

TEACHERS' VOICE

"Public leadership means being an outspoken champion for education for all children."

*—Educational Leadership:
Beyond a Focus on Instruction
By Ronald A. Heifetz, M.D.
Phi Delta Kappan, March 2006*

ATF: Professional Progressive Unionism

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TOGETHER WE CAN
Leading The Way
For English Language
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LEADERSHIP

IN THE DISTRICT AND FROM THE CLASSROOM

"Together We Can/Juntos Podemos" Leading the Way for English Language Learners

Hundreds of APS Teachers, EAs, parents and kids gathered at Albuquerque High School on Saturday, September 8th for the "Together We Can/Juntos Podemos" bilingual conference. This free conference was sponsored by the Albuquerque Teachers Federation, along with the Albuquerque Educational Assistants Association (AEAA) and the American Federation of Teachers (AFT). The event featured local author Rudolfo Anaya and focused on supporting PreK-5th grade students who are learning English as a second language.

"Together We Can/Juntos Podemos" was the first event of its kind in Albuquerque, inviting educators and families to learn together. Participants attended workshops taught by UNM professors, ATF members and AFT staff. Everyone received a tremendous amount of free materials, including free children's books, DVDs and videos from Colorín Colorado. Twenty participants won personally autographed books from Rudolfo Anaya. Three lucky families won computers, one of which was a brand new laptop, and can use them to access the Colorín Colorado Web site (www.colorincolorado.org).

Unions have traditionally been the place where people who do common work come together to learn and hone their craft. This still holds true today. Teachers, educational assistants and parents all have a common goal—to ensure that our students succeed—and it is our job as a professional, progressive union to bring everyone together to work toward that goal. "Together We Can/Juntos Podemos," another example of teachers providing leadership in education and in the community.

*Photos top to bottom:
AFT NM President Christine Trujillo, author Rudolfo Anaya and
ATF President Ellen Bernstein.*

ATF member and story teller Martin Gabaldon has youngest conference participants spellbound.

*AEAA member Cheri Clayton works with young conference participants.
ATF Executive VP Janet Montoya Schoeppner leads a Conference Session.*



“ School superintendents may have the hardest government jobs in America. They must lead and get results in an intensely political environment. ”

– Ronald A. Heifetz, M.D., Educational Leadership: Beyond a Focus on Instruction

Leading VOICES



This edition of the *Teachers' Voice* focuses on leadership — at the “top” of our district in the superintendent's office and from the “bottom”, all of you working in the schools. I am exploring the questions: Who will be the next superintendent? Will the board listen to teachers' voices during the selection process? Will the new superintendent listen to us next year? I want to make sure that your voices are leading in the superintendent search, so I am asking you to participate and add your voice to an on-line survey about the next superintendent.

Many of your voices have already been heard because you participated in the on-line survey conducted by the ATF Constituent Vice Presidents. They asked our members to identify their concerns and priorities. Your voices have been heard in the results of the survey. Those voices are reported here and will be communicated to the current and future superintendent.

Dr. Elizabeth Everitt has worked more collaboratively with our union than any superintendent I have worked with. Over many years, she has been the first to make the commitment, take the risk and established a trusting relationship with the union president. That relationship has been based on regular and open communication. And, although we do not always agree with each other, we have enough of a relationship to be honest with each when we don't, and to share our different points of view. To be honest with you, that is rare in most districts and had never happened before in ours. Because of her willingness and ability to collaborate, we have co-created the Mentor Program, the Peer Intervention Program and the Career Pathway System for Support and Related Services Personnel. This is a relationship that I hope the next superintendent will respect, be willing to continue and want to build.

Dr. Everitt has made a lot of effort to build the relationship between the ATF leadership and her administration. However, her tenure as the leader of APS has coincided with the 5 years of NCLB. Because of NCLB, although we have made great progress between the union and district, teaching has become increasingly and almost inhumanely demanding Teachers are struggling.

Dear Ellen,

Morale at my school is sinking low. Teachers feel close to the breaking point: we feel that the demands being made of us are so far past what we can deliver that there is no chance of meeting expectations - not our principal's expectations, not the district's expectations, not the public's expectations, and especially not our own expectations.

All teachers I have ever met share one defining characteristic: we are determined to do the very best we can for our students. Beginning teachers have a passion that keeps them up past midnight preparing for the next day. Progressing teachers refine their lessons with knowledge and dedication. Veteran teachers use their expertise to coax progress from the most recalcitrant students.

