

“ The capacity for hope is the most significant fact of life. It provides human beings with a sense of destination and the energy to get started.

– Norman Cousins ”

TEACHERS' VOICE



PROFESSIONAL
PROGRESSIVE
UNIONISM

April 2009

HOPE



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albuquerque teachers federation

VOL 11 | NO. 7

HOPING ABOUT THIS & THAT



By Ellen Bernstein,
ATF President

By the time this reaches you in April, the Legislature will have adjourned after 60 days of a long hard fight—our long, hard fight.

As for myself, I am shrouded in a fog of disbelief. I'm angry and horrified about how little respect educators are given in Santa Fe, and exactly how legislators have put us, professional educators, in a position to beg them to do what's right for education.

But, I believe in our union. I believe that our members are our greatest good. I believe that soon enough we will dust ourselves off, and again find the hope that keeps us moving in the right direction, in spite of any obstacles.

By the time this reaches you in April, we will know exactly what the implications are of the steep cuts to education made by lawmakers. We will be starting negotiations and you will personally be on the home stretch of your school year.

Quite honestly, I spend a lot of time trying to figure out a theme for this month's Teachers' Voice. I originally thought I would call this one "Uff Da," (an exclamation of disgruntlement) or maybe "Oy Vey" (an expression of woe is me). But in the end, ranting about exhaustive obstacles will neither inform nor will it inspire you.

Instead, I am turning to the theme we heard so often over the past year, the pervasive campaign platitude of hope. This edition of the Teacher's Voice is kind of a hodge podge of a long president's column of this and that, transformed into short editorials. But there is one underlying connection to them all—hope, our hope. Our members are our greatest good, and at the end of the day... **YOU ARE OUR GREATEST HOPE.**

Ellen

EMPLOYEE FREE CHOICE ACT

The current system for forming or joining unions is broken. One in five union activists are fired when trying to form a union. This doesn't make sense, especially in troubled times when the economy is hinging on better wages for work-a-day Americans.

Congress has again introduced the Employee Free Choice Act (EFCA). This bill would level the playing field for workers by addressing problems in federal law that make it difficult for workers to organize a union or to join one.

I support unions. Organized labor gave us the two-day weekend, an eight-hour day, health insurance, pensions and other good things. They were not bestowed upon us by a grateful management. They were fought for. What was fought for can be and will be taken away, unless it's fought for again.

— Garrison Keillor

But if we are to truly strengthen labor in this country, we must begin talking about what labor policy means in terms of our economy today.

Today, the macroeconomic importance of unions must be a key concept in our fight to have EFCA passed. In our nation's history of troubled economic times, unions have been the key catalyst to raising wages.

As we see in our country today, flat wages are a recipe for national economic disaster. When wages are flat, and remain flat for long periods of time, ordinary working people who are making those wages must buy on credit. When working people buy and live on credit, our nation is financed by debt. Eventually, our economy becomes paralyzed by debt and collapses. That's exactly why we need the Employee Free Choice Act.

Prohibiting employer harassment for joining or forming an employee union will provide a critical boost to lagging wages in our economy. It's time to quit bailing out Wall Street and start letting working people increase their flat wages by collectively bargaining through a union.

While EFCA is a simple, common-sense fix to lagging wages, passing the Act will be difficult. Powerful business interests have launched a multimillion-dollar campaign to defeat it. As said by Jim Hightower, "It's time to stand together for real workplace democracy—not the phony company version."

With the exception of Senator Jeff Bingaman, all other members of the New Mexico Congressional Delegation stand in support of the Act. The AFL-CIO, including our own union, is waging an ongoing campaign to enlighten our federal lawmakers about the importance of EFCA in restoring the middle class in this country.

President Obama said that he would sign EFCA into law as soon as it arrives on his desk.

I hope the President keeps his promise. Working men and women should be able to organize freely and bargain for better wages and working conditions without employer threats or retribution.

I HOPE WE WILL REBUILD OUR MIDDLE CLASS AND START ANEW WITH THE EMPLOYEE FREE CHOICE ACT.

