunch program and serve free meals to all students at a school;

Therefore be it resolved, that we, the Albuquerque Teachers Federation, support the following:
• APS assure that every student who is eligible for free and reduced meals receives their free and/or reduced meals from the first day of school and that no student is denied a regular school lunch due to paperwork mistakes or delays by APS.

• APS allow more schools to provide breakfast and lunch to all students by reducing the threshold level for National School Lunch Act Provision 2 eligibility from 90% to 65%.
A Resolution to set a standard for Counselor Case Loads in Public Schools
Submitted by JuliAnne Terrill, RGHS

Discussion Item – February 3, 2009
Action Item - March 3, 2009

Whereas, School counselors are highly trained professionals; and,

Whereas, School counselors provide services beyond the scope of other professionals at a school; and,

Whereas, School counselors are expected to do personal, academic and career counseling as well as crisis intervention; and,

Whereas, The time allotted for counseling is limited; and,

Whereas, Teachers have contract language which delineates the number of students whom they see on a daily basis:

Be it resolved, The Albuquerque Teachers Federation supports the addition of language in the contract and in state law which defines the number of students a counselor may carry as a case load.
A Resolution in support of Elev8 NM
(formerly New Mexico Integrated Services in the Schools)
Submitted by Kelly McMahan

Discussion Item – February 3, 2009
Action Item-March 3, 2009

Whereas, we believe that no child or youth should live in poverty; and

Whereas, we believe that all children and youth should have access to high quality extended learning programs; and

Whereas, we believe that all students should have easy access to high quality comprehensive healthcare; and

Whereas, we believe that every middle school student should have equal opportunities to succeed in both school and life; and

Whereas, we believe that students and families are more likely to flourish when they have equitable access to a complement of integrated health, extended learning, and support services; and

Whereas, we believe that integrated health, extended learning and support services to students and families must be sustained over time to have the greatest positive effect; and

Whereas, we believe in a movement that elevates children, families and communities by integrating extended learning, health, and support services in schools;

Whereas, we believe in the opportunity for quality professional development for educational employees; and

Whereas, we support strong local, state and federal policies and programs that invest in children and families.

Therefore Be It Resolved that, we, Albuquerque Teachers Federation, proclaim our support of Elev8 New Mexico.
Support for Agricultural Workers Not Covered by the
New Mexico Workers Compensation Act
Submitted by Barbara Petersen, Valle Vista

Discussion Item – December 2, 2008
Action Item – January 6, 2009

Whereas, agricultural workers are not covered by the New Mexico Workers Compensation Act; and,

Whereas, agricultural workers are engaged in necessary and dangerous work;

Therefore be it resolved, that the Albuquerque Teachers Federation Fed Rep Council urge the AFT-NM to sign on as an endorser and to support the passage of the amendment to remove the exemption of agricultural workers from the NM Workers Compensation Act in the 2009 legislative session.
No More Initiatives Initiative  
Submitted by ATF Fed Reps  
Discussion Item - October 28, 2008  
Action Item – December 2, 2008

Whereas, in order to teach well, teachers must spend time planning, preparing and assessing student’s work, and;

Whereas, teachers are also currently working to learn, implement, master and adhere to the following initiatives, programs, reforms and mandates:

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<tr>
<th>RTI Requirements</th>
<th>CCI</th>
<th>R1, R2, CA</th>
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<tr>
<td>SBPR</td>
<td>Curriculum Mapping</td>
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<td>Through</td>
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<td>DRA Rubrics</td>
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<td>Guides</td>
<td>Volunteering for committees and goal teams</td>
<td>. . . and more!</td>
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Therefore be it resolved, ATF President and ATF staff work with the APS administration on a “No More Initiatives” Initiative.
December Pay Dates

Discussion Item - October 7, 2008

Whereas, there are two pay dates in December (December 5 and December 19); and

Whereas, the ATF/APS Negotiated Agreement states that if a pay period falls on a vacation day, then the employees will be paid on the last day before the break; and

Whereas, if the Negotiated Agreement is followed this year, the January 2nd check would then be paid on December 19th; and

Whereas, it will then be a month before the next pay date on January 16; and

Whereas, double checks in December would have an effect on taxes for 2008; and

Whereas, if APS kept the January 2nd pay date, those employees without automatic deposit would able to have get their checks at their work sites on Monday, January 5th; and

Whereas, the Educational Assistants, the Secretaries and the School Police Unions have said they prefer to get their paychecks on January 2nd;

Therefore be it resolved, that the Albuquerque Teachers Federation agree to join the other unions and waive the contract provision as it impacts the paychecks during the 08-09 Winter Break so that all employees are paid on January 2nd through automatic deposit or on January 5th with a check at their schools.
Standardizing Curriculum in APS
Submitted by ATF Fed Reps

Discussion Item - October 7, 2008
Action Item – October 28, 2008

Whereas, we, the teachers in APS, embrace our professional responsibility to teach to local and state standards; and

Whereas, teachers know that curriculum and standards are two different things; and

Whereas, standards are used to guide a teacher-designed curriculum that is based on inquiry and active involvement, as well as facts and skills; and

Whereas, as teachers, we embrace and want to preserve our professional responsibility to create curriculum using multiple resources and tools in order to teach to the standards; and that the sources we use should include, but must not be limited to, textbooks and packaged programs; and

Whereas, textbooks and packaged programs should not be allowed to be the entire curriculum in any subject; and

Whereas, mandates to use programs, textbooks and pacing guides with “fidelity” creates a false notion that these tools are the entire curriculum; and

Whereas, a mandated common curriculum will undermine our creativity, professionalism and our ability to differentiate instruction to meet the needs of individual students by using our experience and expertise as teaching professionals; and

Whereas, teachers understand that the curriculum we craft has multiple goals including values, dispositions, and attitudes that are purposefully included along with skills and knowledge; and

Whereas, teachers must be freed from the false notion that the for-profit program and textbook industry knows best how to design a curriculum for students they will never know and for teachers who know more than they do about the students we teach; and

Whereas, we believe that one mandated common curriculum is the antithesis of
teaching in a standards-based system; and

Whereas, the stated need for a common curriculum includes inexperienced teachers who need guidance, inferior teachers who need intervention, and the goal to free up teachers from planning lessons; and

Whereas, we believe that having textbooks and programs are a good support for beginning teachers, but that as beginning teachers, they must also be allowed to develop their expertise, and as they do so, they should be allowed to supplement and vary from these teaching tools; and

Whereas, we believe that a standardized curriculum is inadequate triage for bad teaching, and that it is the role of the evaluation system and our jointly-developed Peer Assistance and Review program, not the textbook, to intervene; and

Whereas, lesson planning is part of what we do as professional teachers—it is a part of our work that we want to protect and preserve; and

Whereas, there is research that indicates a strong correlations between the voluntary turnover rate of teachers and the level of their influence on social and instructional decisions at a school (Ingersoll, R. 2003) and, that research clearly shows that the less influence the higher turnover; and

Whereas, there is a mutual contractual agreement to the philosophy outlined below; and

Whereas, the District and the Federation share the belief that providing a high-quality education for the children of Albuquerque is the paramount objective of the District.

Both parties affirm that all educational programs must be sensitive to the needs and aspirations of students. We believe that all students can learn and we have a responsibility to educate all of them well. Student success must not be predictable by a student’s circumstances, background, race or socioeconomic status.

We believe that a collaborative partnership between the District and the Federation embodies the notion that an educational system based on the involvement of teachers in the decision-making process will lead to the highest quality of education, enhance the practice of teaching and foster human dignity for all at the school site. Furthermore,
the parties believe that by working together, an atmosphere which promotes professional growth will be established.

To meet the objective above and formally establish a collaborative partnership that redefines and improves upon its collective bargaining relationship, the Federation and the District agree to the Living Contract, a concept and a process that will allow the parties to collaborate in addressing the following issues:

- Policy matters that affect teaching and learning;
- District-wide matters that affect teachers, students and the community;
- Instructional and curriculum issues;
- Teaching and learning issues;
- Long-term planning;

Attaining the educational goals of the Albuquerque Public Schools requires mutual understanding and cooperation between the District and the Federation. To this end, good-faith negotiations between the District and the Federation with a free and open exchange of views are desirable.

Change requires intensive, carefully planned, and skillfully executed implementation. We acknowledge that strong, consistent leadership, trusting collaboration, system-wide communication, quality teaching and high teacher morale promote positive learning environments for students.

Whereas, there is also a mutual contractual agreement to support the work of each school’s Instructional Council (IC) which are established as part of a collaborative effort to improve and support the teaching and learning process in the Albuquerque Public Schools. “It is the intent of the District and the Federation to allow the individuals on each council to use their collective expertise and experience concerning their site and community to address school issues that fall within the scope of instructional improvement”.

Therefore be it resolved, that the leadership of the Albuquerque Teachers Federation work with the leadership of the Albuquerque Public Schools to create a way in which the teachers of APS can preserve their professionalism and ability to creatively plan lessons, while still meeting the district’s interest of adopting a common group of programs and
textbooks to be used in APS classrooms.

Therefore be it resolved, that the Albuquerque Teachers Federation agree to join the other unions and waive the contract provision as it impacts the paychecks during the 08-09 Winter Break so that all employees are paid on January 2nd through automatic deposit or on January 5th with a check at their schools.
Recommendations to the Fed Rep Council for
ATF Endorsement in the General Election
Albuquerque Teachers Federation
Committee on Political Education (COPE)
Sara Attleson, Chair
August 5, 2008

NM HOUSE OF REPRESENTATIVES
Democrats
Rep. Ernest H. Chávez (District 12) – Rep. Chávez has been a member of the American Federation of State, County and Municipal Employees (AFSCME) union for over 40 years. He does not support dividing APS into smaller districts, stating that there are larger districts across the country that are well-managed. Rep. Chávez has consistently voted for legislation to help working families and public education. Also, he believes that EA salaries are “embarrassingly low”, and pledges to improve their pay. Rep. Chávez keeps in touch with his constituents year round. He is very supportive of the Funding Formula Task Force recommendations which would provide significant increases in funding for public education.

Rep. Miguel P. García (District 14) – In addition to his current membership in ATF, Rep. García was involved in union organizing efforts in various occupations he had before entering education. He believes that top-down “reforms” are not good for public education, and in 2004 introduced a bill that would have had New Mexico opt out of NCLB. Rep. García is particularly sensitive to the need to raise pay for classified school employees, in addition to salary increases licensed educators. He is the chair of the House Labor committee, and last year served on the Investments & Pensions Oversight Committee, where he continued his support for the current defined-benefits retirement system. Rep. García has experience and insight into the legislative process and continues to support the Federation’s goals. [Rep. García was also endorsed in the primary election; his opponent in the general election did not return the candidate questionnaire.]

Bill B. O’Neill (District 15) – Mr. O’Neill was appointed by Governor Richardson to serve as the Executive Director of the New Mexico Juvenile Parole Board. He knows from meeting voters in his district that public education is the #1 issue on their minds. Mr. O’Neill supports collective bargaining as a way that working families can attain a fair wage with benefits. He believes that NCLB “should be completely dismantled”. Mr.
O’Neill supports legislation (HB 241) that would provide a new funding formula for public schools. He recognizes the critical role that classified public school employees play in the positive development of students. Accordingly, he believes that the district must offer competitive salaries and benefits to attract and retain the best support staff. Mr. O’Neill has pledged to be “a champion of public education”.

Rep. Edward C. Sandoval (District 17) – Rep. Sandoval is a long-time incumbent representative from Albuquerque’s North Valley and has been endorsed many times previously by ATF. He is the chairman of the House Taxation & Revenue Committee. Rep. Sandoval supports legislation to reform the public school funding formula. (If passed, districts would receive an increase of 15% in funding for instructional programs.) He strongly supports a pay increase for educational assistants, secretarial/clerical employees, food service workers, bus drivers, and other lower-paid school employees. Rep. Sandoval supports continuation of the current defined benefit educational retirement system and opposes any reduction in benefits for current and future employees. Also, he supports collective bargaining and opposes use of public funds to subsidize private schools in the form of vouchers. Rep. Sandoval opposes “merit pay” schemes based on subjective criteria.

Rep. Mimi Stewart (District 21) – Rep. Stewart has served 14 years in the legislature and has maintained her membership in ATF throughout her career in public education. She has received the union’s endorsement each time she has run for election to the state house of representatives. Rep. Stewart has been a champion for education and has been the prime sponsor of important public school reform legislation, including Kinder Plus, K to 3rd grade Plus, support staff licensure systems, parity between ERA and PERA. Regarding NCLB, she believes that the assessment component of the law only punishes schools despite real student growth. She says that adequate yearly progress (AYP) does not work, and is fundamentally flawed, as each state has a different assessment system. Rep. Stewart believes that we have not been given the necessary resources to teach every child, which she believes is the reason why many provisions of NCLB and IDEA have not been successful. Recently, she has sponsored HB 241 to provide a new funding formula for public schools. Rep. Stewart is open to finding funding sources to attain the goal of sufficiency in funding public education. She states that she will support legislation that significantly increases hourly wages for lower-paid public school employees.

Janice Saxton (District 22) – Ms. Saxton is a retired software engineer who is seeking public office to make a difference in how government affects the lives of ordinary
people. She is dedicated to the rights and well-being of ordinary families. Ms. Saxton feels public schools have been systematically starved of funding and that deficiencies in schools are directly related to under funding. She believes that the punitive approach of NCLB robs teachers of their joy and enthusiasm for teaching. Ms. Saxton supports HB 241 and would consider any available or possible funding source. She will vote for legislation that significantly increases hourly wages for classified school employees, believing that every working person deserves a living wage for a day’s work. Ms. Saxton believes that teacher unions “empower their members to work toward job advancement and excellence in their field”.

Benjamin Rodefer (District 23) – Mr. Rodefer is a small business owner who supports a higher minimum wage, lower and less regressive taxes, health care for everyone, and continuing education opportunities. When he learned from a teacher that testing took away six weeks of class time, he said he “was offended by that”. Mr. Rodefer believes that NCLB should be scrapped and that teachers should be allowed more freedom in teaching, for example, in adjusting curriculum and in drawing knowledge from community members. He recognizes that students’ abilities are greatly divergent and that there should be various ways to approach student learning. Mr. Rodefer feels that a well-rounded education should be a goal of public schools, not a narrowing of curriculum that is being forced by NCLB. He states that he will support legislation that will lead to sufficiency in funding public education. Mr. Rodefer is against the break-up of APS, believing that more bureaucracy will be created. For his campaign, he is planning direct, door-to-door outreach to the voters in his district.

Rep. Al Park (District 26) – Rep. Park, current chair of the House Judiciary Committee, has been elected to several terms in a swing district and has been endorsed by ATF in his previous campaigns. He believes that public education is a right and that we have an obligation to teach and prepare children to compete in a global economy. He believes that NCLB should be scrapped, because of its emphasis on high-stakes testing and related punitive measures. Rep. Park supports HB 241 to provide a new funding formula for public schools. In addition, he would consider an increased contribution from the Land Grant Permanent Fund to attain sufficient funding for schools. He has mixed feelings about the break-up of APS, believing some initiative should be taken to address problems, but does not want to create two or more bureaucracies. Rep. Park supports significantly increasing hourly wages for lower-paid employees such as EAs, secretaries, custodians, etc. He is opposed to vouchers, and any reduction in state educational retirement benefits.
Karen E. Giannini (District 30) – Ms. Giannini is a quality control engineer who is running for the legislature “to make a difference for families and children in education and health care”. She is a proponent of public education, and has previously served on the District Citizen Advisory Council and as the central region director for the New Mexico PTA. For the past three years, she’s been involved in helping schools receive capital money for improvements in the Sandia Cluster. She has also been a member of the NM Gifted Advisory Council. Ms. Giannini believes that NCLB should be revised to allow states more flexibility in addressing needs at the local level. She supports the funding formula changes that would lead to sufficiency in funding public education. In identifying sources for additional school funding, Ms. Giannini would look at utilizing a larger portion of oil and gas payments. She will support significantly increasing pay for classified public school employees. Ms. Giannini hopes to keep in communication with school employee unions when she is in the legislature.

Republicans
Rep. Jimmie C. Hall (District 28) – Rep. Hall has been very responsive to and communicates regularly with Federation lobbyists in Santa Fe. He voted for legislation (HB 241) to change the school funding formula that would have added 15% in funding for instructional programs. He supports a constitutional amendment to require that at least 50% of the state budget and capital outlay is dedicated to public and higher education. Rep. Hall believes NCLB needs “a complete revision” and that the punitive measures in NCLB “need to be replaced with corrective measures”. Rep. Hall states that any plan to break up APS should address related issues—e.g. the tax base—and such a plan should not penalize students. He believes that any division of the district should provide the same educational opportunities to all students. Rep. Hall has voted consistently for pay increases for educational assistants and secretarial/clerical school employees. He also supports the Kinder Plus program of Rep. Mimi Stewart. Rep. Hall states that he doesn’t buy into the notion that unions are to blame for problems in education.

NM SENATE
Democrats
Victor Raigoza (District 10) – Mr. Raigoza comes from a family of public educators in Colorado and has a background in financial management. One of the reasons he is running for office is to “be a voice for those who have no voice in government”. He believes that NCLB should be repealed, and rejects the law’s emphasis on testing. Mr. Raigoza doesn’t think APS can be broken up without resulting economic disparity between the newly created districts. He thinks that teacher unions bring a respected
perspective to discussions and actions in education. He supports legislation that significantly increases hourly wages for classified public school employees. Mr. Raigoza has been a leader in his neighborhood, organizing to prevent a large Wal-Mart from locating near and negatively impacting a residential area in north Albuquerque. [Note: Mr. Raigoza was also endorsed by ATF in the June Primary Elections.]

Tim Eichenberg (District 15) - Mr. Eichenberg has held various elected local positions (Bernalillo County Treasurer and AMAFCA Board) as well a deputy director position in the state Property Tax Division. He has lived in the district for 22 years and raised a family in the area. Mr. Eichenberg states he is passionate about two issues: making corporations pay their fair share and ensuring funding for public education. He says, “NCLB should be repealed. Period.” Mr. Eichenberg believes that public education represents a shared investment in future generations, and that we should guard against anything that undermines that investment, such as vouchers. He believes that education employees are generally underpaid and that a simple cost of living increase is not enough. He states that paying classified public school employees below poverty level is a disgrace, and should be corrected. [Note: Mr. Eichenberg was also endorsed by ATF in the June Primary Elections.]

Senate District 18 – No Endorsement. ATF-COPE sent a questionnaire to both candidates in this race—Mark Boitano and Ambrosia Ortíz. Neither candidate returned the questionnaire or responded to repeated attempts to contact them. COPE recommends no endorsement of either candidate.

Jason Burnette (District 19) – Mr. Burnette comes from a family of public school teachers (and teacher union members) in North Carolina, and so knows first-hand the time and effort required of the profession. He believes NCLB should be done away with and new, more responsive measures adopted. He said he would support legislation that will lead to sufficiency in funding public education and would tap any necessary funding source to achieve that goal, including increases in alcohol and tobacco taxes. As an attorney, Mr. Burnette has represented employees and labor unions. He does not support the break-up of APS into smaller districts. He has promised to support legislation to increase wages of classified school employees.

Senate District 21 – No Endorsement. ATF-COPE sent a questionnaire to both candidates in this race—Kent Cravens and Jessica Lynn Wolfe. Neither candidate returned the questionnaire or responded to repeated attempts to contact them. COPE recommends no endorsement of either candidate.
Senate District 26 – No Endorsement. ATF-COPE received a questionnaire and interviewed both candidates in this race—Bernadette Sánchez and Spiro Vassilopoulos. After careful deliberation, COPE recommends no endorsement of either candidate.
Whereas, Article XII, Section 1 of the Constitution of the State of New Mexico states “A uniform system of free public schools sufficient for the education of, and open to, all the children of school age in the state shall be established and maintained” (emphasis added); and

Whereas, providing sufficiency for New Mexico’s public schools is the only Constitutional directive established for New Mexico legislators and the Governor; and

Whereas, over the past 20 years state and federal laws have mandated significant increases in the requirements for, and expectations of, the public school system; and

Whereas, despite these new mandates the percentage of state general fund money allocated to public schools in New Mexico has declined from 51.6% in FY 1989 to 43.7% in FY 2009; and

Whereas, research has consistently shown that the economic development, growth and well being of a community is dependent on the quality of its public schools; and

Whereas, in 2005, the State of New Mexico formally commissioned and funded a study of the programmatic needs of public schools; and

Whereas, this study gathered information and feedback from approximately 2200 New Mexicans who attended town hall meetings, completed a web-based survey, and participated in formal and informal meetings, and included a broad sampling of elected and appointed officials, legislators and legislative staff, school board members, teachers, school administrators, parents and other citizens; and

Whereas, this study recommended a new distribution formula that would distribute sufficient funds based on factors determined by an individual district’s needs related to poverty, English language learners, special education, mobility and district size; and

Whereas, this study concluded that current funding for public schools in New Mexico is
not sufficient to meet the increased requirements and expectations placed upon school districts; and

Whereas, this study concluded that $354 million (2008 dollars) of additional state funding would be required annually in order to meet the constitutional requirement to provide a sufficient education to all children of school age in the state; and

Whereas, a reasonable conclusion from the findings of this study is that public schools in New Mexico are in a funding crisis for providing sufficient educational programs and that crisis will continue and be exacerbated if the trend of receiving a smaller percentage of available, annual general fund money is not reversed; and

Whereas, legislation was introduced in the 2008 Legislature to implement this study’s recommendations and received the support of many Legislators, but failed to pass; and

Whereas, many legislators have indicated that the Legislature needs a 60 day Session to comprehend, analyze and act upon such an important measure; and

Whereas, the Legislature previously acknowledged the insufficiency of state funding for public school capital outlay, found and implemented a source of revenue to fix that problem; and

Whereas, school boards and school administrators have a fiduciary responsibility to advocate for, promote and protect the rights of all students within their local school districts to a sufficient education as defined by the Constitution of the State of New Mexico;

Therefore, be it resolved, that the Albuquerque Teachers Federation hereby endorses the findings of the funding study based on sufficiency; and

Be it further resolved, that the Albuquerque Teachers Federation expresses its appreciation and congratulations to those Legislators who supported the study’s recommendations; and

Be it further resolved, that the Albuquerque Teachers Federation expresses its appreciation and support for the Legislature’s and Governor’s remedy to the public school capital outlay program; and
Be it further resolved, that the Albuquerque Teachers Federation respectfully, but urgently, calls on the Governor and the Legislature to provide sufficient funds for public schools in New Mexico; and

Be it further resolved, that the Albuquerque Teachers Federation, in fulfilling its responsibility to its students, commits to taking all necessary steps to assure adoption of the study’s recommendations in the 2009 legislative session. Such steps will include, among others, an active public information program, discussing the issue with legislative candidates, legislators and other public officials, retaining legal counsel to research and advise them on the estimated cost, viability and efficacy of legal action if no resolution to this funding crisis is adopted in the 2009 legislative session.
Block Schedules and Class Loads
Motion to the ATF Fed Rep Council
Proposed by Cathy Taylor, Valley High School
Discussion Item-April 1, 2008
(revised) Action Item-May 6, 2008

Whereas many teachers have recently reported that the principals announced a recent decision on their part that some high schools would be on an A/B – 8 period block starting in August of 2008 and the remainder by August of 2009; and

Whereas block schedules have traditional been voluntary; and

Whereas because they have been voluntary teachers have willingly accepted a weekly caseload of students greater than the state law permits during a traditional 6-period day.