Now, somewhat suddenly, all that passion, knowledge, dedication and expertise have been swept aside. The burgeoning testing movement was the first challenge. Teachers were hard pressed to maintain their students' interest in learning when school seemed to become much more about filling in the bubbles. And next we are inundated with new curriculum, new planning methods, new assessment approaches, and radically different reporting methods. We feel as if our considerable skills have been gratuitously discounted.

Nevertheless, we are willing to learn new approaches, to understand these different ways of planning, delivering and reporting information. But it's been overwhelming. Elementary school teachers may have only one class of students, but we cover all subjects in the curriculum. Standards-based planning and assessment takes a huge chunk of time. Our new math program, *Everyday Math*, requires every-night preparation. The SBPR sounds reasonable, but we haven't had time to figure out how it works.

Without having had the time for thoughtful implementation, we don't feel that we are doing our job well. You know that teachers are their own worst critics. If we don't feel good about what we're doing, our system of public education is in trouble.

I don't believe this falls within the scope of the Negotiated Agreement, but I wanted to convey to you the classroom teacher's burden. Ellen, I know you care.

Thank you for listening,

Diana Shea
Marie Hughes

To that end, along with the survey results, I will also share the letter copied to the left.

Diana's letter was sent to me just when I was working on this column and no amount of focus or inspiration could have created a better leading voice than she did in her letter. She describes what every one of you has said many times to me, to your colleagues, to your family and friends. I think the next APS leader needs to hear it, too.

Keep talking. Never stop. Your voices are leading the way. The new superintendent needs to hear your voices loud and clear.

In solidarity

Ellen

“ Five common mistakes that superintendents make:

- Misdiagnosing problems.
- Underestimating the need to think politically.
- Avoiding or mismanaging conflict.
- Thinking they are supposed to have all the answers.
- Growing unnecessarily defensive and isolationist. ”

– Ronald A. Heifetz, M.D., Educational Leadership: Beyond a Focus on Instruction

“ The new superintendent must address the disconnect at central office. Those departments are there to serve the schools, not the other way around. ”

– Francis Kittredge, Madison

Superintendent's Search and Teacher's Voices

Starting today, all APS employees will have an opportunity participate in an ATF on-line survey designed to ask what you think are the most important qualities, characteristics and priorities for our next leader. The Board of Education has designed a process for gathering community input. While community input is important, there is a difference between the perspectives of the community and the perspectives of employees. Those whose work in APS will be directly affected by the new leader and our perspectives should be heard as distinct from the community at large. Below is an example of the survey available on line at www.atfunion.org. The survey is open until Wednesday, October 17. The results of the survey will be reported in a later publication and presented to the Board of Education.

Listed below are some examples from the survey. The survey will ask you to:

Identify the most desired **leadership characteristics** for the next superintendent, such as:

- A vision for education reform
- Fosters a collaborative work environment
- Works well with employee unions
- Works well with parent organizations
- Is committed to creating and maintaining safe working and learning environment
- Is supportive of APS employees

Identify the most desired **leadership qualities** for the next superintendent, such as:

- Committed to and comfortable with shared decision-making
- Creates an atmosphere of trust and respect
- Effectively communicates with district stakeholders
- Strong communication skills
- Possesses a vision for public education
- Manages the mandates from the state and federal government in a way that supports teachers and protects teaching time



“ I want the superintendent to honor teachers and the work they do. ”

– Ken Maier, Sandia

Identify the most **important priorities** for the next superintendent, such as:

- Achievement Gap
- Curriculum and Instruction
- Professional Development
- Special Education
- Diagnose and improve organizational morale
- Technology
- NCLB requirements

Identify current **APS structures** that the new superintendent should review, such as:

- The Cluster system
- Baldrige/SQS
- Student Based Budgeting
- Central Office Departments (Payroll, HR), etc.
- Building Maintenance
- School Safety

Identify **questions the interview committee should ask candidates**, such as:

- How would you deal with NCLB accountability requirements without limiting curricular offerings, always making sure we provide a well-rounded education for all students?
- What is your management style and how would you envision running this district so that all operational issues are taken care of efficiently (facilities, procurement, budget, HR, etc.) and educational quality remains the paramount goal?
- How would you tap the enormous talents of educators in our schools? What is your vision for teacher leadership at all levels?
- How have you demonstrated valuing the input of employees and the Unions that represent them?