Last October, Home Depot co-founder Bernie Marcus blew a gasket, spewing outrage in all directions. 'This is the demise of civilization,' he exploded. 'This is how a civilization disappears. I'm watching this happen and I don't believe it!' Bernie's outburst came during an hour-long conference call with various other corporate executives and their political operatives. The purpose was to collect industry funds for a campaign to kill a piece of legislation called the Employee Free Choice Act.

— from www.jimhightower.com

FALSE CHOICES IN TOUGH TIMES

While in Santa Fe this winter, Secretary of Education Veronica Garcia informed us that Governor Richardson is interested in pursuing implementation of "Tough Choices for Tough Times", a school reform concept promoted by Mark Tucker, president of the National Center on Education and the Economy (NCEE).

The pursuit is a sad comment about how any catchy, good-sounding scheme can easily become far more important to politicians than practitioner-based knowledge and ideas.

During the session, all the NM Education Partners were dismayed that both our Governor and Lt. Governor were interested in promoting and participating in this plan. The only person in the room who was excited by the prospect was the President of the Greater Albuquerque Chamber of Commerce.

The bottom line about Tucker's so-called reform, neatly packaged as "Tough Choices for Tough Times", is that it merely presents a false choice to public educators in tough times. You should know about this report because it's a popular political reform du jour, and we should be prepared to ask hard questions about it and reject it for its empty conclusions and vacant proposals that have no real impact on instruction or learning.

FICTION: Tucker writes that students should take state board exams at the end of 10th grade. Students who achieve a certain score will earn the right to go to a community college to either get a two-year degree or prepare for eventual entrance into a four-year state college.

FACT: To base a person's future on the results of one test in 10th grade would be ethically wrong and universally unfair.

FICTION: Tucker writes that unless the testing industry in America is overhauled to make sure tests measure creativity, teamwork, abstract thinking, etc., all else is for naught.

His plan reads like a bad novel. It is mostly rhetoric, and the claims he makes are fantasy-land variety. If America adopts his plan, according to Tucker, the following will happen: No one will fail, he says; and, we can send almost everyone to college and have them do well there...Such wild claims are not only unreasonable, they are bizarre...And does Tucker offer any real evidence his plan can improve education?

He does not. — Professor Allen Quist (www.edwatch.org)

FACT: The entire report is based on a test that does not even exist! Obviously, we must overhaul the American for-profit testing industry. But Tucker's total failure to provide a report or funding source for this makes his idea as useful as a bag of hot air.

FICTION: Tucker writes that we must provide high-quality, universal early childhood education, as if we're to believe it's not happening already or somehow it's his idea.

FACT: The entire country is already working on this and making progress *without* Mark Tucker's advice and without Tucker making a profit on it.

FICTION: Tucker writes that teachers must be recruited from the top 1/3 of college-bound high school graduates. He says we can do this by offering high starting salaries of \$45K, and a very respectable top salary of \$110K. Sounds great, right?

FACT: Tucker proposes that we fund these salaries by cutting hard won benefits and pensions for educators.

FICTION: Tucker writes that schools should be run by independent contractors, not a local school board.

FACT: There is no evidence that independent contractors have successfully managed schools here or in any other country. I believe in keeping the public in public education and keeping the for-profit companies out.

THE BOTTOM LINE FACT BEHIND ALL THE FICTION: It is only through practitioner-based proposals, and implementation of those proposals, that true and meaningful education reform has ever come about. I hope that the Governor, Lt. Governor, and any other elected official will reject the temptation to fall for a pithy-sounding titled "reform" that is in fact, backed with no substance.

I HOPE THEY WILL FINALLY SEE OUR STUDENTS LIKE WE DO, NOT AS MERELY A COG IN THE WHEEL FOR A FUTURE WORKFORCE, BUT INSTEAD AS WHOLE AND VIBRANT PEOPLE.

GET ON THE BUS

Recently we have heard numerous complaints about principals who are telling teachers that if they don't comply—if they question the latest and greatest—then they should find themselves some place else to work, or perhaps another profession. Principals are quoted as saying it's time to "get on the bus" or leave. Is this really the extent of the leadership skills some of our principals have at their disposal?