Whereas nothing indicates that the block schedule is research based; and

Therefore be it resolved that ATF work to negotiate the same teacher/pupil weekly load as state law specifies per day (160 per week except in English classes which will have 150 per week/135 in Middle School.)
ATF Position Paper on Early Childhood Education
Submitted for consideration to the ATF Fed Rep Council on April 1, 2008
Adopted as the ATF policy on May 6, 2008

Introduction
In the fall of 2007, the Albuquerque Teachers Federation sponsored a symposium entitled, “What Happened to the ‘Childhood’ in Early Childhood?” The experts presenting were early childhood educators who are also officers of the union. The discussion centered on early childhood practices steeped in experience and research that are rapidly disappearing from our classrooms. The early childhood educators who participated in the audience refused to let the conversation end there. The result is this paper, which is now our union’s official position on early childhood education in the Albuquerque Public Schools. Our deepest wish is that this paper will ultimately lead to the restoration of developmentally appropriate practice in APS early childhood classrooms.

What is Early Childhood Education?
According to National Association for the Education of Young Children (NAEYC), Early Childhood Education spans the human life from birth to age 8. In APS, we define early childhood as pre-K through third grade. Young children experience life more holistically than any other age group. Social, emotional, cognitive, language, and physical lessons are learned best through integrated experiences. Early childhood education focuses on learning through many avenues, such as: art, music, dance, movement, puppetry, dramatic play, cooking, games, story time, field trips, investigation and discovery. These are all examples of how children learn through “play”. Adults who understand this research-based principle create powerful, learner-centered experiences in their classrooms. (Katz, L., 1993).

Childhood Development
Recent studies on infant brain development show, “early experiences affect the development of the brain and lay the foundation for intelligence, emotional health, and moral development,” (Shonkoff, J.P., and Phillips, D., 2000). If a young child receives insufficient nurturing, nutrition, adult interaction, and stimulus during this crucial period, she may exhibit a developmental delay. This can hamper her success later in school.

Researchers (NAEYC, 1998, 2000 and, Shonkoff, J.P. and Phillips, D.,2000) have identified four essential domains that early childhood teaching experts must weave into
their classroom practice. These different developmental domains of learning are all interconnected as young children learn. The domains are:

- Physical development
- Social development
- Emotional development
- Cognitive development

Research has provided a great deal of information about the development of children and the distinct stage of life referred to as early childhood. The practice of applying these research principles is called Developmentally Appropriate Practice (DAP). DAP means teaching in ways that match the way children develop and learn. According to the NAEYC, developmentally appropriate practice provides children with opportunities to learn and practice newly acquired skills. It offers challenges just beyond the level of their present mastery and it takes place “in the context of a community where children are safe and valued, where their physical needs are met, and where they feel psychologically secure” (Bredekamp & Copple 1997, pp 14-15).

Theory, Curriculum and Pedagogy
High quality early childhood education classrooms are highly influenced by the constructivist learning theory as put forth by Lev Vygotsky and Jean Piaget. Constructivism is based on the child’s prior knowledge or the knowledge the child brings with them to school. In constructivist’s classrooms a teacher’s role is to create a learning environment that supports and extends the child’s prior knowledge. The teacher ensures that skill acquisition is integrated into the child-centered instructional focus. Teachers build on the discoveries of students, making connections between a student’s thinking and learning. Vygotsky’s seminal work (Vygotsky, 1962, Doolittle, 1997) on language and thought form the foundation for his theory called the Zone of Proximal Development. Using this theory, early childhood teachers tailor their teaching strategies to student responses and encourage students to analyze, interpret, and predict information.

By using this developmentally appropriate practice teachers are always pushing children just beyond their level of comfort in order to help the child obtain the next state of learning. Language development is continuously evident in early childhood classrooms as teachers use open-ended questioning, conversations and spontaneous and modeled
written documentation, eg. charting, lists, labeling, signs, narratives to further connect the literacy skills of reading, writing, speaking and listening. Early Childhood curriculum is designed to emphasize interaction between learners and learning tasks in a manner that ensures long-term skill acquisition.

Swiss biologist and psychologist Jean Piaget (1896-1980) is renowned for constructing a highly influential model of child development and learning. Piaget's theory is based on the idea that the developing child builds cognitive structures—in other words, mental "maps," schemas, or networked concepts for understanding and responding to physical experiences within his or her environment. Piaget further attested that a child's cognitive structure naturally increases in sophistication with development and experience to include highly complex mental activities. Piaget’s theories describe the four developmental stages of children’s cognition. Of particular interest to us are the Preoperational and Concrete Operational stages defined below:

Preoperational (ages 2-7)—The child is not yet able to conceptualize abstractly and needs concrete physical situations.

Concrete Operations (ages 7-11)—As physical experience accumulates, the child starts to conceptualize, creating logical structures that explain his or her physical experiences. Abstract problem solving is also possible at this stage. For example, arithmetic equations can be solved with numbers, not just with objects.

High quality early childhood classrooms are environmentally designed to include concrete experiences that enhance students' logical and conceptual growth moving children to higher levels of thinking. Constructivism forms the foundation upon which best practices in early childhood education are built.

Addressing Skill Development in Early Childhood

When teachers are allowed to use developmentally appropriate practice, skill development is embedded in the experiences they design for their students. These teachers are able to successfully teach English Language Learners, Developmentally Delayed children, and all students, regardless of where they fall on the continuum of readiness.

The Importance of Play

Quality early childhood education classrooms are child-centered and focus on the importance of play. Play provides children with the opportunity to actively explore,
manipulate, and interact with their environment. It encourages children to investigate, create, discover and motivates them to take risks and add to their understanding of the world. It challenges children to achieve new levels of understanding of events, people and the environment by interacting with concrete materials. It encourages children to practice the skills they have learned in other classroom experiences.

For example, when early childhood environments are rich with opportunities for children to role-play and dress-up, young children are able to put into context the language they are learning every day and apply it to “real” life situations. When children play in the block area they work with other children to problem solve, and build geometric shapes and structures. Children incorporate the skills that they learn into their play when drawing letters in the sand tray, or when using skills they have learned in teacher directed activities and then writing freely in the writing center. Games involve the skills of counting, predicting, strategizing, teamwork and problem solving.

Hands-on activities create authentic experiences in which children begin to feel a sense of mastery over their world and a sense of belonging and understanding of what is going on in their environment. This philosophy follows with Piaget’s theories that children should actively participate in their world and various environments so as to ensure they are not ‘passive’ learners but ‘little scientists’ who are actively engaged (Marzano, R. J., Norford, J. S., Paynter, D. E., Pickering, D. J., & Gaddy, B. B., 2001).

Play is a very important and special part of childhood. It allows a child to experiment with the world around her and the emotional world inside her. To many it might seem like play but there is a lot of work going on behind the scene like skill building, problem solving, mastering physical and mental challenges etc. Play helps a child in building self-confidence, encourages independent learning and concept development. These also aid in the development of fine and gross motor skills and eye-hand coordination.

The Four Components of Literacy: Reading, Writing, Speaking, and Listening
Children develop literacy skills along a continuum, from infants and toddlers constructing meaning about their world through verbal and nonverbal interactions with adults, to third graders using appropriate vocabulary, reading varied texts fluently and editing their own writing. These skills develop as a result of early and continued home support and the balanced, systematic reading programs that are provided by our teachers. Research has revealed that no one program or strategy holds the key to guaranteed success in reading and writing. Rather, it is the skillfully combination of experiences, programs, strategies, materials and opportunities for learning that make successful
readers and writers. In fact, a study by the Albuquerque Public Schools Research, Development and Accountability department found that elementary reading programs that include both core reading programs and balanced literacy/bookroom produce the most gains (The Impact of Literacy Practices in Elementary Schools, 2006).

It is important to remember how young children learn—through imitation, investigation, manipulation, participation, self-directed experiences and discovery. When young children are allowed to interact with each other, either through play or directed learning activities, they are developing and connecting the four essential skills of literacy: reading, writing, speaking and listening. Piaget viewed play as the mode by which children understand their experience and development. Simply, children learn through their play.

Seemingly simple, informal activities build the foundation for reading readiness in more formal academic settings. Increasingly, these informal, "play" opportunities are being squeezed from classroom schedules in favor of core program activities and interventions that are intended to bolster the scores of those children labeled "at risk". Not all children have had the benefit of a strong, supportive preschool experience. Some children enter kindergarten not knowing even a few letters of their names, simple nursery rhymes, or able to demonstrate proper book handling behaviors. For these children, additional experiential opportunities, most importantly in listening and speaking, are critical for readiness to develop. Readiness must be evidenced before further literacy instruction and application can take place. Reading and writing can be a natural extension or next step to language development for young children in an environment that is responsive to their development.

While we want to see all children succeed, we also know from years of experience that children learn to read at differing rates. It is critical for early childhood programs to provide a thoughtful, literature-rich environment that promotes the systematic and sequential acquisition of readiness and literacy skills along with the opportunities for children to learn through hands-on exploration, manipulation and play that will lead to further educational successes.

Problem Solving and Critical Thinking in Early Childhood
Problem solving and critical thinking are the foundation of a young child’s learning. It must be valued, promoted, provided for, and sustained in the early childhood classroom. Opportunities for problem solving occur in the everyday context of a developmentally appropriate classroom. Participating in hands-on science activities, using manipulatives
during math to find ways to solve a problem, and negotiating with peers during cooperative learning activities embed problem solving and critical thinking in a well-rounded classroom. Skilled teachers use the child’s social and cognitive experiences to facilitate problem solving and promote strategies useful in the lifelong process of learning (Brizt, J., Richard, N., 1992).

The emphasis on teaching critical thinking skills is not a recent one. Education authorities have called for renewed interest in problem solving for years. As far back as 1967, Rath, Jonas, Rothstein and Wassermann disapproved of the lack of emphasis on problem solving and critical thinking in the schools. They noted, “memorization, drill, and the quiet classroom were rewarded, while inquiry, reflection and consideration of alternatives were frowned upon.” Skills taught in isolation do little more than prepare a student for tests of isolated skills (Spache and Spache, 1986). However, when skills are integrated within the context they become more effective tools for attacking real issues.

By exploring social relationships, manipulating objects, and interacting with people, children are able to formulate ideas, try these ideas out, and accept or reject what they learn. Constructing knowledge by making mistakes is part of the natural process of problem solving. Through exploring, then experimenting, trying out a hypothesis, and finally, solving problems, children make learning personal and meaningful. Piaget (1963) states that children understand only what they discover or invent themselves. It is this discovery within problem solving process that is the vehicle for children’s learning.

Problem solving is a way to make sense of the environment and, in fact, control it. The process allows children in an increasingly diverse world to be active participants and to implement changes. By including problem solving in the early childhood classroom, we equip children with a lifelong skill that is useful in all areas of thinking.

There is no doubt that, just as employers and universities are insisting that young adults come ready to solve problems and think critically, we are eliminating these opportunities from our early childhood classrooms, and thereby giving children no foundation on which to build.

The Current Context of Early Childhood Programs
Currently, in many classrooms, all of this rich history and research-based practice has been erased by the pressures of No Child Left Behind and the high-stakes standardized testing that comes with it. For example, children are often drilled on skills out of
context. Recess has been drastically reduced, if not eliminated, to make way for programs that demand large blocks of time. Teachers are delivering whole group instruction more often than individualized or small group instruction that is better suited to the way in which young children learn. Creative play, singing, dramatic play, art, block play and the like have given way to seat work, rote memorization, bubble sheet practice, and fidelity to pacing guides that completely undermine what we know about how young children think, develop and learn. Mandates that force fidelity to core reading and math programs have eliminated the time for investigation and discovery essential for understanding the concepts in these programs.

Ironically, there is an increasing amount of research to support developmentally appropriate practice as the best way to meet standards; develop language; form a foundation in math, promote problem solving and critical thinking; and engage children in a lifelong learning process. (International Reading Association and the National Association for the Education of Young Children. [http://www.naeyc.org]). The practices that have replaced developmentally appropriate teaching and learning have been found to produce short-term gains, which are limited to standardized testing formats. Students are not able to take their compartmentalized, discreet knowledge and apply it to the more abstract and global situations they begin to encounter in the intermediate grades.

**English Language Learners and Non-academic English**

All young children need rich oral language development, coupled with experiential learning, to become academically successful. For English Language Learners (ELL) it is essential. ELL are almost always impacted by poverty as well as language differences and children who live in poverty come to school with significantly smaller vocabularies than their more affluent peers (Hart, B. and Risley, T. , 2003) . An experiential program rich in oral language development in all content areas is vital for developing the skills students need to be successful in learning. Experiences need to be direct, exploratory, based on discovery, physical and hands-on to provide the depth of learning required. In order for ELL students to be successful academically, they need consistent support in ELL strategies that include specific vocabulary development; scaffolding of content; practice in expressing language; and time and opportunity to be successful with their peers.

Prematurely demanding understanding of abstract concepts, or excessively using disconnected skill sheets does not support the ELL student. In fact, the current focus on skills disconnected from context and the emphasis on ELL students receiving
developmentally inappropriate interventions often puts them further behind by robbing them of the precious time that children need to make sense of the academic environment. It is undisputable that developmentally appropriate practice shelters instruction in a manner that best supports English Language Learners.

**Assessment in Early Childhood**

According to the Principals and Recommendations for Early Childhood Assessments, National Education Goals Panel (1998):

- Assessment should bring about benefits for children.
- Assessments should be tailored to a specific purpose and should be reliable, valid, and fair for that purpose.
- Assessment policies should be designed recognizing that reliability and validity of assessments increase with children’s age.
- Assessments should be age-appropriate in both content and the method of data collection. (Methods of assessment should recognize that children need familiar contexts in order to be able to demonstrate their abilities. Abstract paper-and-pencil tasks may make it especially difficult for young children to show what they know.)
- Assessments should be linguistically appropriate, recognizing that to some extent all assessments are measures of language.

Best practices for the assessment of young children include carefully selected informal and formal strategies that measure specific characteristics over several designated periods of time and in many different contexts. Such assessment more accurately provides a broad picture of child growth, development, and learning from which wise decisions regarding the needs of individuals can be made.

**Developmentally Appropriate Assessment**

Developmentally appropriate assessment most often takes the form of behavior checklists that teachers complete by observing students, or picture matching tasks in a game or activity format rather than standardized, fill in the bubble tests (National Association for the Education of Young Children, 2004). Assessments should be a reflection of program and curriculum and based on what children can developmentally be expected to know and do. Authentic assessment is ongoing and natural to the teacher and students and results in an environment that is responsive to real student need. Useful and effective assessments are developed using Early Childhood and State
Standards.

If we choose inappropriate assessments, program and curriculum become a reflection of those assessments and children no longer have the benefit of the developmental process they require to be successful learners. The question must be asked: is the assessment goal truly an educational goal or a goal of compliance that has little to do with students? If assessment drives instruction then care must be taken that the assessments used are developmentally appropriate and match Early Childhood standards and curriculum. In reviewing the literature, there is no indication that formal, abstract assessments are appropriate, accurate or useful for young children or their teachers.

**Concerns About Group Testing of Young Children**

Today mass testing of young children is widespread in early childhood education programs, in spite of the fact that there is no empirical evidence that such testing of young children contributes to their growth, development, learning, or their daily well-being. The inappropriate use of standardized tests or assessment procedures is a breach of professional ethics for those teachers who know and believe that it is their duty to assess students in a developmentally appropriate manner. Under the mandates of NCLB the high stakes testing starts in third grade. Although children in K-2 are not required to take the Standards Based Assessment the high stakes attached to this test have resulted in pushing a great deal of developmentally inappropriate testing into the lower grades. In addition, it could be argued that the standardized testing of children in grade three is just as developmentally inappropriate since children at this age are just entering the Concrete Operational state in which abstract problem solving begins. Concerns about group testing include, but are not limited to:

- Few, if any, standardized, group administered tests are responsive to the wide range of growth rates and abilities inherent in every age group of children—a biological fact that is independent of predetermined curricula and attainment goals.
- Few standardized, group administered tests are responsive to the attributes and needs of children with disabilities or the wide range of socio-cultural and language diversity characteristics represented in the child population of the United States today.
- Too many formal testing practices require rote memorization activities, paper-and-pencil tasks, and skill-and-drill reviews -- activities that are clearly at
odds with what is known about how young children learn, sustain curiosity and interest, and retain information.

- Few standardized tests are designed to take into consideration the young child’s limited test-taking ability—handling test booklets, pencils and other test artifacts, following verbal directions, ignoring distractions, adhering to time constraints, making acute visual discriminations, using language efficiently and effectively, or sitting for extended periods of time.

Children compared to a normative group who fall below the norm on a standardized test are at risk of being misdiagnosed and assigned to inappropriate and ineffective “interventions” or “remediation” when assessment is limited to group score comparisons.

Young children are not particularly interested in assessment. Assessment is an adult agenda. When assessing young children, it is important to make the activities as authentic and natural as possible. Children are most likely to perform to the best of their ability in a familiar setting with known and trusted adults in an activity they find interesting. Until recently, the APS Kindergarten Developmental Progress Report Kindergarten (KDPR) has been an example of an individualized assessment that was a formative and designed to be embedded into developmentally appropriate practices.

**Concerns about the KDPR**

Previously, the APS Kindergarten Developmental Progress Report was research based and allowed for authentic assessment throughout the school year. Teachers used observation, work samples, and student interviews to determine the students’ level of proficiency over time, not at one specific point in time. This allowed the teacher to use the information from the assessment to plan instruction and assure that students were working towards proficiency of the standards. The KDPR showed the progression and growth of student skills and was also designed to inform parents of their children’s progress.

Recent changes to the KDPR that have moved it away from being a developmentally appropriate assessment include:

- Omitting the writing continuum;
- Omitting the basic skills checklist such as colors, body parts, oral language development;
- Omitting the alphabet and phonemic awareness checklist, replacing it with DIBELS
Young children do not develop and mature at the same rate and a typical kindergarten class can have a developmental range of 5 years (IRA and NEAYC, 1998). This developmental range should be distinguished from academic progress or reading levels in later grades. A kindergarten student who is not able to hold a pencil or write his name may have exceptional oral language and become an accomplished writer given the time and supportive experiences necessary to develop writing skills. Uneven development is the norm for young children and curriculum should be varied and open ended rather than formal and standardized to allow for the fullest engagement for all students. It is destructive to a child’s development to label them as deficient and implement interventions that are inappropriate and take time away from the school day.

**Concerns About the DIBELS**

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) was developed and published by the Institute for the Development of Educational Achievements. In APS it is the assessment tool currently mandated for all Kindergarten children and for 1st - 3rd graders at Reading First schools and participants in the Extended School Year program. Nationally, it is administered to over 1.7 million kindergarten students.

The DIBELS website states, “The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills”. It consists of 7 subtests which are administered 3 times a year: Letter Naming Fluency (LNF) for use in K and beginning 1st, Initial Sound Fluency (LSF) for preschool – middle K, Phoneme Segmentation Fluency (PSF) for middle K – 1st, Nonsense Word Fluency (NWF) for middle K – 1st, Oral Reading Fluency (ORF) for mid-1st – 3rd with an optional ORF Retell Fluency, and an optional Word Use Fluency (WUF) for all levels.