“ My dream! Take care of teachers, so we can do our jobs well. ”

– Liliana Arvisu, Adobe Acres

“ Our union leadership works to know the needs of teachers and kids in our district and works toward meeting those needs. Our union leadership always advocates for teachers and kids. ”
 -Loretta Shiver
 Susie Rayos Marmon

ELEMENTARY VICE PRESIDENTS

MIRIAM MARTÍNEZ

Kindergarten Teacher
 Los Padillas ES

-Taught Spanish and Dual Language K-3
 -ATF Fed Rep for 9 years



LORETTA SHIVER

Technology Teacher
 SR Marmon ES

-Taught kindergarten at Barcelona and Zia
 -ATF Fed Rep for 5 years



3 TOP ISSUES

Survey Results

Below are some of the issues that Miriam and Loretta identified as important to their elementary constituents and the survey results in priority order:

20%	Developmentally-appropriate practices displaced by the emphasis on AYP
19%	Overemphasis on testing and test prep
19%	Lack of prep time
17%	Lack of trust in our professional judgment
12%	Professional culture that emphasizes compliance
10%	Requirement to teach limited programs
3%	Making the Early Childhood Leadership position permanent at every elementary school

In addition to the many affirming and poignant comments that reinforced the importance of the identified issues, elementary constituents also identified the following as important:

- Ever-increasing amounts of paperwork
- Conflicting reform agendas that all have priority
- Lack of leadership from administrators
- Time spent collecting data
- The yearly “numbers game” at the 20-day count disrupting instruction
- Support for struggling readers; a need for reading specialists
- Fear of the PED in schools that have not met AYP
- Teachers told not to teach science and social studies
- Adequate sub coverage
- Facilities in disrepair
- Special Education-time and paperwork burdens

“ Our leadership is important – We’re where the rubber meets the road. ”
 -Major Bill Barker
 La Cueva HS



MIDDLE SCHOOL VICE PRESIDENT

ANGELA REYNOLDS

Special Education Teacher
 Truman MS

-Taught special education and works as head teacher
 -ATF Fed Rep for 18 years



3 TOP ISSUES

Survey Results

Below are some of the issues that Angela identified as important to her middle school constituents and the survey results in priority order:

23%	Lack of trust in our professional judgment
21%	Overemphasis on testing and test prep
17%	Professional culture that emphasizes compliance
17%	Lack of paid time for collaboration
15%	Excessive paperwork burdens
7%	Requirements to teach limited /scripted programs

In addition to the many affirming and poignant comments that reinforced the importance of the identified issues, middle school constituents also identified the following as important:

- Number of work hours
- Classroom interruptions
- Required committees and duties
- Instructional council becoming an agent for NCLB and the PED rather than representing their fellow teachers
- Special Education-time and paperwork burdens
- Required to purchase own necessary materials, printers, and copies
- PDSA record keeping
- Disconnect between central office and the classroom

“ Union teacher leadership creates competence in management. ”
 -Francis Kittredge
 Madison



HIGH SCHOOL VICE PRESIDENT

CATHY TAYLOR

English Teacher
 Valley HS

-Teaches English
 -ATF Fed Rep for 5 years



3 TOP ISSUES

Survey Results

Below are some of the issues that Cathy identified as important to her high school constituents and the survey results in priority order:

28%	Lack of an enforced attendance requirement with enforced consequences
26%	Lack of trust in our professional judgment
26%	Too many meaningless mandatory exams
20%	Failure of administrators to back up teachers

In addition to the many affirming and poignant comments that reinforced the importance of the identified issues, high school constituents also identified the following as important:

- Baldrige
- School cleanliness and facilities in disrepair
- Paperwork
- Teachers expected to enforce dress codes
- Bilingual considered a separate prep
- Qualified leadership
- Frequent grading periods that interrupt instructional time
- Lack of functional IC and elections for IC reps

“ Union leadership is important because our union is the voice of the professionals who work closest with the students. Educators need to have a voice in their professional future and the educational needs of the students. ”
 -Sharon Vocale Freire
 McKinley

Issues

Professional Development

Next month, on November 5th, 6th and 9th, the district will hold the second district-wide professional development session. Many of you are already aware that the union and the district agreed to pilot three district-wide days of scheduled in-services for the 2007/08 school year and one day of preparation time. A reminder that part-time employees are only obligated to attend the district-wide in-service days equal to the amount of time normally worked. For example, if you are a .5 employee, you are only obligated to be at the in-service training for half the day.