MY HOPE IS, I HOPE NOT



The new postbureaucratic organization requires leadership that values meaningful interaction, healthy conflict, and dissent. It is not adverse to risk-taking; is supportive of learning from, rather than blaming people for, mistakes; and engages informal leadership in cross-functional teams. These leaders are better situated to listen to the ideas of colleagues and abandon their egos to support the talents of others.

—'Learning to Lead' by Warren Bennis and Joan Goldsmith

DEAR MR. PRESIDENT

Many members of the Albuquerque Teachers Federation voted for you. I voted for you. We did everything possible, from door knocking to phone calling, to make sure you were elected in our city. We had hope in you. We believed you were change we could believe in. Are you?

Your proposals for possible merit pay, expanding charter schools and fixing and funding NCLB is not change teachers can believe in. Make no mistake. Our members support stringent professional standards. But if merit pay and charter schools are your only offerings of hope for public education, then educators are returned to the Bush era — *with no hope*.

Your picture of charter schools is too glossy. Charters rob public schools of needed revenue and are the bridge to vouchers. And there is no evidence that publicly or privately run charters do any better than regular neighborhood schools. It's time for you to shift your hopes in education to faith.

Have faith in us. Support your nation's public school teachers to create excellent learning opportunities for our children within the public school system. Public schools are the very basis of our democratic society. To hold them in contempt is to undermine our nation's teachers. To undermine our public school teachers is to undermine our schools, and ultimately, our democracy.

I HOPE, MR. PRESIDENT, THAT YOU WILL WORK WITH US AS PUBLIC SCHOOL TEACHERS TO PROMOTE TRUE INNOVATION THAT WILL HELP OUR PUBLIC SCHOOLS TO THRIVE.

It looks like Obama's education policy will be a third term for President George W. Bush. This is not change I can believe in.

—Diane Ravitch, Historian of Education NYU, Hoover and Brookings

CONTINUALLY IMPROVING CONTINUOUS IMPROVEMENT

Much to my surprise, one of the most controversial paragraphs that has been written in this newsletter was the one intended to clarify what Continuous Classroom Improvement (CCI) is and what is required of teachers. I want to offer some clarification on rumors that have gotten back to me and partly on direct questions.

Continuous Improvement is a PED requirement for schools in R1 or R2 status.

If your current EPSS specifies that you are using a Continuous Improvement (CCI) framework in your classroom, then you must continue with your approved EPSS for the rest of this year.

If your staff would like to change your EPSS for next year they can. You do this with the whole staff and through the IC. The APS RQC center is only able to support the CCI framework, but other plan, do, study, act frameworks are able to be used at R1 and R2 schools. CCI is **one** way of demonstrating continuous improvement, but it's not the only way.

As stated before, CCI **may not** be connected with teacher evaluations.

Some teachers really like using CCI and think that it is a very effective tool. They both promote and defend its use

We should have a way for grade levels to make decisions for ourselves. If we have a system for gathering data about students' learning and using this during our collaboration time, it should not have to be the CCI format as long as we can show ourselves and our principal the way in which we gather this information so that it is useful to us.

— A teacher in an IC training (reported by ATF staff)

because they believe in it. Some teachers have never tried it and don't know what I am writing about and why it's such a big deal. Some teachers do not think it is an appropriate instructional tool, but do think it's a great school-wide management tool. Some don't like any Continuous Improvement tools at all.

Personally, I believe that real improvement at a school comes from teachers working together collaboratively about teaching and learning regardless of how. I also think that Professional Learning Communities, CFIP (Classroom Focused Improvement Process) and lesson study are just as viable continuous improvement frameworks as any and are initiatives also currently supported by the district.

I believe that if we're asking the wrong questions then the answers don't matter.

I HOPE THAT ALL SCHOOLS CAN AGREE ON THE RIGHT QUESTIONS.

HEY REPRESENTATIVE, SENATOR: IT'S TIME TO PUT KIDS BEFORE TIDDS

There is a great sucking sound coming from Santa Fe. It is the sucking sound of over a half a billion dollars in state backed bonds going to private developers for Tax Increment Development Districts, or TIDDS. Unbeknownst to taxpayers, the state is subsidizing massive real estate development projects in the name of "jobs" and "economic development." But for whom? And how?