The DIBELS has achieved great acceptance for a number of reasons:

- With almost 2 million students using DIBELS nationally, the publicly accessible website at the University of Oregon has a tremendous amount of data showing their reliability indices, validity indicators, and numbers of students using DIBELS. Districts that participate pay a fee for each student who is then entered into the national database, making quantitative reports readily available.
- The DIBELS is to be used as a reliable, quick and easy tool for identifying students who are in danger of academic failure and in need of additional, intensive
instruction, with additional progress monitoring administered as much as weekly for some students.
The DIBELS links itself to the 5 features of literacy identified by the National Reading Panel (NRP) report of 2000: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

While these are positive features in the highly political world of No Child Left Behind, Reading First, and schools that are challenged with the increasing pressure of high-stakes testing, for the professional practitioner -- the early childhood teacher -- and for a large number of reading specialists and researchers, there is cause for concern:

The reliability of the DIBELS, when compared to other assessments (e.g., the Woodcock-Johnson, the Slosson Oral Reading Test, a variety of authentic writing assessments), does not hold up as an indicator of long-term literacy acquisition. There is not sufficient data to show that reading success is based on a sequential, hierarchical set of sub-skills.

While the DIBELS claims to be aligned with the “Big Five” features of reading as identified by the NRP, the complex, and most critical aspects of vocabulary and comprehension are measured as optional, one-minute subtests based on rate of utterance.

Fluency in the DIBELS is equated with rapid response, something that can be measured with a stopwatch on an isolated skill. Measuring reading success as the rate of response, rather than accuracy, assumes that a successful outcome for a reader is quickness in isolated skills rather than the complex processes that integrate all the features of reading for comprehension. Rate may be linked to some aspects of neurological processes, but is not the best indicator of successful reading.

The DIBELS is not aligned with the NM and APS standards for kindergarten. The demands of the NWF subtest in particular is aligned with 1st grade standards.

The DIBELS tends to over-identify students as at-risk, due to the previously cited concerns. This over-identification means that those students receive interventions that take them from more appropriate instruction in their classroom, absorb resources from students that are in fact more highly at risk, and, most importantly for children, identify them as not successful before they
have even had a chance to experience life at school.

Finally, and of greatest concern to the practitioners in the classroom, is the impact of the DIBELS on curriculum. Curricular decisions are increasingly based on programs that will show growth on the sub-skills tested by the DIBELS rather than on the practical and research-based knowledge of how children learn and how to support their growth as excited, curious, engaged and successful learners.

**Concerns About the NMELPA**

The New Mexico English Language Proficiency Assessment (NMELPA) is a paper and pencil test that is inappropriate for any young child and is as much a reading test as an indicator of language proficiency. It requires skills that 5 year-olds don’t normally possess, nor should they. The directions are abstract and incomprehensible for young children. Children are required to fill in bubbles at the beginning of kindergarten, when they do not possess the fine motor skills or experience to be able to complete the task. Developmentally delayed children who are not true second language learners score poorly, and thus are often misplaced with the wrong services. Tests like the NMELPA push schools and teachers to move their curriculum away from appropriate child centered activity learning and towards paper and pencil, rote memorization and drill activities. This kind of program denies young children the opportunity to participate in a rich linguistic environment that they need to become successful learners.

**Recommendations**

It is the position of the Albuquerque Teachers Federation that the students in APS early childhood classrooms would benefit socially, emotionally, cognitively and physically by returning to developmentally appropriate practices. We request that the administration of APS support early childhood educators by

**ATF ECE Writing group:**

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Ellen Bernstein</td>
<td>ATF President</td>
<td>National Board Certified Teacher in Early Childhood</td>
</tr>
<tr>
<td>Cynthia Florence</td>
<td>A. Montoya</td>
<td>Kindergarten teacher</td>
</tr>
</tbody>
</table>
Carol Jenkins  
Zia  
Kindergarten teacher

Susan Leo-Russell  
SR Marmon  
1st grade teacher

Pam Kerkmans  
TLS  
Early Childhood Resource Teacher

Laurie Landolfi  
SR Marmon  
Kindergarten Special Ed teacher

Miriam Martinez  
Los Padillas  
Bilingual Kindergarten teacher, ATF

Elem. VP

Dana Pacewitz  
Bel Air  
4th grade teacher

Barbara Peterson  
Valle Vista  
Reading Specialist

Loretta Shiver  
SR Marmon  
Technology Teacher, ATF Elementary

Vice President

Patricia Zimmerly  
SR Marmon  
1st Grade Teacher

With help from meeting participants:

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<tr>
<th>Name</th>
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<tr>
<td>Loretta Cantu Rothstein</td>
<td>Taylor</td>
<td>SLP</td>
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<td>Lilian Cruz</td>
<td>Alamosa</td>
<td>Librarian</td>
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<td>Eve Flink</td>
<td>Kirtland</td>
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<td>Diana McCall</td>
<td>Bel Air</td>
<td>Preschool</td>
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<td>Tom Keyes</td>
<td>UNM</td>
<td>College of Education</td>
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<tr>
<td>Anna Lopez</td>
<td>Valle Vista</td>
<td>1st grade teacher</td>
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<tr>
<td>Luisita Padilla</td>
<td>Alamosa</td>
<td>2nd grade teacher</td>
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<td>Michelle Rizzo</td>
<td>Wherry</td>
<td>Kindergarten Teacher</td>
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<td>Sherrel Rohrig</td>
<td>Aztec</td>
<td>Resource Teacher –Dev. Pre-school</td>
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<td>Mabel Santiago</td>
<td>A. Montoya</td>
<td>Kindergarten Teacher</td>
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<td>Janet MontoyaSchoeppperAdobe Acres</td>
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<td>Even Start, ATF Executive Vice President</td>
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<tr>
<td>Cheryl Senitz</td>
<td>Zia</td>
<td>RSP OT</td>
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<td>Susan Warder</td>
<td>Arroyo Del Oso</td>
<td>Kindergarten Teachers</td>
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<td>Jane Wolfe</td>
<td>Wherry</td>
<td>Title 1/Reading Recovery Teacher</td>
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<tr>
<td>Sally Zamora</td>
<td>A Montoya</td>
<td>Kindergarten teacher</td>
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Resources


Concerns to Address with the New APS Superintendent
Motion to the ATF Fed Rep Council—Proposed by the ATF Fed Rep Council
Action Item-April 1, 2008
Whereas, the current structure and climate of APS administrative departments as well as the APS cluster system are wrought with lack of communication, miscommunication and misinformation;

For example, teachers report:

- Arbitrary decisions are constantly made, mandated and changed with no overall communication and understanding from one department to the next and between the departments and the clusters.
- Teachers are told certain things are mandated when they are not.
- A chronic lack of understanding regarding the evaluation process, in particular the PDP.

and Whereas, the current practice of Student-Based Budgeting counteracts the economies of scale that should exist in a district the size of APS, often leaving schools without the financial resources they need for operational costs, materials and staff;

For example teachers report:

- Inequity for Special Education program.
- Too many requirements with too little money provided for implementation.
- Principals not trained and do not have the expertise to handle budgets effectively, and funds are often mismanaged and misspent, such as supply money that comes with a program but is not spent on the program.

and Whereas, the Research, Development and Accountability department is making decisions that directly affect teachers, without input from teachers;

For example teachers report:
• A2L scores determine retention recommendations and recommendations for summer school, which undermines the teacher’s expertise and often the results are inaccurate.
• Mandates for additional testing without considering the impact on instructional time.
• Changes without information.
• Inadequate time to get information into the RDA website for student’s AIPs and difficulty accessing data in a timely fashion.
• A2L, DRA and AIP not linked.

**and Whereas,** there are concerns about the implementation of the High School schedule changes;

For example teachers report:

• Students are asked to pick and commit themselves to a career pathway before they have the slightest idea of true options. HS students will usually grow, change and re-evaluate their plans as they proceed in HS.
• Mandating the schedule for schools rather than allowing teachers and principals to design a schedule that will work for their school.
• The need for additional FTEs with an 8 period schedule.

**and Whereas,** educators working in Early Childhood are concerned about developmentally-appropriate practice and assessment under No Child Left Behind;

For example teachers report:

• Kindergarteners are now expected to be readers by the end of K.
• DIBELS and DRA are now a part of the KDPR-This is developmentally inappropriate. DIBELS has no validity.
• 90 minutes mandated for reading and 60 minutes mandated for math without flexibility to the exclusion of integrated, conceptual learning opportunities.
• All testing takes learning time. Young children are missing out on the opportunity to learn how to learn.

_and Whereas_, APS has begun to push the implementation of Response to Intervention (RTI) despite the fact that APS is not one of the pilot districts in New Mexico this year;

For example teachers report:

• Inadequate information and no training on implementation and proper SAT procedures.
• No time, staffing or funds provided for Tier 2 interventions.
• More paperwork burdens on elementary teachers.
• Principals don’t understand it and can’t explain it.
• No research to back up the model as a way to determine Special Education needs.

_and Whereas_, schools throughout the district have been moving toward what they refer to as “Inclusion models” in which Special Education students are placed in regular education classrooms, often without the benefit of a licensed Special Education teacher to assist with instruction; and placement is sometimes done without regard to IEP recommendations which violates IDEA and does not meet either the spirit or the letter of the Least Restrictive Environment requirements;

For example teachers report:

• Inclusion placements without regard for the IEP. Inclusion used as “one size fits all”, negating IEPs. Some students need specific interventions and all students cannot be treated equally.
• Assigning special education students to general ed classrooms that are often too large, without supports for the instructional needs of the students.
• Students deserve teachers who are trained and have expertise in Special Education.

**and Whereas,** ATF has serious concerns about the ways in which the curriculum at all APS schools, in particular Restructuring 1 & 2 schools, is becoming more and more limited;

For example teachers report:

• Canceling recess time for young children.
• Not allowing students to have electives.
• Teachers directed to teach reading and math only and directed not to teach science, social students, art, etc.

**and Whereas,** the current short-cycle assessments that APS is using, such as the Assess2Learn, are ineffective, inaccurate, and are technology-driven;

For example teachers report:

• Inadequate server, loss of data, system down.
• A2L is given at grade level not at performance level which makes the information irrelevant.
• Classroom performance out of sync with assessment, and not enough questions to provide useful information
• Some answers on the HS math A2L were wrong which affected scores.
• Regular computer classes must be cancelled frequently so testing can take place.
• The assessments are designed to meet the needs of the tester, not the students.

**and Whereas,** the amount of technology resource teachers and the amount and quality of hardware are insufficient to support the technology-driven assessments and
reporting requirements;

For example teachers report:

- Not enough working computers or software to support the technology-driven assessments.
- Teachers end up having to give the written test and then take their valuable time to enter scores individually.
- EAs pulled from instructional duties to test or cover classes.
- Not enough computers for the students in mid and high to take the A2L three times a year.
- School Max is cumbersome, difficult to use and requires valuable time.

and Whereas, the Albuquerque Teachers Federation had established a cooperative relationship with the previous administration;

and Whereas, the above issues have remained either unresolved or unaddressed;

Therefore, be it resolved, that the ATF President present these issues and concerns to the new APS Superintendent as an agenda for joint work; and

Therefore, be it further resolved, that the ATF President, staff and leadership continue to work on this agenda with the new APS Superintendent through existing joint committees and the negotiations process.

The Validity of Teacher’s Grades
Motion to the ATF Fed Rep Council
Whereas, according to state law for grades 1st through 8th, only two things determine a student’s promotion to the next grade: a short-term assessment score (for APS, this assessment is the Assess-2-Learn test) followed by an academic improvement plan (AIP).

Whereas, the state legislature has determined that a teacher’s grades in the classroom are irrelevant.

Whereas, according to the state’s promotion and retention law a student can fail every class in every grade but as long as they pass the A2L they are legally required to be promoted to the next higher grade; and

Whereas, students know this and because students know that the A2L only addresses math and language arts, then all of their other classes can be completely ignored. History, Science, and Computer Technology have, by virtue of state law, been found to be irrelevant; and

Whereas, this policy implies that RDA is more competent in determining a student’s competence than the classroom teacher; and

Whereas, it should be further noted that the Fall A2L test only requires that a student score a 20%. On every question, there are only 4 possible answers. So, if a student marks all A’s, then they will very likely score a 25%. Hence, if a student doesn’t even try, they’ll pass. Furthermore, RDA believes that it can assess a student’s competence with a standard with only one question;

Therefore be it resolved that ATF lobby to have this law amended to include classroom grades as a critical part of the promotion/retention law. This would re-introduce the validity of the classroom teacher in a student’s education.

A Well-Rounded Education
Submitted by the ATF Executive Council
Whereas, the federal No Child Left Behind legislation demands that high stakes are attached to test scores in reading and math; and

Whereas, because of the real and perceived punitive pressures attached to high-stakes reading and math test scores, it has become a widespread side effect that the curriculum is narrowed in many elementary schools; and

Whereas, it is state regulation and district policy that all children are taught a well-rounded curriculum that includes all subject areas and addresses all the New Mexico State Standards: and

Whereas, it is the teachers’ professional and ethical responsibility to teach each child in their class/school every subject at an appropriate level based on their needs regardless of AYP rankings: and

Whereas, some teachers in APS have been directed by their principals to focus exclusively on math and reading and forgo the teaching of science, social studies, art, music and more: and

Whereas, some principals have been directed by the PED to focus on math and reading even if the result is to deny some students electives and/or a full range instruction in all content areas: and

Whereas, children score better on all testing measures when school is humane and experiences are diverse: and

Therefore be it Resolved that ATF ask APS leadership to communicate with principals the legal and ethical obligation we have in public education to provide all students with a well-rounded education in every subject; and

Be it further resolved that the ATF President work with APS to do whatever is necessary to preserve a well-rounded education for all students.
Whereas, there is a growing emphasis on technology and there is exponential growth of its use; and

Whereas, teachers are regularly required to submit attendance, grades and testing results on-line; and

Whereas, technology teachers provide needed support for classroom teachers to ensure that:
   - All computers work consistently;
   - The network is operational;
   - Teachers have access to the Internet;
   - Teachers have access to training to use the Internet; and

Whereas, technology teachers provide needed instruction for teachers and students, so that all can become knowledgeable with the state-of-the-art hardware and software and apply that knowledge to all content areas; and

Whereas, technology teachers support classroom teachers in the integration of technology in other subject areas; and

Whereas, modern schools are an essential component of a successful education and computers are an essential part of a modern school; and

Whereas, technology teachers at school sites range from a classroom teacher who volunteers time toward technology to a full-time paid position; and

Therefore be it resolved, that the ATF President work with the APS administration and the state legislature to communicate the importance of allocating a funded technology position, at a minimum ratio of 1:500, at every school site.

Attendance and Make-Up Work
ATF Policy Handbook

Jerome Evans, Sandia High School
Discussion Item-March 6, 2007
Action Item-April 3, 2007

Background
APS Board Policy: "In general, for authorized or excused absences the student will be afforded the opportunity to make up all work without penalty within a reasonable length of time. In case of unauthorized or unexcused absences, the principal and teacher will judge the merit of providing makeup work and will judge each case on its own merit." Revised April 2001.

APS Student Behavior Handbook: "Students are entitled to make up work for ALL absences-excused and unexcused, with the following exception. Principals have the discretion to decide whether or not truant students will be entitled to make up their work" (6). APS Student Behavior Handbook, 2006-07

Whereas APS Board Policy and APS Student Behavior Handbook contradict each other, and

Whereas the student behavior handbook policy gives discretion to principals who are not directly in contact with students to allow make up work or not rather than teachers who are directly involved with students, and

Whereas students need to attend regularly and complete work assigned as it is given in a teaching and learning context, and

Whereas current policy allows students "no more than 5 unexcused absences per semester, and no more than 10 unexcused absences per school year (Student Behavior Handbook 6), and

Whereas the District really should not allow/tolerate/sanction any unexcused absences for students because unexcused absences undermine the teaching and learning process, and Whereas high school students by their age and nature sometimes simply do not attend classes when they should, and

Whereas high school students need guidance, including appropriate expectations and consequences for behaviors, and

Whereas allowing make up work for unexcused absences places an unrealistic burden
on teachers, and

Whereas current policy in the APS Student Behavior Handbook negates or denies student responsibility, and

Whereas schools do have clerical personnel entering reasons for absences via School Max, and

Whereas APS expects teachers to be accurate with attendance reporting, and

Whereas School Max attendance data needs to be better utilized by APS to keep parents informed regarding student attendance, and

Whereas teachers perceive that attendance matters in student learning

Be it Resolved that teachers in APS would like to see the Student Behavior Handbook brought into line with APS Board Policy regarding unexcused absences and make up work, specifically not allowing credit for unexcused absences or at the teacher's discretion.

Be it further resolved that the ATF President make appropriate recommendations to the APS leadership and the School Board in order to follow-up on this motion and in order to support teachers in their efforts to help students learn effectively by providing appropriate rewards and consequences for school attendance.

Motion to Support Distribution of “A+ For Energy: A BP Energy Education Program”
Grant Information
Motion to the ATF Fed Rep Council
Fred Aiken, RGHS
Discussion Item: 12-05-2006
Action Item 1-8-07

Whereas, British Petroleum is awarding up to $500,000.00 in grants, in the amount of either $5,000.00 or $10,000.00, to preK-12 New Mexico teachers, and

Whereas, the grants will be awarded through a competitive process to teachers for innovative classroom, after-school, extra-curricular or summer activities focused on energy and/or energy conservation, and

Whereas, British Petroleum (BP) has requested the Albuquerque Teachers Federation’s assistance in distributing grant information to teachers, and

Whereas, although British Petroleum is a company that has issues related to both its environment and labor practices (safe working conditions), it is now also considered the one of the more progressive of all oil companies, working on the development of cleaner energy and renewable energy sources like biofuels,

Therefore be it resolved that the Albuquerque Teachers Federation will assist in the distribution of information and application materials for the “A+ For Energy” grants available from British Petroleum.

Motion on Time for Testing
Submitted by Rowan Wymark, Wherry Elementary
Whereas of the federal act No Child Left Behind increased assessments for all students, and

Whereas APS is obliged to follow that mandate, and

Whereas teachers, for the most part, are administering the federally mandated assessments as well as the accompanying state and district assessments, and

Whereas in order to do so many teachers have taken personal or sick leave so that they can go to work and administer all of the necessary assessments, and

Whereas a teacher’s days precludes the possibility of doing all things,

Be it resolved that the Albuquerque Teachers Federation ask the district to help to find proactive ways to support teachers during the assessments periods in order for teachers to be able to focus primarily on teaching and also have time to administer assessments in a satisfactory way that will help inform their work with their students.

Motion to Support “Our Climate, Our Future”
Submitted by Sharon Sharp, Chelwood Elementary
Whereas, Global warming is one of the greatest threats to the future of the students we teach, and

Whereas, Our educational work is compromised by forces which threaten the stability of the future our students will live in, and

Whereas, Current scientific research is yielding overwhelming evidence that unchecked warming is already changing the face of the globe, and may change the world as we know it in many ways by the end of the 21st century, and

Whereas, Our Governor has recognized the urgency of the global warming threat and committed the state of New Mexico to address it (Executive Order 2005, attached), and

Whereas, This is a large-scale challenge which will require many different approaches, activities, and players to resolve, and

Whereas, The solutions to the threat of global warming are within our grasp if we take individual, collective, and political action to pursue them,

Therefore be it resolved that the Albuquerque Teachers' Federation endorses the poster and essay contest, “Our Climate, Our Future,” as a way of educating students about the climate threat and the possible solutions to the crisis, and

Further be it resolved, that the Albuquerque Teachers' Federation endorses the attached letters to Governor Richardson, Senator Domenici, and Senator Bingaman, urging that the governments of New Mexico and the United States take strong action to limit the greenhouse gas emissions which contribute to global warming.

Motion on Student Based Budgeting
Submitted by Barbara Petersen, Valle Vista elementary
Whereas, the student based budgeting (SBB) formula replicates a well-intentioned and theoretically equal, but antiquated and inadequate, state funding formula, and

Whereas, SBB creates considerable confusion and frustration for teachers, principals and instructional councils trying to understand and allocate money from school budgets, and

Whereas, in reality there is very little discretionary, or non-salary account, money available at most schools that instructional councils can actually distribute under the term “student based budgeting”, and

Whereas, budget items that schools and staff members really do not have any control over (i.e.; staffing according to state law) should be a centralized budget function, and

Whereas, educational programs are disrupted when schools have to alter well thought-out and educationally sound decisions and/or make internal staffing changes because student enrollment increases and decreases, and

Whereas, in instances when a school has to “pay back” money due to lower enrollment, and when increases in enrollment do not generate enough funds for a “whole” teacher, a principal/staff is often forced to choose between maintaining the program with all available funds versus having funds in essential budget areas such as supplies, and

Whereas, disruptions in educational programs resulting from changes in staffing necessitated by 20-day counts in order to comply with state law are often compounded by SBB limitations, confusion and rumors, and

Whereas, teachers would rather make real decisions about modest sums of discretionary money, rather than fleeting or false decisions about more significant sums, and

Whereas, we believe the intent of SBB was to ensure money from the district was available to schools to make positive benefit for students rather than to create more work and stress on schools.

Therefore be it resolved, that the ATF president ask the APS superintendent and chief financial officer to amend the student based budgeting process, and
Be it further resolved, that the amendments made would result in a fixed, consistent, discretionary sum of money that was not subject to change once allocated, that schools would have available to work with in order to provide the best opportunities for their students.