Committee Work Voluntary

Non-teaching work assignments continue to be a source of confusion and frustration for many. Most want to do the job they thought they were hired to do: teach children. While recognizing that there are non-teaching duties associated with teaching, some have reported that principals are requiring work that takes too much time away from planning and preparing to teach.

At some schools, principals are asserting that they can require teachers to serve on committees or goal teams. Committees are voluntary and so are goal teams. The only way that principals can require teachers to serve on a committee is if the work is done within the duty day, or if it is allowed during the contractual time that principals can use to extend the duty day.

Principals have two hours per twenty work days that they can extend your duty day for school business purposes. Historically, these hours have been used for staff meetings. In recent years, principals have used some of their time for other purposes.

Some principals are not only asserting that teachers have to serve on committees, they are also erroneously telling the faculty that participation on committees will also be used when completing evaluations. Principals cannot use your work on committees, or lack thereof, as an indicator of teaching performance.

Advocacy

Payroll Committee

ATF, along with the other unions representing district employees, is serving on a committee with district management and payroll personnel, designed to address both short- and long-term issues related to payroll. The committee will meet on the Wednesday after each paycheck distribution date to deal with specific issues plus ways to improve communication about the complicated issues associated with a payroll for over 11,000 employees.

R1 and R2 Schools

Schools classified as R1 and R2 are being removed from the supervision of their clusters and placed under the supervision of newly-assigned administrators who will be responsible for the schools. This new district plan is based on a directive from the Public Education Department and is designed to support, guide and direct the schools. APS and ATF agreed last spring to form a Task Force that will address some of the unique needs and requirements of the R1 and R2 schools. The state classifies these schools based on AYP data, which is in no way a reflection on the quality of the teachers and instruction at the schools.

Small Learning Communities High School Share Fair

Advocating to ensure that teachers have the opportunity to share their expertise, ATF co-sponsored with APS a Share Fair about High School Small Learning Communities.

& ORGANIZING ISSUES ADVOCACY

Participants were invited to attend 2 sessions of their choice:

- School Structure (Physical/Logistical)
- 9th Grade Academies
- Interdisciplinary Planning Through Collaboration
- What is a Small Learning Community?
- HB 584: NM's High School Redesign Law of 2007
- Career Pathways
- Advisory Periods and Next Steps

We believe that when administrators and teachers have an opportunity to talk with each other about the background, theory and practice of a reform idea, it is much less likely to be misapplied as the "reform du jour".

National Board Support

ATF is thrilled to report that more than 50 teachers have signed up for our National Board support group. ATF Board Certified teachers will support national Board Candidates throughout the process. These teachers are:

- Lori Hagen, Hoover
- Pat Graff, La Cueva
- Elise Orrell, Carlos Rey
- Jane Avon-Yessak, Petroglyph
- Bianca Sapien, JDC
- Ann Stevenson, Dennis Chavez
- Steve Schripsema, Hayes
- Sandy Simpson, Hoover
- Arthana Hampel, Sierra Vista
- Judy Taylor, retired
- Lori Alexander, SR Marmon

Successful candidates receive a pay differential from the state for the duration of the 10-year certificate. For school year 2007-08, the differential value is \$5,469.

Professional Development Dossier Support

ATF filled our three PDD overview sessions offered over the past month. ATF offers support for those submitting their dossier in six ways: Overview Sessions, Study Support Groups, Individual Dossier Readings, Large Group Classes, Open Labs with technology support and Resubmission Classes. Small group support sessions will begin in mid-October; the deadline to request placement in a group is Oct. 9.

- ATF PDD support teachers include:
- Linda Bluestein, APS/ATF/UNM Mentor Program
- Janet Montoya Schoeppner, Adobe Acres ES
- Toni Seidler, Wilson MS
- Michelle Felis, SR Marmon ES
- Miriam Martinez, Los Padillas ES
- Pat Graff, La Cueva HS
- Bianca Sapien, JDC
- Wendy Fuller, Hawthorne ES
- Alyssa Anaya, Music Itinerant Program
- Barbara Johnson, Evening HS
- Monica Maestas, John Adams MS
- Tiffany Bryant, Jackson MS
- Jane Pierce, La Cueva HS
- Ryan Schlee, Hoover MS

The deadline to request an individual review for the October 15 - November 15 submission window is November 1; and for the February 1 - March 1 window, the deadline is February 15.

CALENDAR

CAREER PATHWAY SYSTEM

October 1 - November 1
First submission period.