During the session, lawmakers almost passed the issuance of \$408 million in bonds for SunCal's largely industrial development on Albuquerque's west mesa and approved \$164 million in bonds to redevelop the Winrock Mall area into retail, residential and office space.

They are the 500-pound gorilla in the room... When you have this many lobbyists, which has historically never been seen before, when you have this much media, when you have this much ability to produce materials and information, I don't know how much influence it has. It's unprecedented.

—Senator Cisco McSorley

Private developers have gone to great lengths to win over lawmakers to front the loans and give away future tax revenues. But then again, with over thirty registered lobbyists all chanting jobs and economic development, it's hard to hear much else in the Roundhouse.

At the end of the day, there is no proof that TIDDS create long-term, high paying jobs, here or elsewhere. Even worse, the state has done no homework on the future economic impact to education funding in New Mexico as a result of these massive tax giveaways.

Put in simple terms, lawmakers are simply using future tax revenues to finance speculation. This is odd considering the Legislature told education advocates, "we don't have any money." Apparently, they meant, "we don't have any money for education."

TIDDS are a high-cost business incentive, and major home builders in the city, such as KB Homes, have pulled out of other parts of town, leaving half-developed neighborhoods and empty lots in their wake. Whether or not Mesa del Sol, the state's largest TIDD, can sell the 37,000 homes and create the 25,000 new jobs it has promised over the next 35 to 50 years is a gamble.

Under a TIDD, up to 75 percent of future tax revenue generated at the site is set aside to pay off the bonds. New Mexico's state TIDD law is the broadest when it comes to state bonding.

What are lawmakers doing using future taxpayer money to invest hundreds of millions of taxpayer dollars in a bear market? Real estate is busted. Broken down to its base level, state financing of TIDDS is simply a risky trade practice that can be likened to "buying on the margin."

Since when does state government get to gamble with taxpayer money it doesn't yet have and loan shark it out to private developers in the name of anything, be it jobs, economic development, or improvement? Since when did lawmakers think it was OK to gamble away our children's future by risking future education revenue?

I HOPE YOU WILL GET ANGRY ENOUGH TO HELP STOP THE TIDD TSUNAMI.

The state will have promised more than \$1 billion in future GRT revenues for four TIDDS if pending authorizations are approved this session.

—New Mexico Voices for Children

issues

Change In Elementary Prep Time

Language negotiated between the Albuquerque Public Schools and the Albuquerque Teachers Federation last spring requires that prep time that is to be counted toward meeting the 200-minute per week minimum must be provided in blocks of **at least 20 minutes in length**. Schools looking at their schedules for the 2009-2010 school year will need to plan accordingly.

Principals Surveyed on Subject Area/Preps

ATF and APS have conducted a joint survey of secondary school principals to gain insight into how individual principals may be applying contract language when making assignment decisions. Current contract language reads: "Secondary teachers shall not be required to teach in more than three (3) subject areas or have more than three (3) preparations, or combinations thereof, except by agreement with the teacher."

ATF wants to know how this language is being applied with respect to Special Education assignments, ESL assignments and Language Arts/Literature assignments. We are hopeful that the information we learn will guide us in making any changes or clarifications to the negotiated agreement.

High School Block Schedule

A problem with the Block Schedule adopted by APS earlier this year for implementation in the 2009-2010 school year was brought to the attention of APS officials by ATF. The problem was pointed out after teachers at one high school viewed a proposed schedule. Of concern was the fact that the duty day and the instructional day both began at the same time, leaving teachers no margin for preparing for the start of the instructional day. ATF has been advised that this issue has now been corrected.

advocacy

New Budgeting System Begins Next Year

Beginning next school year, the district will discontinue its school-based budgeting system and replace it with a new system that will combine a centralized and school-based budgeting process.

Just as in years past, there will be discretionary funding available for principals and instructional councils to spend. Unfortunately, just like in years past, there will not be very much of it to spend.