Recess is Good For Kids
Proposed by Wendy Fuller, Hawthorne Elementary School
Whereas, recess has been an integral part of most elementary-age school schedules since formalized schooling began, and

Whereas, because of the pressure to show increased academic accomplishment there is a trend to abolish recess in favor of more instructional time, and

Whereas, recess provides children with discretionary time and opportunities to engage in physical activity that helps to develop healthy bodies, practice life skills such as conflict resolution, cooperation, respect for rules, taking turns, sharing, using language to communicate and problem solving in real life situations, and

Whereas, research on brain functioning, attention, memory, social and emotional development, and language development all reveal the unmistakable advantages of physical exercise, and

Whereas, vigorous, outdoor physical activity is not only good for the heart, lungs and muscles of growing children, but in addition, children also think better after they have had a break in the formal school day, and

Whereas, research shows an unmistakable link between movement and thinking because performing complex movements like dancing, throwing a ball, or playing tag engage the same area of the brain, the cerebellum, as those used for problem solving, planning, and sequencing, and

Whereas, brain research has indicated that a person’s capacity to master new and remember old information is improved by biological and chemical changes in the brain caused by exercise, and

Whereas, in recent studies of schools that increased the time children spent engaging in physical activity (both recess and P.E.) to 1/3 of the school day, the results showed that although children spent significantly less time on academic subjects, they maintained, and for some students, increased, their scholastic achievement levels, and

Whereas, these data indicate that one of the answers to improving students’ learning should not include abolishing recess in favor of more time spent on academics, but should include adding more time for physical activity, and
Whereas, recess, while separate and distinct from physical education, is an essential component of the total educational experience for elementary ages children.

Therefore be it resolved, that the ATF President present this motion to the APS Superintendent and ask the leadership of this district to encourage all elementary schools to reestablish recess time for children in the morning, at lunch and in the afternoon.
Whereas, teacher working conditions are student learning conditions, and

Whereas, it is essential for the educational process that teaching and learning environments are appropriate, well-maintained and state-of-the-art, and

Whereas, current research strongly indicates that working conditions make a difference in teacher retention, and that teacher working conditions are important predictors of student achievement, and

Whereas, in an American Federation of Teachers national survey, 95% of teachers surveyed selected improving school buildings as an important policy that helps retain teachers in the profession, and

Whereas, according to the National Commission on Teaching and America’s Future, the condition of the school is one of the greatest factors related to teacher turnover, and

Whereas, on September 19, 2006, the public will vote on the approval of a General Obligation (GO) Bond that would raise $351 million to fund critical school and classroom needs identified in a comprehensive, district-wide facilities plan, and

Whereas, APS school and classroom needs exceed current revenue projections because of inflation and accelerating growth, and

Whereas, for the past 13 years, the district has managed its educational facility needs without a tax increase, and

Whereas, if approved, the GO Bonds will make APS school tax rates comparable to other large districts across New Mexico, and

Whereas, the proposed 2.142 mill increase is an essential investment in our children’s future, and

Whereas, the revenue raised by the supplemental GO Bonds will fund much-needed renovation, expansion and new construction projects across the district,

Therefore be it resolved, that the Albuquerque Teachers Federation (ATF) supports and recommends approval of the Special GO Bond, and
Be it further resolved, ATF calls upon all APS employees, their families and all registered voters within APS to VOTE YES for our children in the September 19, 2006 Special Bond Election.

Motion to Participate in the Education Partners Petition Drive
Submitted by Janet Montoya Schoepner
Discussion item: 8-8-06

Whereas, the Education Partners have been working collaboratively to be a proactive and united force for Public Education in the New Mexico State Legislature, and

Whereas, the Partners are committed to creating the public and political will to support public education in New Mexico.

Therefore be it resolved that the Albuquerque Teachers Federation participate in the Education Partners back-to school petition drive that calls for 50 cents of every new general fund dollar to be dedicated to NM schools.

The NM Education Partners:
AFT New Mexico, Albuquerque Teachers Federation, NEA New Mexico, New Mexico Coalition of School Administrators, New Mexico PTA, New Mexico School Boards Association

SOME BACKGROUND ON PUBLIC EDUCATION FUNDING IN NM
On an aggregate basis, the New Mexico taxpayer and the New Mexico Legislature has been generous with the New Mexico school children over the past 25 years. In 1982, $603 million was appropriated for the operation of New Mexico public schools. This year almost $2.3 billion has been appropriated to operate our schools.

However, on a relative basis, the public school children have not fared nearly so well. The 1982 appropriation to public education operation was 51.5% of the state budget. This year that percentage has fallen to 45.3% of the State budget-a percentage, with few exceptions, that has declined yearly over the past 25 years.
In that same 25 year period, we have asked more and more from our public schools.

We have:

- increased graduation requirements
- raised teacher accountability, standards and requirements
- mandated more rigorous curriculum standards
- lowered class sizes increased school districts’ contributions to Educational Retirement instituted a state wide full day kindergarten program and embarked on a pre-Kindergarten program for 4 year olds, mandated alternative educational opportunities, and adopted laws and policies that dramatically increase special education programs (those costs to public schools have gone up 150% in the last 15 years—from $136.4 million in 1990 to $354 million in 2005)

Even with the infusion of approximately $60 million per year from the Land Grant Permanent Fund, the percentage of the State budget has continued to decline. If we are to implement and meet those challenges outlined above, this trend must be reversed. The first step would be to assure that at least 50% of the new money available for appropriation in the 2007 Legislature be dedicated to public education.

Motion to Fed Rep Council on Revising the FRC Agenda
Whereas, COPE is a standing committee of the Albuquerque Teachers Federation established by the ATF Constitution and,

Whereas, ATF-COPE is established to: 1) be the non-partisan political wing of the union; 2) educate the membership concerning political issues, and 3) advance the interest of teachers on every political front through political action and lobbying, and

Whereas, the impact of political issues on all educators has steadily increased over the last several years and,

Whereas, an optimal time for discussion and action on political issues should be near the start of the Fed Rep Agenda,

Therefore be it resolved, that the ATF Fed Rep Council Agenda be permanently amended to include the “COPE Report” immediately following the “Announcements” portion of the agenda.

Proposed FRC Agenda Order (tentative times)

Social 4:00-4:30
(Officers and staff are available to discuss issues and answer questions)
Approval of Agenda 4:30
Approval of Minutes 4:32
Organizing Around the Issues 4:35-4:55
Announcements 5:00
Committee Reports 5:30
COPE
Officer’s Reports 5:35
President - Ellen Bernstein
Executive Vice President - Janet Montoya Schoeppner
High School Vice President- James Chavez
Middle School Vice President - Angela Reynolds
Elementary Vice Presidents - Miriam Martinez & Rowan Wymark
Membership and Involvement Vice President – Wendy Fuller
Treasurer- Paul Roensch
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AFT New Mexico Cooperative Organizing Project
Motion submitted to the ATF Fed Rep Council
Proposed by the ATF Executive Council
Discussion Item- April 4, 2006
Action Item - May 2, 2006

Whereas, in May, 2003 the ATF Federation Representative Council voted to support the AFT/NMFEE Organizing Partnership by increasing members’ dues by an additional $1.00 per member per month; and

Whereas, the original 3-year commitment to support the state organizing partnership was based on:

- The passage of the collective bargaining law which stipulated that AFT NM must run union election campaigns in newly organized locals as well as in those school districts where employees lost collective bargaining rights with the sunset of the previous bargaining law.
- The need to conduct extensive membership drives and to negotiate contracts in those locals.
- AFT’s offer of substantial help in this effort through a proposed partnership program that included a funding level at approximately 10 times the amount assessed ($60,000 assessed and approximately $600,000 in support). The strong belief that a statewide organized educational work-force benefits all members by more effectively addressing the challenges facing education employees, such as fighting for professional salaries and better benefits, containing health care costs increases and gaining a stronger voice in our work; and

Whereas, with the sunset of the previous collective bargaining law in 1999, several AFT New Mexico locals (including Gallup, Gadsden, Socorro and Zuni) lost their collective bargaining agreements and payroll dues deduction, resulting in a drastic loss of membership; and

Whereas, over the last few years with concerted efforts throughout the state, the Cooperative Organizing Project has recruited approximately 1,150 members for a statewide total of about 7,800; and

Whereas, representation campaigns and/or elections are progressing in Gallup,
Gadsden, Cuba and have resulted in an election victory for bus drivers in the Rio Rancho school district;

**Now therefore be it resolved,** that the ATF Executive Council approves a continuation of the assessment ($1 per member per month) and recommends to the ATF Federation Representative Council that it vote to approve the continuation for a period of three years.
ATF's Position on the Mayor’s Plan for APS
Motion submitted to the ATF Fed Rep Council
Proposed by the ATF Executive Council
Discussion Item- April 4, 2006
Action Item - May 2, 2006

Whereas, Albuquerque Mayor Martin Chávez publicly announced his intent to gain the power to appoint APS Board of Education members, and

Whereas, this action was taken without any communication or consultation with the leadership or the membership of the Albuquerque Teachers Federation, and

Whereas, the Mayor cites a 50% drop out rate and the need for more accountability in dealing with overcrowded schools as the reasons for gaining mayoral control over the APS Board of Education, and

Whereas, according to information compiled by the APS Research, Development & Accountability Department, over a 4-year period, 18% of entering 9th graders do not graduate (not the 50% figure cited by the mayor), and

Whereas, the mayor asserts that educational outcomes better than those of APS are obtained in school districts such as Chicago, Cleveland, Philadelphia and New York where the Mayor is in control of the schools, and

Whereas, Chicago, Cleveland, Philadelphia and New York do not have not better educational outcomes since the mayoral take-over of public schools in these cities, and

Whereas, in the above-mentioned cities, the mayor has the ability to increase funding for the public schools through an increase in property and sales taxes, in contrast to Albuquerque and other New Mexico communities which derive operational money under a state-funded educational system, and

Whereas, the Albuquerque Teachers Federation has previously taken a position at the January 3, 2006 Fed Rep Council meeting to “encourage the APS Board of Education to aggressively pursue adequate capital funding including a possible tax increase”, and

Whereas, the Albuquerque Teachers Federation is committed to the democratic
election of school board members, and

Whereas, the proposal put forth by Mayor Chávez would eliminate the ability of the public to influence the direction of their schools by the direct election of board members in single-member districts, and would thus make the process less accountable to the citizenry, and

Whereas, the Albuquerque Public School district boundaries extend to several municipalities (for example, Corrales, Los Ranchos, Tijeras and unincorporated parts of the county such as sections of the South Valley) and thus would created representational and possibly legal conflicts, and

Whereas, we have an interest in maintaining our ability, through our Committee on Political Education (COPE), to be politically active in elections that directly affect public education, and

Whereas, as specified in the ATF Constitution, we want to preserve our ability to: Advance the interest of teachers on every political front through political action and lobbying;

Conduct candidate screenings and support the campaigns of selected candidates at all political levels; and

Whereas, our Negotiated Agreement is with the APS Board of Education and, if appointed, would essentially require our union to negotiate with the mayor, placing in the hands of that one person undue influence over the professional lives of Albuquerque educators, and

Whereas, we believe it is best to have a balance of power that is the result of a democratically-elected Board of Education that hires the superintendent, and

Whereas, the mayor’s comments that the schools are failing unnecessarily undermines the public’s confidence in our public schools, and

Whereas, given the opportunity, the leadership and membership of ATF welcome the opportunity to work productively and collaboratively with the mayor on public education issues, provided that:
• We agree upon the issues that would make the most positive difference in the lives of the students of APS,
• We agree upon the methods that will best address these issues.
• Accurate information is used to both identify and address common issues.

Therefore be it resolved, that ATF oppose the mayor’s plan to appoint the members of the APS Board of Education.
ATF COMMITTEE ON POLITICAL EDUCATION (COPE)
Endorsement Recommendations
Approved by the ATF Fed Rep Council on May 2, 2006
for the Primary Election - June 6, 2006

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<td>Daniel P. Silva</td>
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<td>Miguel P. García</td>
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<td>Traci Jo Cadigan</td>
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<td>Antonio “Moe” Maestas</td>
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<td>44</td>
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<td>Thomas Swisstack</td>
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Resolution on 2006 APS General Obligation Bond Election
Submitted by Barbara Thomson Ayres, ATF-COPE Chair (Mark Twain ES)
To the ATF Fed Rep Council
January 3, 2006

Whereas, teacher working environments and student learning environments are one in the same and, as such, optimal teaching and learning conditions depend on appropriate, well-maintained facilities; and

Whereas, the public will be asked to vote on a general obligation (GO) bond package question on Tuesday, February 7, 2006; and

Whereas, if approved, the general obligation bonds will raise $125 million in four years toward new school construction and improvements without raising taxes; and

Whereas, the items to be paid for by the GO Bonds will include: a Northwest high school, the design of a Southwest high school, a Northeast elementary school plan, and a Southwest elementary school core facility and classrooms; and

Whereas, approval of the GO Bonds will secure an additional $31.4 million in state matching funds from the Public School Capital Outlay Council; and

Whereas, the proposed additions and improvements to schools will benefit APS students and educators now and into the future,

Therefore, be it resolved that the Albuquerque Teachers Federation (ATF) recommends approval of the February 7, 2006 General Obligation Bonds; and

Be it further resolved, that ATF encourages all APS employees, their family members and friends and all registered voters to vote “YES” on February 7, 2006.

Be it further resolved, that ATF encourage the APS Board of Education to aggressively pursue adequate capital funding including a possible tax increase.
Request for ATF Support for
Grass Roots Petition to Increase Mileage Reimbursement

Motion submitted to the ATF Fed Rep Council
by Havens Levitt, Aztec Complex Co-Rep
Discussion Item- November 1, 2005
Action Item, December 6, 2005

Whereas, APS currently pays 30 cents/mile as reimbursement for automobile expenses incurred by employees on school business; and

Whereas, The federal reimbursement rate is 48.5 cents/mile; and

Whereas, Gasoline prices have doubled over the last few years making 30 cents/mile significantly less than the actual cost to an employee; and

Whereas, The cost of employees traveling between schools and to and from students’ houses on behalf of the District is a District expense – not an expense that employees should have to bear;

Be it resolved that the Albuquerque Teachers’ Federation endorse an employee led effort to convince school board members and the District administration to increase the reimbursement rate to 48.5 cents/mile and request Fed Reps to circulate petitions to all employees.
“US Representative Bernie Sanders”
Motion submitted to the ATF Fed Rep Council From
Larry Hertz, Emerson Elementary School
Discussion item, September 7, 2005
Action Item, October 4, 2005

Whereas US Representative Bernie Sanders, NM Rep. Mimi Stewart and NM Senator Cisco McSorley are long time supporters of labor and education and

Whereas this event will support the ATF’s goal of electing progressive candidates

THEREFORE BE IT RESOLVED that the ATF endorses the Meeting of November 19th where US Representative Bernie Sanders, NM Rep. Mimi Stewart and NM Senator Cisco McSorley will be the speakers.
New Mexico Federation Of Labor Resolutions-ATF Concurrence

Motion submitted to the ATF Fed Rep Council
From Rowan Wymark, Wherry Elementary School
Discussion Item- September 7, 2005
Action Item, October 4, 2005

Whereas, ATF supported the motions passed by our fellow unions at the NM AFL-CIO Convention last summer, and

Whereas, it is our organizational responsibility to disseminate information about labor’s concerns and positions on the diverse issues facing us as workers and citizens issues,

Therefore be it resolved that the Albuquerque Teachers Federation concurrently pass and support as an organization the following seven motions which were passed at the AFL-CIO Convention in June 2005.

Wake-Up Wal-Mart Resolution-
Asks us to join the “Wake Up Wal-Mart” campaign.

Applying Union Power to Renewable Energy Development and energy Efficiency-Asks AFL-CIO to endorse the Apollo Alliance and to develop formal partnerships in the areas of renewable energy development, energy efficiency upgrades, and Green Building, and give its support for initiatives linked to the skilled, trained, and organized work forces of the New Mexico Building and Construction Trades Council.

Resolution on the Living Wage- Asks us to support pro living wage legislation at the state and local levels.

State Social Security Resolution- Asks us to urge Congress to reject proposals to divert money out of Social Security to fund private accounts.

World Bank Bonds Boycott: Center for Economic Justice: Resolution Against Purchasing World Bank Bonds -Asks AFL-CIO to ask it’s affiliate to not purchase bonds issued by the world bank.

Resolution on Immigrant Workers - Asks AFL-CIO to provide support to local unions working with and organizing immigrant workers.
Resolution Opposing War With Iraq - Asks AFL-CIO to urge its members to get involved with organizations working toward stopping the war with Iraq.

**Wake-Up Wal-Mart Resolution**

Whereas, Wal-Mart is the largest private employer in the world with over $10 billion in annual profits and 1.3 million employees, and

Whereas, Wal-Mart lowers our wages, ships our jobs overseas, and shifts their health care costs onto us, the American taxpayers, and

Whereas, we believe America's largest employer should reflect America's values, and

Whereas, in our vision of America, workers are paid living wages, provided proper health care, and retirement benefits, and

Whereas, we believe that together, we - the consumers, citizens and workers of the United States - have the power to make Wal-Mart live up to its responsibility to its employees, our families, our communities and the nation, and

Whereas, the United Food and Commercial Workers have launched the Wake-Up Wal-Mart campaign with the goal of changing Wal-Mart by building local community coalitions at every Wal-Mart in America, and

Whereas, the Wake-Up Wal-Mart campaign is bringing together grassroots community leaders, citizens, workers and union members who have woken up to the high costs of Wal-Mart and recognize Wal-Mart's negative impact on our jobs, our wages, our health care and our communities, and

Whereas, the Wake-Up Wal-Mart campaign is a grassroots movement representing the best America has to offer, and

Whereas, we believe it is time for Wal-Mart to Wake-Up.

Therefore be it resolved that the American Federation of Labor - Congress of Industrial Organizations State Federation of New Mexico endorses the Wake-Up Wal-Mart campaign, and therefore be it further resolved that we join in the nationwide grassroots effort by committing to work with the national campaign to organize local community coalitions throughout the state of New Mexico.
Applying Union Power to Renewable Energy Development and Energy Efficiency

WHEREAS, on April 14th, 2004, at the North American Energy Summit in Albuquerque, Governor Richardson issued Executive Order No. 2004-019, declaring New Mexico the "Clean Energy State," believing that it will be an "economic tidal wave of the future."

WHEREAS, Governors Richardson and Schwarzenegger developed a 2-year Western Clean Energy Plan with the goal of developing 30,000 megawatts of clean energy by 2015 and reducing power demand 20% by 2020 through energy efficiency and conservation;

WHEREAS, in 2004, New Mexico adopted a Renewable Energy Portfolio Standard, requiring that 10% of the State's electricity come from renewable energy resources by 2010,

WHEREAS, clean energy technologies are more labor intensive than fossil fuel and will create new employment for certified installers and union manufacturing, transportation, and construction workers;

WHEREAS, renewable energy and energy efficiency initiatives can be linked to prevailing wage, Project Labor Agreements, apprenticeship utilization, and the utilization of domestic materials manufactured in-state; and

WHEREAS, renewable energy requires little or no fuel, diversifies the energy portfolio, increases reliability and energy security, and reduces threats to the environment;

WHEREAS, New Mexico's hot, dry climate creates particular need for energy efficiency measures that would reduce peak loads and lower cooling costs, and require the high-level skills from the Sheetmetal Workers, Electrical Workers, Roofers, Glaziers, Plumbers, Pipefitters, & Refrigeration Union Workers, Union Masonry Workers, and Carpenters;

WHEREAS, 86% of New Mexico's energy demand is supplied by coal and 13% natural gas, causing serious environmental impacts, water depletion, and public health and energy security problems;

WHEREAS, electric power plants are the single largest industrial source of some of the country's worst air pollutants, including carbon dioxide emissions, the leading cause of
global warming; sulfur dioxide, which creates acid rain; nitrogen oxide, the primary ingredient of smog; and mercury, which can cause severe neurological and developmental deficits;

WHEREAS, the negative health and environmental impacts associated with polluting power plants plus rising natural gas prices make renewable energy development and energy efficiency much more compelling in New Mexico and all regions of the country;

WHEREAS, polluting fossil fuel-based power plants, oil refineries, incinerators, landfills, and diesel bus stations are disproportionately sited in low-income communities and communities of color where residents bear significant environmental, health and economic impacts;

WHEREAS, New Mexico possesses abundant and versatile wind, solar, and geothermal resources and, according to the Union of Concerned Scientists, has the technical potential to generate nearly 22 times its current electricity needs from renewable energy;

WHEREAS, according to the Union of Concerned Scientists, in 2001, New Mexico generated about 80% more electricity than it used;

WHEREAS, the Apollo Project is a 10-year plan that would invest $30 billion per year into renewable energy and energy efficiency, increasing public transportation options, research and development of hydrogen fuel cell technology, and preserving regulatory protections measures that would increase family wage jobs and lead the country toward greater energy independence;

WHEREAS, Apollo Alliance projects seek to create meaningful, family wage jobs in the communities in which projects are located in coordination with community-based pre-apprenticeship job training programs; and

WHEREAS, 24 labor organizations representing over 10 million working men and women have endorsed the Apollo Alliance's Ten Point Plan, including:

- AFL-CIO
- AFL-CIO Industrial Union Council (IUC)
- AFL-CIO Building and Construction Trades Dept
- National Heavy and Highway Alliance
- Amalgamated Transit Union (ATU)
• American Federation of State, County and Municipal Employees (AFSCME)
• Bakery, Confectionery, Tobacco Workers and Grain Millers Intl. Union (BCTGM)
• Boilermakers Union (EBB)
• Graphic Communications Industrial Union (GCIU) –
• Industrial Division of the Communications Workers of America –
• International Association of Machinists and Aerospace Workers (LAM)
• International Brotherhood of Electrical Workers (IBEW)
• International Brotherhood of Teamsters (IBT)
• International Union of Electrical Workers (IUE-CWA)
• Paper and Allied Chemical Employees (PACE)
• Service Employees International Union (SEIU)
• Sheet Metal Workers International Association (SMWIA)
• International Brotherhood of Teamsters (IBT)
• Transportation Workers Union (TWU)
• United Automobile and Aerospace Workers (UAW)
• United Food and Commercial Workers (UFCW)
• United Mine Workers of America (UMWA)
• Union of Needletrades, Textiles and Industrial Employees and Restaurant Employees
• International Union (UNITE HERE!)
• United Steelworkers (USW); now therefore be it

RESOLVED, that the AFL-CIO State Federation of New Mexico endorses the Apollo Alliance; and be it further

RESOLVED, that the AFL-CIO State Federation of New Mexico will assist its affiliates in developing formal partnerships with the State of New Mexico, municipalities and other public and private entities in the areas of renewable energy development, energy efficiency upgrades, and Green Building, and give its support for initiatives linked to the skilled, trained, and organized work forces of the New Mexico Building and Construction Trades Council.