PROFESSIONAL DEVELOPMENT DOSSIER

October 15 - November 15
First submission period.

ATF SYMPOSIUM
ON EARLY CHILDHOOD EDUCATION
October 25

Organizing

Membership Drive 07-08

Do you have the drive to help us build our union? We're asking all 3600 of you who are already ATF members to recruit new members, and to get you motivated, we're holding a "mega-drive" from the beginning of the school year until April 30, 2008. You will get one raffle ticket for each member you recruit, and we'll hold the grand prize drawing at our ATF Fed Rep Dinner in May. The winner will get his/her choice of one of these prizes:

- DINNER AND A MOVIE - a gift card to a restaurant and movie passes, once a month for a calendar year!
- MESSAGES FOR A YEAR - one massage per month for a calendar year!
- FAMILY MEMBERSHIPS - family memberships for a year to the BioPark, the Museum of Natural History and Explora!

You can get membership applications from your school's ATF Fed Rep; by downloading them www.atfunion.org; or by calling Kristin Johansson at 262-2657. Recruit a new member, write your name on the "recruited by" line on the left side of the application, and send it to "ATF Office" through Interschool Mail.

Why Union?

Unions are founded on the principle that solidarity, not solitude, is the avenue to improving the professions and trades that we represent. Unions like the Albuquerque Teachers Federation believe that, when we come together as a collective voice with a clear message, we can make changes. In a sea of over 7300 licensed educators in APS, the individual voice can be easily dismissed, discounted, and altogether lost. The power of over 3600 ATF members' voices at the negotiating table, however, cannot be dismissed.

The more members we have, the stronger our collective voice. Do you want to be heard? Then join your union now! See your ATF Fed Rep for a membership application. You can also contact Kristin Johansson at 262-2657 or at kjo@atfunion.org.

Dial-A-Teacher

Dial-A-Teacher started up again on September 4th, and took over 20 calls the first night! Schools should have received new Dial-A-Teacher posters for classrooms, as well as phone stickers for students. Licensed ATF teachers are available to help K-12 students in all subjects, in both English and Spanish. Dial-A-Teacher is open Monday-Thursday, from 5:30-8:30 pm, and follows the APS traditional calendar.

ATF FEDREPS
ACT!

Make-Up Work

As a result of a motion passed last spring, the Albuquerque Board of Education has changed its attendance policies. Because the APS Board Policy and APS Student Behavior Handbook contradicted each other, ATF member Jerome Evans (Sandia High School) presented a motion that asked APS to explicitly include teachers' input in the decision to provide make-up work and to ensure the both policies say the same thing.

As a result, the Board of Education has adopted a new "Make-up Work" policy that states:

- Students may complete work for all excused absences and for up to 10 unexcused absences.
- Once a student is identified as a habitual truant (10 unexcused absences), make-up work may not be provided for the student unless the principal and teacher determine otherwise, based on the data provided.
- Students are responsible for requesting and completing make-up assignments. Failure to complete make-up work may place students at risk of not earning class credits.
- Students will have the opportunity to complete the work in a period of time equal to the number of days absent unless other arrangements have been mutually agreed upon by the student and the teacher.
- Teachers may need 24 hours from the time of the request to compile assignments.

TEACHERS' VOICE



ALBUQUERQUE TEACHERS FEDERATION

PRESIDENT
Ellen Bernstein

EXECUTIVE VP
Janet Montoya Schoeppner
Adobe Acres Elementary

SECRETARY
Pamela Irvin
Alamosa Elementary

TREASURER
Paul Roensch
Manzano High School

MEMBERSHIP VP
Sharon Freire
McKinley Middle School

HIGH SCHOOL VP
Cathy Taylor
Valley High School

MIDDLE SCHOOL VP
Angela Reynolds
Truman Middle School

ELEMENTARY SCHOOL VPS
Loretta Shiver
S R Marmon Elementary
Miriam Martinez
Los Padillas Elementary

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AFT NM/AFT/AFL-CIO.




Leadership Transition

After seven years of dedicated service as the ATF-COPE Chair, Barbara Ayres is stepping down and turning over the leadership position to Sara Attleson (Kennedy Middle School). Our deepest gratitude goes out to Barb who worked tirelessly to build our political action committee and establish our union as a political force to be recognized. Barb will stay active on COPE and assist Sara in the leadership transition.