NEW MEXICO FEDERATION OF LABOR RESOLUTION ON THE LIVING WAGE
WHEREAS in the public sector most living wage campaigns seek to pass local ordinances requiring private businesses that benefit from public money to pay their workers a living wage,

WHEREAS the city of Santa Fe was the first municipality to pass a living wage ordinance for public employees in New Mexico,

WHEREAS Santa Fe was also the first city in America to successfully pass and implement a living wage ordinance in the private sector,

WHEREAS the federal minimum wage of $5.15 has not been raised since 1997,

WHEREAS 15 states and the District of Columbia have set minimum wage rates above the federal floor,

WHEREAS local union leaders and activists from New York to New Mexico to Santa Monica California have helped pass more than 100 living wage ordinances nationwide,

WHEREAS New Mexico Federation of Labor opposed and helped kill HB614 and SB533 introduced to prohibit a political subdivision from requiring wages that exceed the federal minimum wage,

WHEREAS there will always be a negative spin by the business economists and advocates, labor knows the impact of a long overdue raise to the worker,

WHEREAS the city of Albuquerque is presently engaged in a living wage initiative,

NOW, THEREFORE, BE IT RESOLVED by the New Mexico Federation of Labor, that it shall:

Continue to support pro living wage legislation and oppose anti living wage legislation at state and local levels,

Work to help build coalitions with the communities that raise wages and support other standards such as health benefits, advisory boards, environmental standards and language that supports union organizing,

Work to support efforts whether private or public in cities and counties across the state to
raise wages above the federal minimum of $5.15 per hour and provide a living wage,

Provide resources to preserve the Santa Fe Living Wage and help pass any minimum wage proposal in the city of Albuquerque and the state of New Mexico.

**State Social Security Resolution**

A Resolution calling on the Congress of the United States to reject plans to privatize Social Security by cutting Social Security's guaranteed benefits and diverting money out of Social Security into private investment accounts and, further, calling on Congress to commit to repaying to the Social Security Trust Fund the monies it has taken and spent for other purposes

WHEREAS, Social Security's income protections-guaranteed, lifelong benefits, cost-of-living adjustments to guard against inflation, increased benefits for families, greater income replacement for low-income workers, and disability and survivor benefits—are the backbone of retirement security and family protection in the United States; and

WHEREAS, Social Security provides crucial, often indispensable income protection for the 47 million individuals—one of every six Americans—receiving benefits; and

WHEREAS, Social Security is the nation's most successful and most important family income protection program, but it has long-term funding needs we should address; and

WHEREAS, some policymakers propose to address these needs by cutting guaranteed benefits and privatizing Social Security, that is, diverting a third or more of workers' payroll tax contributions out of the Social Security Trust Fund and into private investment accounts; and

WHEREAS, privatization will worsen Social Security’s funding needs by draining resources from the Trust Fund into private accounts, increasing the federal deficit by $2 trillion over the first decade alone and more in the future and putting us in deeper hock to foreign creditors; and

WHEREAS, some officials and members of Congress have suggested the federal government will not pay back the money it has taken from the Social Security Trust Fund over the past 20 years and used for other things, thereby denying working families the
money they paid into Social Security and leading to further benefit cuts; and

WHEREAS, privatizing Social Security will cut guaranteed benefits by 30 percent for young workers, even for those who do not participate in private accounts, costing them $152,000 over their retirements, denying them benefits they have earned and imperiling their economic security; and

WHEREAS, cutting guaranteed benefits will hurt the elderly because Social Security is the only secure source of retirement income for most Americans, providing at least half the income of nearly two-thirds of older American households and lifting more than 11 million seniors out of poverty; and

WHEREAS, cutting guaranteed benefits will hurt women and people of color, as they are more likely than white men to rely on Social Security for most of their retirement income, they earn less than white men and are thus less able to save for retirement, and they are less likely than white men to receive job-based pensions in retirement; and

WHEREAS, diverting resources from Social Security to fund private accounts will threaten guaranteed survivor and disability benefits, thus harming working families - particularly African-Americans-, as roughly one in five workers dies before retiring and nearly three in 10 become too disabled to work before reaching retirement age; and

WHEREAS, privatizing Social Security will burden state and local governments, as cuts in guaranteed benefits will increase demands for public assistance at the very moment growth in the federal deficit due to privatization induces the federal government to shift greater responsibilities onto states and localities; and

WHEREAS, Congress should not rush through drastic and damaging changes in Social Security that undermine its family income protections but instead, should take the time needed to develop careful and thoughtful reforms that address Social Security’s funding needs without slashing benefits or exploding the deficit:

Now, therefore, be it resolved, that the New Mexico Federation of Labor, AFL-CIO:
(1) Congress should first commit to paying back to the Social Security Trust Fund all of the money it borrowed and spent on other things; and
(2) Congress should carefully study a variety of potential changes that will address Social Security’s problems while ensuring the program will continue to meet its purpose of providing income protection and economic security for America’s families; and
(3) Any changes adopted by Congress must strengthen Social Security's family income protections without slashing guaranteed benefits or exploding the deficit; and
(4) Congress should reject proposals to divert money out of Social Security to fund private accounts.
Resolution Against Purchasing World Bank Bonds

WHEREAS, the World Bank has undermined democracy in impoverished countries by removing fundamental decisions on economic and social policy from the effective control of democratically elected legislatures; and

WHEREAS, the World Bank is an institution whose decision making meetings, transcripts, and policy and project documents are not open to public or news media scrutiny, and is therefore neither accountable to the majority of people in the developing countries where it operates, nor to the voters and taxpayers of the United States, Canada, Western Europe and Japan whose governments largely dictate the policy decisions at the World Bank; and

WHEREAS, the World Bank and the International Monetary Fund (IMF) refuse to respect the rights of workers to organize and bargain collectively, have required countries to make it easier for companies to fire workers, have required countries to change their labor laws to weaken the collective power of workers, and push developing country governments to depress wages; and

WHEREAS, through its "structural adjustment" lending, the World Bank, together with the IMF, promotes privatization of and reduced public expenditure on education, health care, water, and public pension systems, causing many people to lose access to education, health care, clean water, and retirement security, which hurts poor women and children in particular; and

WHEREAS, the World Bank promotes "user fees" for access to primary health care, preventing people from receiving life-saving medical treatment, and leading to increases in maternal mortality; and these policies have greatly contributed to the current public health crisis in poor countries, and have put health care out of reach for millions of Africans; and the Bank has promoted user fees for access to education in poor countries, leading to declines in enrollment, particularly for girls; and

WHEREAS, the World Bank has pressured developing countries to privatize public water systems, and to increase costs of drinking water for poor consumers, causing people to lose access to clean drinking water, and thus becoming more susceptible to the waterborne diseases that kill 2 million children a year, and forcing women and children, who bear most of the costs of daily household chores, to travel farther and work harder to collect water; and
WHEREAS, the World Bank refuses to cancel 100% of the debt of impoverished countries, thereby maintaining external control of the economic and social policies of these countries, despite the fact that many African countries spend more servicing illegitimate debts to the IMF and World Bank than on health care, and are denied access to the resources they need to fight the HIV/AIDS pandemic; and

WHEREAS, the World Bank has resisted calls to move from foreign currency loans to grants to finance expenditures in education, health care, water, and sanitation in the poorest countries; and

WHEREAS, World Bank fossil fuel energy projects have resulted in human rights abuses, impoverishment of local communities and nations, local pollution, global warming, and represent an unnecessary taxpayer subsidy to one of the most environmentally and socially destructive industries in poor countries; and

WHEREAS the World Bank has been the single largest fonder of large dam projects in developing countries, and World Bank-funded dams have forcibly displaced over 11 million people, and the World Bank refuses to fully implement the recommendations of the World Commission on Dams, including that no dam should be built which involves the forced relocation of people; and

WHEREAS, the majority of the resources available for lending by the World Bank comes from the sale of World Bank bonds to institutional investors, including pension funds, and these resources are used to carry out the aforementioned destructive policies;

THEREFORE, BE IT RESOLVED that THE NEW MEXICO FEDERATION OF LABOR (Request that its affiliates not to purchase bonds issued by the World Bank (the International Bank for Reconstruction and Development and International Finance Corporation), until the World Bank cancels 100% of its debt claims against impoverished countries, stops destructive "structural adjustment" lending and similar policies, including all those enumerated in this resolution; and ends all lending for socially and environmentally destructive projects such as oil, gas, and mining extraction and dams that include forced relocation of people.

BE IT FURTHER RESOLVED, that the NEW MEXICO FEDERATION OF LABOR will communicate its support for the boycott of World Bank bonds to its employees and agents who manage or administer any funds held by (this institution), to institutions and groups with which (this institution) is affiliated, to Members of the United States
Congress, and to the news media.

NEW MEXICO FEDERATION OF LABOR RESOLUTION ON IMMIGRANT WORKERS

June, 2005
WHEREAS, the exploitation of any worker in New Mexico erodes the rights, and depresses the wages of all New Mexico workers,

WHEREAS, immigrants have always been the most susceptible to economic exploitation in the United States,

WHEREAS, workers in Latin America have seen huge increases in poverty and undermining of their traditional agricultural and industrial employment since the institution in 1994 of the North American Free Trade Agreement,

WHEREAS, workers have historically come to this country to escape oppression and poverty and to seek a better life for themselves and their families,

WHEREAS, in 2000 the national AFL-CIO called upon all of its affiliates to support the rights of immigrant workers and seek to organize them,

WHEREAS, immigrants contribute to the prosperity and cultural diversity of our communities, WHEREAS, unions in New Mexico already represent, or are seeking to organize, immigrant workers, 

WHEREAS, in New Mexico community-based immigrant rights and economic justice organizations are often the first place that immigrant workers go to fight for justice on the job,

WHEREAS, because community-based immigrant rights and economic justice organizations have shown a real capacity to organize in the immigrant community, they can serve as a bridge for labor organizations serving and organizing immigrant workers,

WHEREAS, through the efforts of community-based immigrant rights organizations the State of New Mexico and cities such as Albuquerque and Santa Fe have passed legislation that protects the rights of immigrant workers, and

WHEREAS, the New Mexico Federation of Labor recognizes that low wage and immigrant workers should be a critical component of labor’s organizing and community outreach strategies,

NOW, THEREFORE, BE IT RESOLVED by the New Mexico Federation of Labor, that it shall
Convene a working group composed of immigrant workers, community-based immigrant rights and economic justice organizations, and labor unions, Develop a strategic plan for extending the rights of low wage and immigrant workers at the local and state level, and Provide support to local unions working with and organizing immigrant workers.

RESOLUTION OPPOSING WAR WITH IRAQ

Whereas, The Bush Administration has presented no credible evidence that Iraq presents a threat to the United States.
Whereas, A United States military campaign against Iraq has set a dangerous precedent of preemptive attack that violates the charter of the United Nations, and undermines the very foundations of international law, probably meaning an end to international law.
Whereas, A war in Iraq has meant needless deaths of many in our fighting forces as well as innocent Iraqi citizens.
Whereas, A war in the Middle East has created chaos in that region, destabilizing governments of friends and foes alike, fostering hatred of our government, and increasing the likelihood of more terrorist acts of generations to come.
Whereas, The enormous cost of such a needless war has diverted money away from much needed domestic programs – education, healthcare, unemployment benefits. Social Security, and the environment.

Therefore, be it resolved that the New Mexico Federation of Labor goes on record as strenuously opposing the Bush Administration’s war with Iraq.

And be it further resolved that the New Mexico Federation of Labor urges its members to get involved with organizations working toward stopping the Bush Administration’s war with Iraq.
Whereas, the successful education of every child and student in New Mexico depends on highly qualified teams of school professionals including, but not limited to, K-12 educational assistants, secretaries and clerks, teachers, counselors, librarians, social workers, occupational therapists, physical therapists, speech and language pathologists, interpreters, audiologists, orientation and mobility specialists, evaluation specialists, Licensed school psychologists, transition specialists, maintenance and operations, food service workers, bus drivers, as well as higher education faculty and classified staff;

Whereas, the education process can only function effectively by attracting and retaining an entire team of highly qualified K-12 and higher education professionals;

Whereas, attracting and retaining highly qualified K-12 and higher education professionals is dependent upon competitive, market-level compensation packages;

Whereas, the increased cost of gasoline and oil has resulted in additional tax revenues which in turn has created a $300 million state budget surplus;

Whereas, according to the Legislative Finance Committee, K-12 public schools receive about half of general fund appropriations and higher education receives one-sixth of general fund appropriations;

Whereas, K-12 public schools should also receive about half of the general fund share of the $300 million surplus, and colleges and universities should receive one-sixth of the $300 million surplus;

Whereas, the Legislature and Governor must designate the traditional share of general fund revenues to K-12 schools and Higher Education from the surplus, (46% for K-12 and 16% for Higher Education) totaling approximately $188 million to fund six components for successful schools;

Whereas, the six components of successful K-12 public schools, colleges and universities must include:

1. Career ladder for K-12 support personnel;
2. Career ladder for K-12 educational assistants;
3. Salary improvements for K-12 experienced teachers and school related personnel;
4. Salary improvements for higher education faculty and classified staff;
5. Affordable health insurance premiums; and,
6. A solvent retirement fund.

BE IT RESOLVED; AFT New Mexico supports a legislative action plan to persuade state legislators and the Governor to invest $188 million of the $300 million surplus to fund and implement AFT New Mexico’s Contract for Successful Schools.

BE IT FURTHER RESOLVED; AFT New Mexico’s Contract for Successful Schools includes but is not limited to:

1. Career ladder for counselors, occupational therapists, speech pathologists and other support personnel which is analogous to the teacher’s 3-tier licensure/salary system.
2. Career ladder for educational assistants that links minimum pay with No Child Left Behind Requirements;
3. Salary improvements for experienced teachers and school related personnel which account for additional training and experience, cost of living increases, and the increased costs of health insurance;
4. Salary improvements for higher education faculty and classified staff which pays for cost of living, rising health insurance premiums, and provides salary increases for additional training and experience;
5. Funding to pay for increased costs of health insurance;
6. Funding to guarantee solvency of the educational employees retirement fund as a defined benefits plan.

BE IT FURTHER RESOLVED that AFT New Mexico Executive Council directs local affiliates to engage in the following activities from now through October:

PHASE 1: September-October
Build awareness and support for investing $188 million of $300 million surplus to fund AFT New Mexico’s Contract for Successful Schools by circulating postcards from every local to LFC; hold meetings of local executive councils, building representatives and membership to discuss Contract; hold school based meetings for all employees to discuss Contract and distribute postcards; present Contract to school boards and ask for support; distribute information via newsletters; use GET ACTIVE to inform members and call to action; use robo dialer to alert membership and call to action; contact local media; organize members to attend October 26th Legislative Finance Committee
meeting in Santa Fe. (Please note: the ATF Executive Council did not support taking a personal day to attend the LFC meeting on October 26th. We do however, encourage our members to contact the LFC before they meet).

PHASE 2: November-December
Write, call, and meet with local legislators to explain Contract.
Explain Contract for Successful Schools to media.
Continue school based meetings and membership outreach.

PHASE 3: January-February
Take personal day and travel to State Capitol;
Ask state legislators and Governor to pass Contract;
Continue school based meetings and membership outreach;
Continue letter writing campaigns at schools, phone calls to legislators in support of Contract.

Motion to Adopt Revisions to
Committee on Political Education (COPE) Constitution
Submitted by COPE Committee
Adopted May, 3, 2005

CONSTITUTION

Revised April 2005

We, the members, of the Albuquerque Teaches 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
To support and strengthen the commitment of the citizens and the government to excellence in public education at all levels.

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.

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.

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

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

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**

Only ATF members may become members of COPE. 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.

However, this is not to preclude from COPE campaign activities those ATF members who choose to volunteer, but are not enrolled in COPE.

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 supercede all existing COPE Constitutions and governing documents following ratification as set forth above in Article VII.
Motion to Form An AD HOC Committee for Occupational Therapists and Physical Therapists
Introduced by Megan Shanley OTR/L, Marcia Scott, OTR/L, Gail Stockman, OTR/L and Liz Thompson, PT
Action Item March 1, 2005

Whereas, the above mentioned committee wishes to gain Ad Hoc status in order to further the goals of the ATF Constitution, and

Whereas, the Committee will work to:

• Represent the constituency in order to obtain working conditions essential to the best professional service.
• Disseminate information to the constituency about important issues
• Be a liaison between the constituency and the Fed Rep Council.
• Be a liaison between the administration and the constituency.
• Offer recommendations for local, state and national legislation and action to the COPE committee and the Fed Rep Council pertaining to the issues of the constituency.

STATEMENT OF PURPOSE:

To represent all occupational therapy and physical therapy staff and obtain working conditions essential to the best professional service and to ensure inclusion in pay increases commensurate with our professions.

To gather and disseminate information on important occupational therapy and physical therapy issues and concerns to our constituency.

To obtain for all occupational therapists and physical therapists the rights, respect, and compensation to which they are entitled and to build union membership among these individuals.

To offer recommendations for local, state and national legislation to ATF/NMFEE/AFT COPE and the ATF Fed Rep Council pertaining to occupational therapy and physical therapy issues and concerns.

Therefore, be it resolved, that occupational therapists and physical therapists become an Ad hoc Committee of the ATF Federation Representative Council.
Motion to Support Approval of the APS Mill Levy Question on Feb. 1, 2005

Submitted by Rowan Wymark, Fed Rep Wherry ES and Elementary Constituent VP
Discussion Item: 12/07/04
Action Item: 1/11/05

Whereas, teacher working environments and student learning environments are one in the same and, as such, optimal teaching and learning conditions depend on appropriate, well-maintained facilities; and

Whereas, the APS Capital Master Plan strives to balance the needs for new schools with renovation of existing schools, incorporates technology into the district’s capital strategy, and develops a long-term (7-10 years) strategic planning guide; and

Whereas, if approved by the voters, the proposal will generate about $218.6 million from 2006 to 2011 for additional classrooms, renovation, health & safety code compliance and technology, without a tax increase.

Whereas, the proposed additions and improvements to schools will benefit APS students and educators now and into the future;

Therefore, be it resolved that the Albuquerque Teachers Federation recommend approval of the February 1, 2005 mill levy question; and

Be it further resolved that ATF encourage all APS employees, their family members and friends and all registered voters to vote “YES” on February 1, 2005.
Motion to Form an Ad Hoc Committee for Instructional Support Staff  
(Instructional Coaches, Staff Developers, Clinical Supervisors, & Resource Teachers)  
Submitted by Barbara Johnson: Instructional Coach for the Alternative Cluster  
Discussion Item: 10/5/04  
Action Item: 11/9/04

Whereas the Committee will work to:

- Represent the constituency in order to obtain equitable working conditions with other licensed teachers.
- To disseminate information to the constituency about issues relevant to their specific jobs.
- To be a liaison between the constituency and Fed Rep Council.
- To be a liaison between APS administration and the constituency.
- To offer recommendations for local, state, and national legislation and action to the COPE committee and the Fed Rep Council pertaining to the issues of the constituency.

STATEMENT OF PURPOSE:

The purpose of the Instructional Support Staff Committee will be to provide classroom instructional support and professional development to all teachers in the school setting.

To represent all instructional support staff and obtain working conditions essential to the best professional service and to ensure inclusion in pay increases equal to classroom teachers.

To obtain for all instructional support staff the rights, respect, and compensation to which they are entitled and to build union membership among these individuals.

To work with and make recommendations to the ATF Negotiating Team concerning contract negotiations to ensure inclusion in the bargaining unit and help APS understand the importance of continuous school based professional support and development.

To offer recommendations for local, state, and national legislation to ATF/NMFEE/AFT
COPE and the ATF Fed Rep Council pertaining to instructional support staff positions.

Therefore be it resolved, that instructional support staff become an Ad Hoc Committee of the ATF Federation Representative Council.
Motion to form Ad Hoc Committees
for Special Education Head Teachers and IEP Specialists
Submitted by Angela Reynolds, Truman MS Fed Rep and MS Constituent VP
Discussion Item: 10/5/04
Action Item: 11/9/04

Whereas, the Federation Council adopted a policy for the formation of Ad Hoc Committees on 2/2/96, and;

Whereas, special education head teachers and IEP specialists wish to gain Ad Hoc status in order to further the goals of the ATF Constitution, and;

Whereas, the Committees will work to:

- Represent the constituencies in order to obtain working conditions essential to the best professional service.
- Disseminate information to the constituencies.

Therefore be it resolved, that these two constituency groups become Ad Hoc Committees of the ATF Federation Representative Council.
Motion to Call for a Vote of No Confidence
Submitted by Jo-Ann Lynch, Lavaland ES
9-07-04

Whereas the second phase of the 3 Tier System has not been implemented by APS on time; and

Whereas, the implementation of the current Accounting System (Lawson), without adequate training or adequate tracking of problems, has caused continual and unacceptable issues without resolution;

Whereas, Purchase Orders are not accepted by vendors, on a continual basis, due to nonpayment;

Whereas, extended contracts and stipends have not been paid to employees in a timely manner;

Whereas, there have also been delays in differential payments;

Whereas, the current shortfall shows a pattern of problematic budgetary practices;

Whereas, the pattern of fiscal management of APS affects our ability to obtain the necessary materials to provide for the education of our students;

Whereas, the fiscal management of APS affects our ability as employees to pay our bills, mortgages, and take care of our families;

Whereas, delays in compensation to employees is completely unacceptable;

Whereas, it is understood that the Superintendent is making efforts to correct the current problems, but had not yet been successful in meeting the legitimate expectations of employees of being paid on time,

Be it resolved that the Albuquerque Teachers Federation Fed Rep council approve a vote of no confidence in the district’s capacity to meet its fiscal obligation to its
employees.

Be it further resolved that the leadership of the Albuquerque Teachers Federation express to the superintendent of APS the urgency of this ongoing problem and ask for evidence that APS has improved its capacity to carry out its fiscal responsibilities and to insure that future compensation will be timely.
Supporting the APS United Way Campaign
and the ATF Dial-a-Teacher Program
Motion submitted to the ATF Fed Rep Council
From the ATF Executive Council
September 7, 2004

Whereas, the Albuquerque Teachers Federation’s Dial-a-Teacher program has been accepted as a designated charity in the United Way Combined Federal Campaign, and

Whereas, the Albuquerque Teachers Federation’s Dial-a-Teacher program has also been accepted as a designated charity in the APS Foundation United Way Campaign, and

Whereas, Albuquerque Teachers Federation’s Dial-a-Teacher program has been a successful community service and a support for students state-wide, and

Whereas, the members of the Albuquerque Teachers Federation are committed to the sustainability of funding for the ATF Dial-a-Teacher program, and

Whereas, the APS Foundation Math and Science Committee has committed to contribute $2,000 to the ATF Dial-a-Teacher program through the APS Foundation United Way of Central New Mexico Campaign,

Therefore be it resolved that ATF leadership work in coordination with the NM AFL-CIO to encourage our brother and sister union members who are federal employees to designate their United Way contributions to the ATF Dial-a-Teacher program through the Combined Federal Campaign, and

Therefore be it resolved that ATF Federation Representatives encourage their colleagues to support employee contribution to the United Way of Central New Mexico Campaign, and

Be it further resolved that ATF Federation Representatives encourage their colleagues to designate the ATF Dial-a-Teacher program as a designated charity for their APS Foundation/United Way contribution.
Resolution for Formation of an Ad Hoc Committee
submitted by ATF Executive Council
Discussion item: 4-6-04
Passed: 4-6-04

Whereas, there are many members of the Albuquerque Teachers Federation who encounter serious medical, personal and emotional crises each year, and;

Whereas, many of these members exhaust the financial resources available to them, and;

Whereas, the Albuquerque Teachers Federation has a long history of supporting members in need, and;

Whereas, the Federation Representative Council has adopted a policy for the formation of Ad Hoc committees.

Be it Resolved that an Ad Hoc committee be formed to investigate the possibility of creating a uniform plan to give financial support to members in need.
Resolution Regarding Copies
submitted by Jeanne Pahls, La Mesa Elementary
Discussion item: 1-6-04
Action item: 2-3-04
Passed: 3-2-04

Whereas, teacher-made newsletters to parents are a valuable strategy that enhances learning, and;

Whereas, teacher-made tests also are a valuable strategy that enhances earning, and;

Whereas, twenty-six copies are not always needed, and therefore is not always best or ecologically ethical to Gestetner twenty-six copies when less are needed for the classroom, and;

Whereas, several days' advance notice is often needed to have copies Gestetnered, and flexibility in teaching often demands that materials are needed quickly in order to address the needs of students quickly, and;

Whereas, teachers who have overfull classrooms are not given extra allowance to make copies, even though they have more students and need more copies, and;

Whereas, teachers who have students with a wide variety of language backgrounds or a wide variety of academic/parent communication needs due to complex home/socioeconomic backgrounds are not given extra allowance to make copies, even though they have the duty to address a wider variety of intense academic needs.

Therefore be it resolved, that the Albuquerque Teachers Federation:
1. Directs the Union's leadership to communicate with the district administration that the limits on copies allocated to teachers should be lifted, and teachers be granted the ability to use their training and professional judgment to make the copies of tests, parent letters and instructional materials that they know are necessary in order to provide excellent instruction to their students.
2. Directs the Union's leadership to include a lifting of the limits on copies as part of the upcoming 2004-2005 calendar year instructor's contract.
Resolution About SAT Team Coordinators
Submitted by Jeanne Pahls, La Mesa Elementary
Discussion item: 1-5-04
Action term 2-3-04
Passed: 3-2-04

Whereas, elementary classroom teachers have 200 minutes per week of planning time in which to plan, grade papers, create materials, record grades, contact parents and do paperwork; and,

Whereas, most of these same teachers often are carrying home hours of work each week in order to get the job done, and;

Whereas, the contract states that committees are to be voluntary and due to the large amount of extra work that SAT team coordination entails, many teachers do not wish to coordinate Student Assistance Teams but may find themselves being assigned to do so without volunteering, and;

Whereas, there is not enough planning time allocated at the elementary level for an instructor to do the job well and coordinate SAT team at her/his grade level at the same time within the contracted duty day plus 2 hours per 20-day reporting period.

Therefore be it resolved, that the Albuquerque Teachers Federation Directs the Union's leadership to communicate with the district administration that each school should have a SAT team coordinator that has been hired at east part time in order to carry out those duties (This person should not be a full-time classroom teacher with full classroom responsibilities.);

Directs the Union's leadership to include a lifting of the SAT team coordinator duty from classroom teachers with full-time classroom responsibilities as part of the upcoming 2004-2005 instructor’s contract;

Directs the Union's leadership to include the need for each school to have a SAT team coordinator that has been hired at east part time in cider to carry out those duties as part of the upcoming 2004~2005 calendar year instructor’s contract.
Resolution for a Maximum Class Size
Submitted by Jeanne Pahls, La Mesa Elementary
Passed: 3-2-04

Whereas, as things stand now it is legal to have some children packed into overcrowded classrooms, and;

Whereas, crowded classrooms put children at a disadvantage and exploit teaching staff, and;

Whereas, the purpose of our schools is to provide the best possible instruction to our children, and;

Whereas, our children deserve to be our top priority in this state, and;

Whereas, our teachers deserve to be able to utilize their skills and expertise in a manner which will bring about the most instructional success.

Therefore be it resolved, that the Albuquerque Teachers Federation directs the Union's leadership to work with NMFEE to meet with the Governor and Legislative leaders to communicate the need to legislate for a MAXIMUM class size (not an average class size) at the elementary level of 21 at grades 1-3, 22 at grades 4-5, 23 at grades 6-8, and 24 at grades 9-12.
Resolution calling for a Special Session to reform New Mexico's tax code
Barb Ayres, Mark Twain Elementary
Discussion Item: October 14, 2003
Passed: October 14, 2003

Whereas, the state legislature will meet in a special session for 10 days beginning October 27 with the goal of reforming New Mexico's tax code, and;

Whereas, the State legislature cut state income taxes during the previous legislative session. which will result in more than $300 million of lost revenues to the general fund once the cuts are fully phased-in, and;

Whereas, the State legislature is considering the repeal and/or reform of other education-funding taxes during this special session, and;

Whereas, the State Legislature is considering repealing the gross receipts tax on food, which will eliminate more than $100 million from the general fund and negatively impact revenues for education.

Therefore be it resolved, that the Albuquerque Teachers Federation:
1. Affirms it strong support for quality public education in New Mexico;

2. Affirms its strong support for passing legislative bills that will hold public education "harmless" from all tax cuts that would negatively impact general fund revenues and result in less for quality public education;

3. Affirms its strong support for passing legislative bills that will "offset4 all tax cuts that would negatively impact general fund revenues and result in less funding for quality public education;

4. Affirms its strong support for not cutting taxes that will provide general fund revenues for full funding of quality public education if state legislators and the Governor can not hold education "harmless" or "offset" any tax cuts that provide general fund revenues for full funding of quality public education;

5. Recommends that Albuquerque Teachers Federation members; (a) Participate in all efforts to hold public education "harmless" from tax cuts that fund quality education
and "offset" all tax cuts that fund quality education, and (b) Participate in NMFEE/AFTs Get Active electronic network and begin a campaign to encourage members to call, email, and visit with their elected legislators before October 27 to solicit support for holding education "harmless" from tax cuts or "offsetting" education tax cuts;

6. Directs the Union's leadership to work with NMFEE to meet with the Governor and Legislative leaders to communicate the need to hold public education "harmless" and "offset" education tax cuts by passing and signing the appropriate bills which would accomplish these worthy goals.
Resolution Regarding the Providing of ATF Services to Non-Members

Motion made by: Janet Montoya Schoeppner
Discussion item 9-2-03
Passed: 10-14-03

Whereas, the ATF Fed Rep Council passed a motion in October, 2001 that limited ATF staff service in formal or informal contract disputes to ATF members only, and;

Whereas, the previous motion was based, in part, on the fact that New Mexico no longer had a collective bargaining law, and;

Whereas, New Mexicans were successful in regaining a Collective Bargaining Law during the 2003 legislative session, and;

Whereas, the New Mexico Collective Bargaining Law took effect in the summer of 2003.

Therefore be it resolved, that the policy on providing service to non-members be changed.

Be it further resolved, Non-members who call the office will not have automatic access to staff time and will be referred to the President of ATF.

Be it further resolved, that ATF leadership and staff investigate the possibility of creating a fee-for-service system for non-members.
Vote YES on September 23 State Constitutional Amendment 1
Proposed by the ATF Executive Council
Discussion item: August 5, 2003
Passed: September 2, 2003

Whereas, New Mexico’s registered voters will cast ballots on Tuesday, September 23 in a statewide election to amend New Mexico’s Constitution, and;

Whereas, Amendment I will change the governance structure of public education by creating a cabinet-level secretary of education, appointed by the governor; to replace the state superintendent of instruction, and;

Whereas, Amendment I will also create an elected 10-member public education commission to replace the state board of education, and;

Whereas, these changes in governance are intended to make the governor and an education commission more accountable to voters.

Therefore be it resolved, that the Albuquerque Teachers Federation recommends a YES vote on Constitutional Amendment I on September 23, 2003.
Vote YES on September 23 State Constitutional Amendment 2
Proposed by the ATF Executive Council
Passed: September 2, 2003

Whereas, in 1910, the U.S. Congress and the Territory of New Mexico created a special fund for the sole purpose of supporting education, and this fund is officially named the "Permanent School Fund" in the State Constitution, and;

Whereas, the NM Permanent School Fund receives money from public land royalties and is invested by the state investment council, and;

Whereas, The Permanent School Fund is currently worth $6.97 billion and is one of the largest educational endowments in the world, and; Whereas, the State Constitution currently allows New Mexico to invest only 4.7% of the Permanent School Fund in education, and;

Whereas, Amendment 2 will increase the Permanent School Fund investment in public education from 4.7% to an average of 5.5% over the next 12 years, and;

Whereas, Amendment 2 will allow New Mexico to invest an approximately $78 million dollars annually in public education.

Therefore be it resolved, that the Albuquerque Teachers Federation recommends a YES vote on Constitutional Amendment 2 on September 23, 2003.

Therefore be it further resolved, that all ATF members encourage their colleagues, friends, and families to vote YES on Amendment 1 and 2 on September 23rd.
NMFE/AFT Organizing Partnership
Proposed by the ATF Executive Council
Passed: May 6, 2003

Whereas, the New Mexico Federation of Educational Employees (NMFE) was successful in winning passage of a historic collective bargaining law, which will provide a real opportunity to make improvements in pay and benefits as well as in professional development and educational quality, and;

Whereas, the law stipulates that NMFE will need to run union election campaigns in those school districts where employees lost collective bargaining rights when the last law sunset as well as in newly organized locals. In addition, extensive membership drives will need to be conducted in those locals that negotiate contracts, and;

Whereas, this organizing effort will be expensive - between $600,000 and $1 million each year for the next three years. AFT, in partnership with the AFL-CIO, has offered to pick up the majority, and;

Whereas, discussions among AFT and NMFE’s leadership have led to a proposed assessment of one dollar per month per member. This will raise approximately $60,000 a year (10 percent or less of the total costs for the organizing campaign), and;

Whereas, the organizing campaign will benefit all members by helping NMFE build stronger unions that can more effectively address the challenges facing education employees, such as fighting for professional salaries and better benefits, containing health care costs increases and gaining a stronger voice in our work, and;

Whereas, AFT, our national union, and the AFL-CIO have offered substantial help in this effort through a proposed partnership program that will include:

- Hiring five to six full-time organizers and support staff;
- Funding release time for members to assist with organizing efforts;
- Opening additional offices;
- Assigning national union staff to assist with organizing efforts;
- Producing direct mail and other organizing literature;
- Training volunteers and staff;
• Assisting with computer and other campaign infrastructure expenses; and

Whereas, before AFT makes a commitment to spend the dues money of members in states throughout the country on organizing efforts here in New Mexico, the national union, as it does in all major organizing campaigns, is looking for a commitment from local affiliates and their members to help fund this effort.

Therefore be it resolved that ATF support the AFT/NMFEE Organizing Partnership by increasing members' dues to include $1.00 per member per month.
Whereas, there have been recent complaints by the NAACP of Albuquerque against APS regarding denial of the right of a qualified teacher to interview for an administrative position, and;

Whereas, the individual being denied an interview is an ATE member in good standing, and;

Whereas, ATF is a diverse organization that strives to demonstrate solidarity with all members,

Be it resolved, that ATE adopt a public position demanding that all interviews be open to qualified applicants regardless of race, gender, sexual orientation, or affiliation.
Resolution to the Albuquerque City Council
Motion made by Lynn Buck, Jimmy Carter Middle School
Passed: April 1, 2003)

Whereas, the Albuquerque Teachers Federation has a long and distinguished history of protecting and expanding civil rights and civil liberties, and;

Whereas, we represent a diverse membership working with a diverse student population, and;

Whereas, we are motivated by a commitment to uphold and protect all people's First Amendment rights, and;

Whereas, several acts and orders recently enacted at the Federal level now threaten these fundamental rights and liberties:
   Freedom of speech, religion, assembly and privacy;
   The rights to counsel and due process in judicial proceedings; and
   Protection from unreasonable searches and seizures;

Therefore be it resolved, that the Albuquerque Teachers Federation take a stand to support the Bill of Rights Defense Committee of Albuquerque in their efforts to present and pass the attached resolution to the Albuquerque City Council. (Below)

CITY OF ALBUQUERQUE, NEW MEXICO
RESOLUTION NO. 2003-
INTRODUCED BY:
A RESOLUTION SUPPORTING THE BILL OF RIGHTS AND CIVIL LIBERTIES FOR ALBUQUERQUEANS

WHEREAS, the City of Albuquerque and its citizens are governed by the United States Constitution, including the Bill of Rights, and the New Mexico State Constitution;

WHEREAS, fundamental rights granted by the United States Constitution are threatened by actions taken at the federal level, notably by passage of sections of the USA PATRIOT ACT and several Executive Orders which, among other things:
Violate the First and Fourth Amendments to the Constitution through the expansion of the government's ability to wiretap telephones, monitor e-mail communications, survey medical, financial and student records, and secretly enter homes and offices without
customary administrative oversight or without showing of probable cause:
Grant potential unchecked powers to the U.S. Secretary of State to designate legal
domestic groups as "terrorist organizations," while lifting administrative regulations
against covert surveillance counter-intelligence operations by the F.B.I. that in the past
targeted domestic groups and individuals; Violate the Fifth and Sixth Amendments to
the Constitution in establishing secret military tribunals, and in subjecting citizens, and
non-citizens to indefinite detention even when they have not been allowed an attorney,
brought to trial, or even charged with a crime;

Whereas, the City of Albuquerque adheres to the principle that no law enforcement
agency, or any other city agency, may profile or discriminate against any person solely
on the basis of ancestry, race, ethnic or national origin, color, age, sex, gender, religion,
or physical or mental disability;

Whereas, the City of Albuquerque wants to recognize the commitment it has to uphold
the legal and human rights of its residents;

Whereas, other communities from around the country, including Santa Fe, have passed
similar resolutions reinforcing local efforts to support and defend legal and human
rights of their residents;

NOW, THEREFORE, BE IT RESOLVED BY THE GOVERNING BODY OF THE CITY OF
ALBUQUERQUE, that it has been, and remains, firmly committed to the protection of
civil rights and civil liberties for all of its residents and affirms its commitment to embody
democracy and to embrace, defend and uphold the unalienable rights and fundamental
liberties granted under the United States and the New Mexico State Constitutions;

BE IT FURTHER RESOLVED that local law enforcement continue to preserve and uphold
residents' freedom of speech, assembly, association and privacy, the right to counsel
and due process in judicial proceedings, and protection from unreasonable searches
and seizures, even if requested to do otherwise and infringe upon such rights by federal
or state law enforcement agencies acting under new powers created by the USA
PATRIOT ACT of by Executive Order;

BE IT FURTHER RESOLVED that law enforcement officials, public officials, and
Albuquerqueans engage in and participate in community dialogue on civil liberties
issues, in order to promote the safety and well-being of Albuquerque;
BE IT FURTHER RESOLVED that our Federal legislative delegation is petitioned to actively monitor the implementation of the USA PATRIOT ACT, and new Executive Orders, or COUNTERINTELPRO-type regulations and actively work for the repeal of those portions that violate the guaranteed civil liberties enumerated in the Bill of Rights.

BE IT FURTHER RESOLVED that upon passage, the City Clerk shall deliver this Resolution to all federal and state law enforcement agencies, the Governor's office, and to the New Mexico federal legislative delegation.

I ________________ (print name) request my city counselor to support and vote yes for this resolution.

(signature) (date) (address)
Federation and the Albuquerque Public Schools
Motion proposed by the ATF Executive Council
Passed by action of the FRC on January 7, 2003

Whereas, the membership and the leadership of the Albuquerque Teachers Federation have been interested in working together with the management and the Board of Education of the Albuquerque Public Schools in a collaborative, mutually respectful relationship, and;

Whereas, many union/management relationships have been successful throughout the nation and have resulted in better professional conditions for educators in those districts, and;

Whereas, we believe the collective bargaining relationship can be used to create and enhance ongoing communication and collaboration based on respect and equity and thus, be beneficial to the students and teachers in APS.

Therefore be it resolved, that ATF accept the Framework for a Living Contract as a working agreement between the Albuquerque Public Schools Board of Education and the Albuquerque Teachers Federation. (see below)


Statement of Beliefs
The Board and the Federation share the belief that providing a high quality education for the children of Albuquerque is the paramount objective of the district. Both parties affirm that all educational programs must be sensitive to the needs and aspirations of students. We believe that all students can learn and we have a responsibility to educate all of them well. Student success must not be predictable by a student’s circumstances, background, race or socioeconomic status. We believe that a collaborative partnership between the Board and the Federation embodies the notion that an educational system based on the involvement of teachers in the decision making process will lead to the highest quality of education, enhance the practice of teaching and foster human dignity for all at the school site. Furthermore, the panics believe that by working together an atmosphere which promotes professional growth will be established.
Purpose
The living contract agreement is essential to furthering the desired partnership between the District and the Federation. The District and the Federation recognize their collective responsibility to effect positive change in the Albuquerque Public Schools in an effort to promote reform to benefit all students and to ensure professional collaboration between the District and the Federation.

The purpose of the Living contract agreement is to guarantee that our children and youth acquire knowledge, skills, and values to become self-sufficient citizens by providing personalized learning experiences for all students.

Attaining the educational goals of the Albuquerque Public Schools requires mutual understanding and cooperation between the Hoard and the Federation. To this end, good-faith negotiations between the Board and the Federation with a free and open exchange of views are desirable.

The Living Contract Agreement
This agreement is dedicated to doing better. Change requires intensive, carefully planned, and skillfully executed implementation. We acknowledge that strong, consistent leadership, trusting collaboration, system-wide communication, quality teaching and high teacher morale promote positive learning environments for students.

This living contract enables the parties to respond more quickly to issues, which demand immediate attention while working within the framework of collective bargaining. The living contract is not a document, but rather is a process that may result in written agreements.

By establishing a living contract committee, together the district and the teachers' union will engage in joint-problem solving. By changing the process of collective bargaining and by expanding the relationship to include educational and instructional issues, we are committed to the following:

- The shared value and common denominator for a proposal advanced by either the district or the union will be what is best for students.
- Conducting ongoing negotiations as timely problem-solving.
- Viewing collective bargaining as collaboration.
• Using the collective bargaining process to build a more genuine profession for teachers and more effective schools for all our students.

The Living Contract Committee

The parties will agree to establish a joint committee no later than January 17, 2003, to provide for regular, ongoing discussions and decision-making on matters germane to improved union-management relations and more effective overall system operations.