Reauthorization

The move to reauthorize the No Child Left Behind Act (NCLB) is picking up steam. The upcoming reauthorization gives Congress a chance to get NCLB right for our teachers, paraprofessionals, children and schools. This can only happen if you urge your members of Congress to make the changes necessary to fix the law. It is vital that your voices are heard at this critical juncture to support the AFT's priorities for reauthorization. Please send a letter on NCLB to your representative and senators by visiting the AFT Legislative Action Center.

In late August, the House Education and Labor Committee released a staff discussion draft of Title I of the Elementary and Secondary Education Act (ESEA). The draft was developed on a bipartisan basis by staff from the offices of Chairman George Miller (D-Calif.) and Ranking Member Howard McKeon (R-Calif.). Title I deals with a number of priority items of interest to AFT members, including, but not limited to, adequate yearly progress (AYP), school improvement, supplemental education services (SES) and school choice.

AFT's response to the draft included the following statement: "Parents, teachers, elected officials and others have called for substantive changes to NCLB. However, the suggested revisions do not appear to adequately address their concerns and need further thought and substantially more clarity. Five years of experience with NCLB have taught us many things. Chief among them is the need to take time and care to ensure – as nearly as possible—that what is enacted in Washington will work in our nation's classrooms. We cannot achieve the law's admirable goals if we do otherwise."

Education Secretary Margaret Spellings criticized the proposals to change NCLB saying the proposed bills would make it "more complex, less transparent." You can review the discussion draft at: <http://edlabor.house.gov/>.

Presidential Candidates and AFT Member Concerns

AFT asked members what they would want the presidential candidates to know about their biggest challenges in the workplace. Hundreds of members submitted their personal stories to the AFT: You Decide 2008 Web site.

AFT will be sharing our members' comments with the presidential candidates, the media and the public, but first, we wanted to share them with you — their fellow AFT members.

Read the posted comments from AFT members who described their biggest workplace challenges — the same challenges that many of our members face every day.

If you have not shared your story yet, there is still time to tell us what are the biggest workplace challenges that you face every day and would want the candidates to see first hand. Check AFT: You Decide 2008 (www.atf.org) frequently, as we will be posting additional member comments and videos and asking additional survey questions.

DIAL-A-TEACHER
HOMEWORK QUESTIONS

Remind your students to call Dial-A-Teacher for help in English and Spanish!

344-3571
MONDAY - THURSDAY
5:30 - 8:30 PM

A free community service provided by: The Albuquerque Teachers Federation, Lockheed Martin/Sandia National Labs, and Bank of Albuquerque



Sick Leave Bank Enrollment

The ATF-negotiated and employee-owned Sick Leave Bank conducted enrollment in September. If you are not yet a member of the bank, we urge you to join. For the price of a few soft drinks a week, you'll have the peace of mind knowing that you will have up to 40 additional days of fully paid sick leave to utilize in the event you suffer a serious illness or catastrophic injury and your accrued leave has been exhausted.

Enrollment will open up again during the APS switch enrollment period which will be from October 8-17. If you have not received enrollment information, please contact the Sick Leave Bank Clerk at 889-4858.

5th Annual Boo Ball

The Boo Ball was established in 2003 as a fundraising gala to provide support and funding for New Mexico charities focusing on children and their needs. This year, one of those charities is the APS Foundation, which is committed to providing APS volunteers. If you would like to volunteer at the 2007 Boo Ball, contact Cathy Cavin, APS Foundation, extension 2. The 2007 Boo Ball will be held at the Marriott Pyramid North on Saturday, October 27.

Disney Animator to Premiere Children's Feature October 9



Romeo & Juliet: Sealed With A Kiss is a fully-animated feature fantasy about two star-crossed seals from warring families that fall in love against their parents' wishes.

This full-length animated children's feature was created by master animator, Phil Nibbelink. It took him

over 5 years and 112,000 hand drawings to make. Phil's credits include *Who Framed Roger Rabbit*, *An American Tale*, *Fievel Goes West*, and *Casper* to name a few. He animated and directed for Disney, worked with Steven Spielberg to form Amblimation, and created Andrew Lloyd Webber's "Cats".

We invite you to join us for this special New Mexico premiere.

Tuesday, October 9
6:30 PM.
Embassy Suites Hotel

Phil will be on hand afterwards to draw animated characters for kids to take home.

Tickets are \$5 each. ATF members can purchase tickets at half-price (\$2.50 each). For details, or to reserve your tickets, call 344-8801.