Each party will have three (3) representatives as permanent committee members. The union’s representatives will include the president, the chief negotiator and one other elected union leader. The district’s representatives shall include the superintendent, the chief negotiator and a principal.

The overall charge to this joint committee shall include, but not be limited to, the following:

• Administer and implement the contractual agreement and resolve disputes or problems in the interpretation and application of the agreement as they arise.
• To meet monthly at a regularly scheduled place, time and date.
• To establish temporary joint subcommittees to address particular issues which shall report with recommendations in writing to the committee.

Adapted from the negotiated agreements between the teachers’ unions and the districts in Hammond, Indiana; Minneapolis, Minnesota; Denver, Colorado; and Rochester, New York.

Breaking up APS
Motion introduced by Rachel Krout, Whittier Elementary
Whereas, there is no evidence that smaller districts are more effective or more efficient than larger districts, and;

Whereas, breaking up APS into smaller districts would likely increase money going to maintain separate bureaucracies and thus, lessen funds available for the classroom, and;

Whereas, breaking up AN into smaller districts would hamper the financial benefits that economy of scale currently provides APS, and;

Whereas, dividing AN into smaller district would formalize and legitimize dividing the city along economic, ethnic and racial lines, and;

Whereas, breaking APS into smaller districts would also include the breakup of ATE thus affording each new district's board the choice of whether or not to collectively bargain with its employees.

Therefore be it resolved, that ATF oppose the break-up of the Albuquerque Public Schools.
Whereas, bond/mill levy money is the means by which APS is able to fund necessary school construction, renovation and maintenance, and;

Whereas, teacher working conditions and student learning conditions are one in the same and, as such, optimal teaching and learning conditions depend on well-maintained facilities.

Therefore be it resolved that the Albuquerque Teachers Federation recommend approval of the February 2003 General Obligations Bonds and Mill Levy Election questions.

Be it further resolved that ATF encourage all APS employees, friends and family members to turn out in force and vote "Yes" on February 4th.
Whereas, Fed Rep Council meetings must be designed to best meet the needs of those attending.

Therefore be it resolved, that Fed Rep Council meetings are structured in the order as follows:
- Approval of Agenda
- Approval of Minutes
- Announcements
- Officer’s Reports
- Action Item
- Discussion Items
- Committee Reports
- Staff Reports
- Open Forum
- Adjournment

Be it further resolved, that when possible, officer, staff and committee reports be submitted to the Fed Rep Council in writing.

Be it further resolved, that suggested time limits be included for each agenda item with the understanding that these times will change monthly as the business of the council changes and that the body may change the suggested times as needed. For example:
- Approval of Agenda 4:30
- Approval of Minutes 4:32
- Announcements 4:35
- Officer’s Reports 4:45
- Action Items 5:05
- Discussion Items 5:20
- Committee Reports 5:30
- Staff Reports 5:40
- Open Forum 5:50
- Adjournment 6:00

Be it further resolved, we have a social half hour from 4:00 to 4:30.

IEP Process
Whereas, the Individuals with Disabilities Act (IDEA) requires that Individual Educational Plan (IEP) committees annually "revisit and revise" IEPs, and;

Whereas, APS requires that IEPs be rewritten annually by the IEP Committee, and;

Whereas, the average APS special education teacher spends approximately 6.5 days beyond contracted time to work on IEPs and general education teachers' time is also seriously impacted by mandatory attendance at annual IEPs.

Therefore be it resolved, that ATF will encourage APS to follow IDEA guidelines pertaining to IEPs by directing the members of these committees to revisit and revise the plans yearly and only rewrite IEPs when extensive changes in services are necessary and/or during reevaluation time.
Whereas, the PTA Clothing Bank provides socks, underwear and shoes as well as used clothing for APS students, and;

Whereas, the facility is in danger of closing because of a $25,000 shortfall in income for this year, and;

Whereas, many of our students benefit from the clothing bank and because it has been an important and necessary needed support system for our students for many years.

Be it resolved, that ATF work to help raise money for the PTA Clothing Bank.

Investigation of APS Budget
Submitted by the ATF Executive Council to the ATF Fed Rep Council
Whereas, the 2002 legislative budget appropriated no new dollars for public education for the 2002-03 school year even though the cost of living has increased this year by 2.3%, and insurance premiums are expected to go up by between 13% and 15%, and;

Whereas, step movement on the current APS salary schedule is dependent upon Legislative funding of approximately 2% new dollars each year; thus, employee step increases will depend on money currently available in the APS budget, and;

Whereas, we believe that APS students cannot afford to lose one more qualified teacher, and we are concerned that teachers will choose to leave APS if there is no step increase, and;

Whereas, in light of the recent developments in APS, both employees and the public have lost confidence in the financial management of the district because questions about unsound fiscal practices in APS have been raised publicly, and because the public has the right to know how and why public dollars are spent, and;

Whereas, we are concerned about the recent unbridled growth in mid-level management positions, and because we believe these certified instructors would better serve students by providing direct instruction rather than under the guise of "instructional support;" and;

Whereas, a standard audit of current spending would not provide the public with adequate information about APS spending priorities.

Therefore, Be It Resolved, that ATF request that the Albuquerque Public Schools Board of Education call for a formal investigation of the APS budget by an impartial independent agency.

Be It Further Resolved, that this investigation be conducted with the intent of identifying internal revenue sources sufficient to fund employee step increases.

Whereas, New Mexico no longer has a public employee bargaining law, and;

Whereas, since the Duty of Fair Representation is a Federal tenet and has no statutory basis outside of the National Labor Relations Act, and;

Whereas, the result of a court case involving AFSCME determined that, in the absence of a public employee collective bargaining law, a public sector labor organization has no duty of fair representation to non-members, and;

Whereas, ATF’s attorney has interpreted that decision to mean that, absent the statute in state law, ATF does not have a duty of fair representation to non members.

Be it resolved, that until a public employee collective bargaining bill becomes law in the State of New Mexico, ATF will no longer service non-members in formal or informal contract disputes.

Be it further resolved, if non-members file grievances on their own and want to carry them through to arbitration, that they have the same rights as an ATF member to present their case before the ATF Representation Committee, it will be the decision of the committee whether or nor to carry the case to arbitration.

Health Security for all New Mexicans
From the ATF Executive Council
Passed at the Nov. 5, 2001 meeting of the Fed Rep Council

Whereas, 1 in 4 New Mexicans, mostly working adults and children, have no health insurance, and;

Whereas, NM has the highest rate if uninsured children in the nation, and;

Whereas, health care premiums are escalating, co-pays are increasing, and, pharmaceutical drug costs are rising, and;

Whereas, consumers are made to change providers each time a plan’s network changes and more and more New Mexicans have a restricted or no choice of doctors, specialists, pharmacists, hospitals and other providers, and;

Whereas, managed care’s costs controls have lowered quality of care, and;

Whereas, the percentage of NM businesses offering health insurance is well below the national average.

Therefore be it resolved, that the Albuquerque Teachers Federation support the establishment of a comprehensive solution that will address the problems of increasing costs, administrative complexity, decreasing benefits, and restricted choice of physicians, hospitals and other providers.

Be it further resolved, that we support a solution that will establish a publicly accountable health care coverage system in New Mexico to ensure that all New Mexicans have access to comprehensive quality medical and mental health care service, and freedom of choice of provider.

Be it further resolved, that ATF endorse the NM Health Care Plan.

End of Year Job Action
Introduced By Mitch Ross, Roosevelt MS
Passed May 1st 2001

Whereas, there is a predicted teacher shortage of anywhere from 1000-2000 for NM in the very near future and for an extended period time, and;

Whereas, the number of pre-service teachers choosing to stay in the state following the completion of their educational program is around 20%, and;

Whereas, the salary of NM teachers remains dreadfully low relative to the regional average despite the recent 8% salary increase legislated for 2001-2002, and;

Whereas, the sub shortage continues to be problem and places “teaching and learning” in a perilous position. Substitutes, not unlike teachers, are under paid and under supported, consequently it is difficult to maintain a pool of qualified substitutes, and;

Whereas, the working conditions are deplorable at best and addressed in the Negotiated Agreement (Judy Stewart Vidal brought a specific example to the attention of the Fed Rep Council on November 14th 2000. Article 8, Section H, page 10, speaks to this issue.), and;

Whereas, the District is considering dropping EA’s at a number of schools. This places additional hardship on the backs of teachers and further diminishes the support for teaching and learning at those sites, and;

Whereas, the public seems content to maintain the status quo both in teaching and learning (working) conditions in education as long as no one “upsets the apple cart.”

Be it resolved that ATF lead the way in being pro-active in “upsetting the apple cart.”

Be it further resolved that before the end of the 2000-2001 school year ATF establish an action committee expressly designed to organize and mobilize teachers, members and non-members alike, to act in order to place pressure on the District and the community to become better informed of the teaching and learning (working) conditions of its schools. Teachers design and implement different strategies to inform the public of the sad status of the status quo. This may include guerrilla theater at a Board meeting; circulating a petition, letter writing campaigns, picketing, media blitz campaign,
working to the contract, performing of poetry slams/percussion stomps at different locations.

Use of Added time and SRC
Mitch Ross, Roosevelt Middle School  
Passed May 1st, 2001

Whereas, the District and ATF have negotiated for the structure and framework for site-based management in the form of a School Restructuring Council (SRC) as described in the Negotiated Agreement 2000-2002, Article 1, Section D-5, pg. 3, and;

Whereas, both District and the Federation “agree to support the work of each school’s SRC which is a collaborative effort to improve the teaching and learning process in the Albuquerque Public Schools” (Negotiated Agreement 2000-2002, Article 1, Section D-5, pg. 3), and;

Whereas, teachers have not been consulted in the re-mediation of District shortcomings, specifically LEP and this has caused hardships and been addressed by actions by the Fed Rep Council (passed motion submitted by Gary Cherniak, January 6, 1998), and;

Whereas, the Fed Rep Council has deliberated over the broader value of being a teacher as described in the “Declaration of Independence” motion submitted by Bill Brodsky and passed December 7, 1999, and;

Whereas, talk of school reform continually includes adding time to our contract either in minutes to our day, days to our year, or both, and;

Whereas, one day has been added to our contract for the school year 2001-2002 as legislated by the recently adjourned State Legislature. This brings our contract to 183 paid days from 182, and;

Whereas, adding time certainly affects “teaching and learning” and falls within the “scope of instructional improvement” as described in the Negotiated Agreement 2000-2002, Article 1, Section D-5 and thus becomes within the bounds of that body.

Be it resolved that the ATF Negotiating Team strongly fight for language stating that the use/utilization of any added time (added to the 6.5 hour duty day, 182 day contract year) in whatever form it comes (days, minutes, etc.) be expressly determined by the SRC at each APS school site.

Relationship Between Albuquerque Interfaith and ATF
Whereas, the Albuquerque Interfaith is an organization interested in grassroots work with families in Albuquerque and around the state, and;

Whereas, the Albuquerque Interfaith is an organization actively working to empower citizens and organize communities around the issues of:

- Compensation for Childcare Workers
- Making the “Immigrant-Friendly” Resolution Real
- Teachers’ Salaries and after school programs for kids
- Supporting Organized Labor and,

Whereas, Albuquerque Interfaith and the Albuquerque Teachers Federation have these goals in common.

Be it resolved, that Albuquerque Interfaith and the Albuquerque Teachers Federation explore a partnership, and;

Be it further resolved, that ATF join Albuquerque Interfaith with a preliminary dues amount of $300.00, and;

Be it further resolved that the organizations look for opportunities to continue the partnership in our efforts to build a power base to affect positive change in our community for children, their families and their teachers.

Joint Task Force (Educator Allegations)
Whereas, responsibility for the safety of the students is a primary focus of the Albuquerque Public School district, and;

Whereas, criminal or civil allegations of a personal nature against employees, whether proven to be true or not, can permanently damage their professional reputation and personal life, and;

Whereas, responsibility for the emotional well-being of and support for its educators should also be a primary focus.

Be it resolved that the Albuquerque Teachers Federation work with Albuquerque Public School District to create a task-force which would create policy that would impact the ways in which the District informs the educator of the allegations and supports their professional and personal well-being while still providing for the safety of the students.
the Conditions of Special Education Teaching and Learning to: a) identify those barriers that obstruct high quality special education, and b) develop an action agenda that would galvanize the education community to ensure that every student with an exceptionality has a highly qualified teacher who is able to practice under optional professional conditions and in suitable settings, and;

Whereas, the Commission found that many students with exceptionalities do not receive the high quality education they need to reach successful adult outcomes, and;
Whereas, the Commission found that many special and regular educators teach students with exceptionalities under conditions that prevent them from delivering high quality instruction, and;

Whereas, the Commission found that many special and regular educators are asked to fulfill roles in regards to students with exceptionalities that are fragmented, ambiguously defined, and obscured by conflicting and competing responsibilities, and;

Whereas, the Commission reported that the special education field is facing a crisis because seasoned special educators are leaving their jobs at twice the rate of regular educators due to: a) overwhelming paperwork, and b) inadequate district and administrative support, and c) significant teacher isolation, and;
Whereas, the Special Education Committee of the Albuquerque Teachers Federation conducted a survey of over 300 special educators and support personnel which reported similar problems in the Albuquerque Public School district (see the September 2000 edition of the Teachers’ Voice for a full listing of the survey and its specific findings), and;

Whereas, the Commission gave the following recommendations in its action agenda: a) better define roles of special and regular educators relative to students with exceptionalities, b) create the context for high quality practice, c) leverage time with technology tools and clerical supports to reduce the paper work burden, d) standardize decision making processes within the district, and e) provide system supports.

Be it resolved that the Albuquerque Teachers Federation through its Special Education Committee, will work with the district to implement the recommendations (specifically a,b,c and d listed above) in the action agenda from the Presidential Commission on the Conditions of Special Education and Learning.

Resolution to the ATF Fed Rep Council
Introduced by Judy Stewart Vidal  
Passed November 14, 2000

**Whereas**, several schools in APS are more than a quarter of a century old and require additions, renovations or major structural modifications in order to meet student needs, and;

**Whereas**, instruction and student learning are a priority in APS, and;

**Whereas**, noise, noxious odors, dust and other nuisances resulting from construction on campus, hinder the instructional and learning process of students, and;

**Whereas**, it is common practice in our day and age for work crews to perform their duties in three shifts, often at no extra cost.

**Thereby be it resolved** that the negotiating team representing the Albuquerque Teachers Federation in the next contract negotiation, will modify Article 8, Section H,1 of the current contract which currently states: “Except where additional cost is involved, routine maintenance and repair work which interfere with effective teaching shall be accomplished outside instructional time…” , to state: “Routine maintenance and repair work which interfere with effective teaching shall be accomplished outside instructional time, except in the case of emergencies.” The idea is that interference with effective teaching are never scheduled into instructional time, unless there is an emergency.
Whereas, the New Mexico Federation of Educational Employees has had a long-standing and honorable record of support for the right of public school and public higher education employees to democratically choose a bargaining representative for the purposes of bargaining collectively with their employers, and;

Whereas, a free trade union movement and the right of employees to bargain collectively with their employers are essential elements in a free democratic society, and;

Whereas, the right of employees to organize and select a collective bargaining representative is an Inalienable right in any society which claims to be democratic and free, and;

Whereas, NMFEE locals bargained responsibly and within the parameters of the law during the term of the Public Employee Bargaining Act (PEBA, and;

Whereas, the PEBA contained the only statutory prohibition of public employee strikes, and;

Whereas, the repeal of the PEBA in 1999 removed any statutory prohibition against strikes by New Mexico’s public employees, and;

Whereas, strikes or other job actions by public school teachers or other public school and public higher education employees will not threaten the public’s health or safety,

Therefore be it resolved, that the NMFEE recognizes and supports the right of public school and public higher education employees’ right to engage in strikes and other work stoppages to maintain, restore or attain collective bargaining rights, and;

Be it further resolved, that the NMFEE will support attempts by public school and higher education employees’ attempts to maintain, restore or attain collective bargaining rights through the use of strikes or other work stoppages, and;

Be it further resolved, that the NMFEE shall prioritize staff and resources into school districts and higher education institutions where employees and NMFEE locals have
expressed a willingness to increase membership and engage in strikes or other work stoppages in order to maintain, retain or attain collective bargaining rights, and;

**Be it further resolved**, that the NMFE will encourage NMFE locals and members to accept “no strike” provisions in school district and higher education bargaining policies provided the policies guarantee the right of public employees to democratically choose a collective bargaining representative and that the policies guarantee that the employers will bargain in good faith with the representative, and;

**Be It Further Resolved**, that the NMFE encourage each of its locals to adopt a policy that recognizes the principles and commitments set forth in this resolution, and;

**Be It Further Resolved** that copies of this resolution be transmitted to the members of the Albuquerque School Board, the Superintendent, the Director of Maintenance and Operations and all school principals.

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**ATF Bylaws Change**
Passed May 2nd 2000
ATF Election Committee

Campaign Rules
Candidates may run for office and campaign as slates of candidates or as individual candidates. Each candidate is entitled to a copy of the most recent membership list. This list should contain membership by school, home address and phone number. Such a list must be provided within forty-eight (48) hours of the request. No request for a membership list may be made prior to 60 days before the election. The candidate will be responsible for any costs.

ATF must honor reasonable requests by candidates for such a list to distribute campaign literature, at their own expense, to members in good standing whether the distribution is by mail or other means.

Campaign literature may be sent via inter-school mail, in which case the Federation Representative should impartially distribute all campaign literature to the members in his/her school. No candidate may use any Union publication for campaign purposes.

No staff member or employee of the ATF shall be involved in the production or dissemination of campaign literature for any candidate, nor may any office supplies, machines or equipment be used for any candidate’s campaign, with the exception of the ATF postal permit stamp. No staff member or employee of the ATF shall be involved in delivering campaign material for distribution through the US Post Office or inter-school mail. This function may be only carried out by a declared candidate personally or by his/her designee.

Election Procedures
The officers of the Federation shall be elected at designated polling places, (Article IV, Section 2&3)In order to vote, a member must be personally present at a designated polling place, or vote by absentee ballot to be returned by midnight on the day before the election.

Candidates’ names will be arranged on the ballot by office with candidates drawing lots for positions on the ballots.

Members may cast a vote for each at-large officer and for their constituent vice-president.
The election committee shall oversee counting the ballots the day of the election. It shall certify the results, and announce the winners at the earliest convenient time.

Election to office shall be by a majority of the votes cast for each office. If no candidate receives a majority of the votes on the first ballot, a runoff election will be held between the two candidates receiving the most votes.

Each candidate is permitted to have two (2) observers at the election site and at the ballot counting. A candidate may select non-union persons as observers if so desired. Ballots, both used and unused, envelopes used to return marked ballots, tally sheets and all related election documents, must be kept on file for one (1) year.
Regarding the use of the ATF postal permit. Any nominated candidate may use this permit provided that:

- Said candidate pays for the postage on each piece of mail sent, and transports mail to post office where payment will be made.
- The return address be that of ATF.

Stamp for bulk mail postal permit will be made available during regular business hours and be used on ATF premises.

**Procedure for Election of ATF officers.**

Each high school will serve as the central polling place for each cluster, with the exceptions of the east mountain school, which will vote as Roosevelt middle school.

All non-school work sites will be assigned to the nearest polling place.

Each polling place will be provided with an updated membership list for that cluster. All voting members must sign by their name to receive a ballot. If a member’s name does not appear on the membership list, that person may vote a challenge ballot which will be placed in a separate envelope. Challenge ballots will be counted if membership is verified by the ATF office.

Polling places will be open 45 minutes prior to the high school duty day. During the duty free lunch, and after the duty day until 5:00 pm.

Each polling place will be provided with a locked ballot box.

At least two Fed Reps will be assigned to conduct the election at each polling place. Their responsibilities will include conducting the election, delivering the locked ballot box, challenge ballots, signed membership list, and all unused election materials to the ATF office by the designated time on the day of the election.

The locked ballot boxes will be opened only by the ATF election committee in the
presence of observers representing each of the candidates.

The ballots will then be counted using the prescribed procedure.

In case of a district-wide snow day, the elections will be postponed one week. Due to the closure of the mountain schools, their elections will take place on the first available school day. No ballots will be counted until voting is completed.

Any school or work-site that does not have a Fed Rep or box stuffer, will receive notification of voting place and time through the ATF office.

**Vote By Mail**
A mail in ballot will be sent for contested elections of ATF officers to each union member in good standing at the time of the mailing. The mailing will include two envelopes and a ballot. An outer envelope to have the name and employee number for accountability purposes in verifying the ballots. And an inner envelope to contain the ballot.

Office staff will receive mail in ballots and place them in a lock box as they are delivered to the ATF office.

The mailing of ballots will occur at least two week prior to the election of the officers. It will be up to the member to provide the return postage. The ballot must be received by the first Tuesday after the first Monday in December as identified in the by-laws. The member will have the option of placing his/her ballot in a lock box at the ATF office on the day of the election if he/she so chooses. All ballots must be in the locked box by 6:00 pm.

If a member did not receive a ballot they may vote on site at the ATF office provided that their name is recognized on the master list of members in good standing or by some other means; such as, the most recent pay stub showing ATF dues being deducted, or are identified as a new member by ATF office personnel. As such time their name will be added to the master list of members in good standing.
Pest Management
Passed April 4th 2000
Richard Ward

Whereas, children are especially vulnerable to the toxic effects of chemicals, and;

Whereas, children deserve environmentally safe schools that promote good health, well-being and learning, and;

Whereas, many pesticides are known to be neurotoxic and to have adverse effects on memory, attention, concentration and overall learning, and;

Whereas, studies have shown a connection between exposure to pesticides and violent behavior, and;

Whereas, the use of chemical pesticides can be significantly reduced by adopting integrated pest management policies that rely primarily on mechanical, physical, cultural and biological measures to control pests, and;

Whereas, integrated pest management programs encourage the avoidance of pesticides whenever possible and reserve the application of chemical pesticides for when other methods have failed, and;

Whereas, pesticide applicators are becoming more cognizant of the techniques and benefits of integrated pest management, and;

Whereas, integrated pest management is cost effective and has been successfully implemented in public schools across the country, including schools in Texas, Maryland, Michigan, Oregon and California, and in schools in New Mexico, including Freedom High School in Albuquerque and the University of New Mexico, and;

Whereas, integrated pest management in schools is endorsed by the US Environmental Protection Agency, and the National Parent Teacher Association and the National Education Association, and;

Whereas, most Albuquerque Public Schools do not practice integrated pest management, spray pesticides routinely and do not notify school occupants prior to
pesticide applications, and;

Whereas, APS can avail itself of numerous free and inexpensive resources for implementing integrated pest management.

Therefore be it resolved by the Albuquerque Teachers Federation that a formal position is taken by said body in support of integrated pest management and urging the Albuquerque Public School system to adopt a policy eliminating the routine or calendar spraying of pesticides in all its schools, requiring notification of parents, guardians, students, teachers and staff when pesticides are used, requiring licensed applicators to apply pesticides to school buildings and grounds and requiring licensed applicators to apply pesticides to school buildings and grounds and requiring records of pesticide use to be kept each school; and,

Be it further resolved, that copies of this resolution be transmitted to the members of the Albuquerque School Board, the Superintendent, the Director of Maintenance and Operations and all school principals.
Changes to the Fed Rep Agenda  
Passed March 2000  
Janet Montoya Schoepnner, Peggy Dowdy and Clara Lopez

Fed Reps would sign up for Open Forum. Signing up would include name, school and subject. This will be posted in a public place.

Each subject on the sign up will be announced at the beginning of Open forum.

Each Open Forum discussion will be given a 3-5 minute time limit depending on the number of people signed up.

Each item discussion will be closed with the following question: How do you want this issue to be channeled or resolved? For example: FYI, future agenda item, staff or officer action, etc…

Officer reports (other than President’s Report) will be on an as needed basis.
Officer Elections-Committee Recommendations
Passed February 2000
ATF Election Committee

A. Due to the high number of ballots that were declared invalid because a work site had more ballots than signatures (usually a difference of only one or two), we recommend that ballots be randomly discarded equal to the difference between signatures and ballots. (i.e.: Two more ballots than signatures-two ballots would be randomly selected and discarded.)

B. Due to the irregularities and lack of response by some Fed Reps; a task force be appointed by the ATF President to make recommendations to the Executive Council and the Fed Rep Council in order to revise the current election code contained in the ATF Constitution and By-Laws.

C. A standing election committee be organized of between 8 – 12 members.

D. Use voting machine(s)
   Central location for the district
   Central location for each cluster

E. Vote by postal mail to allow all members an opportunity to vote

F. E-mail voting
Declaration of Independence From Bureaucratic Factory-Model Management
Passed December 7th 1999
Bill Brodsky

We hold these rights to be self-evident: that teachers are of right and ought to be equal, equal in decision-making capability, equal in responsibility, and equal in monetary compensation.

Axioms:
Kids come first. We believe in teaching children to develop their own resources. Children need to learn tools through which they can think for themselves. We believe in teaching children how to learn and become independent, successful, and ethical citizens of a free and caring society.

Teachers are professionals and deserve to be paid a professional salary, much as physicians and attorneys. Teachers need:
   a. An opportunity to teach their strength areas and have autonomy in the classroom.
   b. An opportunity to create their own curriculum within the boundaries of accepted necessity, ethics, and possibilities.

This is the American way—designing our classrooms and techniques to work with the children we have in our classes.

In improving education for all children, we the teachers need to take the most active role in creating change, because we actually work with kids on a daily basis.

Teachers become teachers because we believe in the future of this city, this state, this country, and this world. Teaching children is the highest calling of our society, because within what we do stands the future of all children. There is no more ethical and daily accountable profession.

As educated, thoughtful individuals, we the teachers do not need an imposed structure that believes we are idiot puppets for their thoughtless intrigues and schemes.

The clear, unequivocal role of management, in whatever form it takes in the future, is to
support the will and the needs of teachers.

Assuming that we as Americans believe in democracy, we would therefore agree that a balance of power is clearly the most responsible form of governing ourselves.

As teachers and parents, we are the ones who have the right and the responsibility to make the decisions about money, direction possibilities, and management, including management of resources.

We the teachers now realize that our job is not only to teach kids, but also to be educators on a macro level, to consider what education really means, from the Latin educare, to bring out the hopes, intelligence, dreams, and possibilities of our children. In the larger picture, we are advocates of children and of our American democracy, and we are dedicated to the idea that together, we can make this a better place for both children and adults, a world in which we really treat each other as we would want to be treated.
Sub Shortages
Passed December 7th 1999

Whereas, as the substitute shortage in APS has been steadily worsening, and;

Whereas, as when there are not enough substitutes to cover absences in schools the common practice is to pull EA’s and support staff to cover class, and;

Whereas, this practice disrupts the instructional program for students.

Be it resolved, that we the teachers of the ATF believe that all school administrators, mid level management and central office personnel be used as substitute teachers before any instruction program is disrupted because of a lack of subs.
Resolution of the ATF Fed Rep Council Calling for Governor Johnson to be Accountable for Public Statements
Passed October 5th 1999
Janet Montoya Schoeppner

Whereas, the recent comment made by Governor Gary Johnson in a speech to the Heritage Foundation on Monday, October 4, 1999 that: “There is no greater problem we need to address than the education deficiencies our children are burdened with every day by bad schools” is a condemnation of all public schools; is misleading; self serving; unfounded; demoralizing; and does nothing to publicly reflect accurately on the true character of the overwhelming majority of our public schools.

Therefore be it resolved, that the Albuquerque Teachers Federation calls upon Governor Johnson to present basis and foundation for this outrageous statement or publicly retract it.

Be it further resolved, that the Albuquerque Teachers Federation calls upon other educational institutions and organizations and their supporters across the State of New Mexico to also demand of the Governor that he either provide foundation for his comment or publicly retract it.

Furthermore be it resolved, that the Albuquerque Teachers Federation calls upon the governor of the State of New Mexico be as accountable for his public statements that attack public education as teachers are for the quality of work they deliver.
Strike/Remove No Strike Provision
Passed October 5, 1999
Mitch Ross

Whereas, the right to bargain collectively sunset June 30, 1999 as noted by the Governor’s veto of the legislation to extend the law, and;

Whereas, the contract between ATF and APS expire July 31, 1999 and the District is no longer obligated to negotiate with any bargaining unit, and;

Whereas, the District suggested that it might have to look at ending collective bargaining (Albuquerque Journal, August 22, 1999, p. B5), and;

Whereas, teachers should not feel intimidated (such as loss of job) to utilize methods commonly used by other labor organizations when trying to gain/maintain the respect and compensation they deserve.

Be it resolved, that the negotiations team representing the Albuquerque Teachers Federation strike/remove the no-strike provision (Article 24 of the 1998-2000 Negotiated Agreement) during the next contract negotiations.
Grievances
Passed April 6th 1999
Ched MacQuigg

Whereas, there are valid reasons why certified staff members may not wish to pursue a grievance personally, and;

Whereas, the contract should be enforced and defended despite that unwillingness.

Be it resolved, that the Albuquerque Teachers Federation shall grieve in defense of the contract whenever a contract violation occurs.

Be it further resolved, that if the district has an objection to recognition of that right and responsibility, the Albuquerque Teachers Federation will pursue the issue by whatever means deemed necessary.
Be it resolved, that the Albuquerque Teachers Federation will maintain a Policy Handbook that contains all standing policy statements either from the Fed Rep Council, Executive Council, or other policy making body. This handbook to contain previous statements, to the extent that they have not been formally revoked, as well as subsequent statements.
Negotiations
Passed April 6th 1999
Ched MacQuigg

Whereas, the district’s negotiating team benefits from not having to publicly defend any of the stands it takes on issues, and;

Whereas, the union’s negotiating team loses the support of the public, union members, and potential members by fighting for their interests in secret.

Be it resolved, that negotiations will no longer be closed. All union proposals and district responses will be published for the information of all interested parties.
Decisions
Passed April 6th 1999
Ched MacQuigg

Whereas, teachers have the right to be informed about decisions that affect them, and;

Whereas, the flow of information through the chain of command is not always timely and accurate.

Be it resolved; the Albuquerque Teachers Federation will demand that it be informed directly, immediately and in writing, of any decisions made by the district or imposed upon the district that will affect teachers.

Further, that this information sharing will include not only new policy statements, but also any revisions or interpretations of existing policies.
Resolution on Performance Counts  
Passed April 6th 1999  
Ellen Bernstein

**Be it resolved** that the official ATF position of the district’s Performance counts plan be the recommendations made by the Educator’s Think Tank.

**Be it further resolved**, that ATF work through all collaborative efforts with APS and through negotiations to see that the recommendations stated within the paper be acted upon.
Waivers
Passed April 6th 1999

Whereas, contractual rights were waived for Rio Grande High School through a memorandum of understanding signed by officers and staff of ATF, and;

Whereas, existing policy of the Federation is silent on the requisite authority to enact Article 25, Section C of the negotiated agreement, and;

Whereas, absent such a policy, it remains the prerogative of the Executive Council to render such decisions, and;

Whereas, the Federation Representative Council has the authority, by ATF Constitution, to establish policies through amendments to the bylaws or the issuance of policy statements.

Therefore be it resolved, that the Federation Representative Council amends the bylaws to wit:

All unit-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.

In the event such request for waiver 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. Any proposal for contract waivers shall be published with explanations in a timely manner in an appropriate union publication.
Use of the SRCs
Passed March 2, 1999
ATF Executive Council

Whereas, it is the intent of the union and of contract language that SRCs be used as the decision making body of the school, and;

Whereas, it is the intent that SRCs make decisions which impact the curriculum and instruction of their students, and;

Whereas, as it is the intent that each school site make their own decisions about how their SRC should be formed and how it should function to best suit the needs of each site, and;

Whereas, as mandates from the Central Office about when SRC elections must be held (elections to be held in the Spring), and;

Whereas, as directives from the Central Office about using the SRCs for administrative tasks, and;

Whereas, decisions made from the Central Office which circumvent the decision making role of the site (Closed Campuses, Seven Period Days), and;

Whereas, such mandates and decisions are in direct violation of the intent of the SRC.

Be it resolved, that the leadership and membership of the Albuquerque Teachers Federation work (at both the school site and with the central administration) to enforce the intent behind the formation of a site decision making council so that each SRC may function autonomously to:

- Make decisions about the formation and function of their council
- Make their own decisions which will impact the curriculum and the instruction of their students

Be it further resolved, that we work to ensure that the administration supports this site based process and the decisions which result.
Motion Calling for Albuquerque Teachers to Cease Providing Uncompensated Services to APS
Passed March 2nd 1999
Blake Learmonth

Whereas, good people diligently negotiating and lobbying within a fundamentally flawed system have once again failed to produce a contract with acceptable financial compensation for Albuquerque teachers, and;

Whereas, APS and The State of New Mexico are unable or unwilling to provide acceptable compensation for teachers, and;

Whereas, APS officials are already announcing that there will be no raises next year no matter what the state provides, and;

Whereas, the excuse, “there just isn’t any more money” is ineffective when used with teacher’s landlords and grocery stores, and;

Whereas, demoralized frustrated and dishonored teachers are not what students need to learn, and;

Whereas, complaining, but taking no action, is modeling dysfunctional behavior for students, and;

Whereas, good teachers leaving New Mexico and leaving the profession in large numbers is not good for students, and;

Whereas, teachers having to work second and third jobs to support their families flies in the face of our claim to students that education is the road to financial success, and;

Whereas, self respecting professionals do not give their services away in support of dysfunctional systems, and;

Whereas, the huge amount of unpaid work currently being done by teachers goes largely unnoticed and unappreciated, and;

Whereas, as long as the system can expect teachers to provide services to students without being fairly compensated, it is not motivated to pay for those services and is
encouraged to demand more services be provided without compensation, and;

Whereas, any hardship to students and teachers caused by teachers withdrawing free services would be temporary and ultimately compensated for by improved teacher morale if conditions improve, and;
Whereas, APS principals and assistant principals are among the worst paid in the nation.

Be it resolved, that Albuquerque teachers should read their contracts carefully, and provide the best education possible to their students within the hours required by their contracts. Albuquerque teachers should immediately cease providing uncompensated services to APS until such time as the State of New Mexico and APS are willing to provide teacher compensation at least on a level with regional averages. APS site administrators should realize that their best interests are served by not encouraging or coercing teachers to provide services for which no compensation is provided.
Union Time for Fed Reps
Passed April 14, 1998
Valerie Scott

Whereas, the Fed Rep is the backbone of the union, and;

Whereas, the Fed Rep is charged with the dissemination of all ATF materials sent to schools, and;

Whereas, the Fed Rep is expected to recruit new members on a regular basis, and;

Whereas, the Fed Rep has the responsibility of holding meetings to inform the members of important issues facing the union, and;

Whereas, Fed Reps are expected to attend Fed Rep Council meetings and report their staff concerns and opinions, and;

Whereas, time is limited during the teachers’ work day.

Be it resolved, that during the upcoming negotiations between APS and ATF, every effort be made to acquire a non-teaching block of time for the Fed Rep to do union work at their respective schools.
Union Companies
Passed April 14, 1998
Margaret Hrvatin

Whereas, the Albuquerque Teachers Federation is affiliated with the New Mexico and National AFL-CIO, and is affiliated with the Bernalillo County Central Labor Council, and;

Whereas, by our very nature and purpose as an organization, we are associated with all national and international labor unions and organizations, and;

Whereas, this organization understands the positive impact and importance of union jobs and union wages to the strength of our economy, our social structure, our families, our student’s families and our student’s future, and;

Whereas, Article II. Section 6 of the ATF Constitution states that the purpose of this organization shall be “to encourage cooperation with workers of other unions to promote better working conditions for all,” and;

Whereas, Article II. Section 8 of the ATF Constitution states that the purpose of this organization shall be “to promote the process of democracy in the schools which will enable teachers to better equip their pupils to take their places in the economic social, and political life of the community,” and;

Whereas, Article II. Section 9 of the ATF Constitution states that the purpose of our organization shall be “to promote political action for the benefit of teachers and other working people,” and;

Whereas, we need to show solidarity with our union brothers and sisters, and demonstrate our commitment to union goals and values.

Be it resolved, that the ATF shall exclusively do business with union companies, both service and product providers whenever union services and products are available. It will be the responsibility of each elected official staff person and member to assess the availability of a union provider whenever making purchases or soliciting a service on behalf of the ATF.
Principal Evaluation  
Passed February 3, 1998  
Ched MacQuigg

Whereas, the principal evaluation instruments currently in use yield data that is vague and does not readily lend itself to accountability issues, and;

Whereas, the school community has the ability and the right to evaluate the performance of site administrators, and;

Whereas, the district has not made apparent effort to fulfill assurances that the shortcomings of the instrument and process would be addressed.

Be it resolved, that the Albuquerque Teachers Federation will demand that school communities be afforded the opportunity to provide meaningful input in the evaluation of the performance of site administrators through the development and implementation of a subordinate evaluation instrument that, at least, meets the needs of said community.
Whereas, the implementation of LEP Training has been mandated by APS administration to occur outside the duty day for certified staff, and;

Whereas, scheduling for that training has created undo hardship for certified staff by severely limiting their time for other professional and personal commitments, and;

Whereas, the ATF request for LEP training to occur within the duty day during preparation and/or in-service training times has been rejected by administration, and; Whereas, there is no contractual language precluding the scheduling of training time within the duty day or during in-service time or for compensating certified staff for time outside the duty day.

Be it resolved that the ATF’s Federation Representative Council call for the boycott of the first LEP training session of 1998 unless the scheduling of that training is arranged on site and includes options for training within the duty day or compensation for time outside the duty day.
Contract Language
Passed May 6th 1997

Motion:
Contact district to notify them that ATF will deal with situation as it occurs using contract language.

Motion:
Fed Rep Council directed the ATF president or in his absence, ATF staff to inform the APS administration that we consistently support the rights of teachers to teach and will use contract language to address any violations of or disruption of teaching and that if the school year is extended we will expect compensation.

Motion:
Recommend at General Membership meeting to set a date to contract (first three days of school)

Motion:
Poll membership on strike action and get information to Fed Reps
Moratorium on Mandatory High School closed campus lunches
Passed March 6, 1996
ATF High School Fed Reps

Whereas, the more than $1,000,000 projected costs for operational expenses and capital outlay for the “mandated” 1996-97 implementation of closed campus lunches in the high schools will come from high school programs and teacher salaries when APS is projecting a $5,000,000 shortfall, and;

Whereas, the combination large numbers of teenagers who do not want to be “confined” with insufficient cafeteria capabilities, adult supervision and physical space to sit comfortably to eat and to relax for even a few minutes after eating especially during inclement weather will lead to serious fire, safety and health problems, and;

Whereas, multiple-lunch-shifts or 7th period lunch schedules being considered to accommodate closed campus will seriously undermine and disrupt numerous well-developed lunch-time programs that provide the following: academic clubs; cultural, drama, music, choral, speech and dance activities which are especially beneficial to at-risk students; tutoring/mentoring, make-up labs and full-period tests, enrichment projects, access to computer labs and access to the Media Center; department meetings, committee meetings, etc., and;

Whereas, implementation of closed campus lunches will only succeed with the cooperation/“buy in” of a large majority of teachers, who will be “expected to add increased supervision duties (without extra pay during their duty-free half hour and with serious compromises to our student teacher relationships by being made to the “enforcers”) to already excessive teaching loads based on (APS funding allocations of 31 to 1 PTR) in regular education classes, and;

Whereas, recent loss of Department Chair preparation time has eroded the ability of Departments to function efficiently, and;

Whereas, the logistics of implementing acceptable closed-campus lunches (scheduling, supervision assignments/allocations, preventing students from leaving campuses, with huge perimeters, security, on campus/enforcement of policies, lunch seating, health codes, sanitation/cleanup, locker assignments, etc.) need much more faculty/staff/student input, in-depth long-range planning and determination of true benefits of closed-campus by all parties concerned, rather than the rush-job currently
being mandated by the APS administration, and;

Whereas, mandates by the superintendent violate the principle/intent of formation of school restructuring councils and site-based decision making.

Be it resolved, that the ATF Fed Rep Council strongly recommends a moratorium on implementation of the proposed 1996-97 mandatory closed campus lunches in the APS high schools.

Be it further resolved, that in the event such a moratorium is agreed to, the High School Committee of the Albuquerque Teachers Federation will develop a set of options to the existing mandate for District consideration.

Resolution to form the Ad Hoc Committee, Bilingual Education Committee Advocates
In following the “Ad Hoc Committee Policy,” be it resolved, that the bilingual education caucus
is seeking approval from the ATF Fed Rep Council to become the Bilingual Education Committee Advocates.

**Ad Hoc Committee**
**Passed February 2\textsuperscript{nd} 1996**

Motion for acceptance of Ad Hoc Committees to the ATF Fed Rep Council from:
Sarah Fenton Librarians Chelwood
Meryl Garley Nurses Valley
Jim Kindley Counselors Jackson
Emma Luna PE John Baker
Vicki Turpen Drama Valley
Paula Stein Drama Manzano
Juli Palladino Fine Arts Polk
Art Fisher Industrial Tech. Eldorado
John Gonzales Coaches Del Norte

**Whereas**, the Federation Representative Council adopted a policy for the formation of Ad Hoc Committees, and;

**Whereas**, the above mentioned committees wish to gain Ad Hoc status in order to further the goals of the ATF Constitution, and;

**Whereas**, the Committees will work to:

- Represent the constituency in order to obtain working conditions essential to the best professional service.
- To disseminate information to the constituency about important issues.
- To be a liaison between the constituency and the Fed Rep Council.
- To be a liaison between the administration and the constituency.
- To offer recommendations for local, state and national legislation and action to the COPE committee and the Fed Rep Council pertaining to the issues of the constituency.

**Therefore be it resolved** that the above mentioned committees are to become Ad Hoc Committees of the ATF Federation Representative Council.

**Bilingual Education**
**Motion passed January 2\textsuperscript{nd} 1996**
In accordance with the Constitution of the Albuquerque Teachers Federation (Article VII, Section 1), the Bilingual Education Committee Advocates is submitting to the ATF Fed Rep Council the following statement of purpose and resolution for approval of formation as an ad hoc committee.

STATEMENT OF PURPOSE

The purpose of the Bilingual Education Committee Advocates will be the following:

- To identify professionals who deliver bilingual instructional services and to build union membership among self-contained and bilingual resource teachers.
- To represent all teachers and obtain working conditions essential to the best professional service when bilingual education concerns and issues arise.
- To obtain for all teachers the rights, respect and compensation to which they are entitled in relation to bilingual education concerns and issues.
- To gather and disseminate information on important bilingual education issues and concerns.
- To work with and make recommendations to the ATF Negotiating Team and the NEA concerning contract negotiations.
- To offer recommendations for local, state and national legislation to ATF/NMFT/AFT COPE and the ATF Fed Rep Council pertaining to bilingual education issues and concerns.