Schools will be staffed according to a formula established at each level. Each school will receive discretionary money that can be used to buy full time equivalent positions or other operating expenses. The money will be distributed based on a demographic model that factors in mobility, poverty and English Language Learners.

To address unforeseen complications, there will be a built-in waiver process schools can use to get additional allocations or money.

PDD requirements

There is a difference between an experience requirement and a dossier requirement. According to the PED, resource teachers and instructional coaches are able to fulfill the experience requirement because they still teach adults, so the dossier requirement that they borrow a class is still acceptable.

IEP teachers, however, lack the experience requirement because they do not have a teaching assignment. That means they must fulfill the experience requirement of teaching "at least one class each school year while holding a standard teaching license" in order to complete the dossier.

If you are planning to move to the next licensure level and are in a position like an IEP teacher, this applies to you! APS has made a commitment to ensure that those seeking to advance to level 2 or 3 have the assignment they need in order to meet the requirements.

Negotiations

The national recession and state budget deficit will make contract negotiations a challenge this year for both the union and the district.

A vast majority—over 92%—of the money for salaries and other services comes from state appropriations. The 2009 Legislature, faced with a deficit, crafted a cosmetic budget that reflects a 2% decrease in education funding for the 2009/10 school year. The real decrease in funding is actually over 8%, given the fact the state is using \$165 million in federal stimulus package money and \$35 million from the state's permanent fund to cover costs for next year. Legislators are using a one-time infusion of cash to cover recurring costs, which has the potential to create a funding disaster in two years.

The upshot is an education budget that appropriates no money for raises or increased insurance premiums. Worse yet, the legislature passed a 1.5% employee increase to school employees' retirement. In Albuquerque, this will reduce the average teacher's take-home pay by about \$660.

While it is unclear at this point, if and how, money from the federal stimulus package can be used to offset the dire financial outlook for teachers, ATF will do everything possible to identify possible funding sources to address teacher take-home pay. As we begin to bargain, rules concerning the use of stimulus money will have been finalized.

We will strive to negotiate contract language improvements. ATF member input on language is important, which is why we urge you to complete our 2009 Negotiations Survey at atfunion.org.

ATF's negotiating team will use its experience, input received from teachers throughout the year, and the results of the negotiations survey as its guide in establishing its bargaining priorities. Your union will update you on the progress of negotiations through fliers and on the website.

Algebra I PD

APS RDA and Curriculum and Assessment have asked principals to identify Algebra I teachers for intensive professional development.

Principals were told that participation in this PD is a requirement for Algebra teachers. It is our understanding that some of the PD is currently being offered this semester. Although APS can require this of teachers during the year, teachers cannot be required to participate during the summer.

organizing

Constituent VP Elections

Nominations for the four ATF Constituent Vice President positions closed on April 6th.

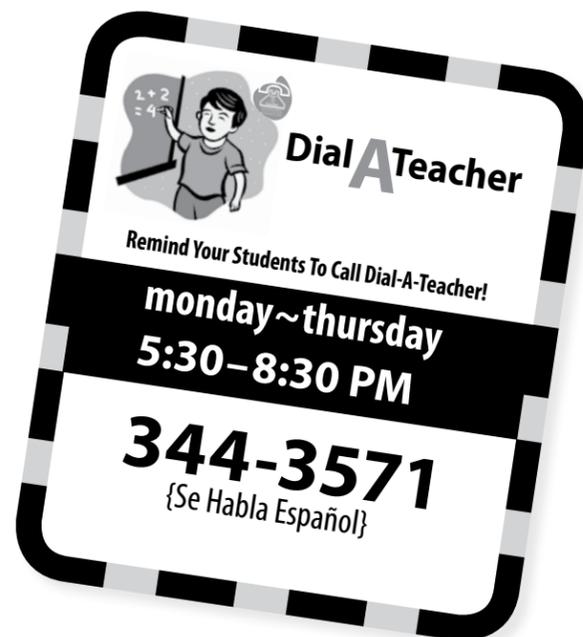
Once candidate credentials have been verified, candidates will be informed of all rules and regulations controlling the election, and candidate and election information will be made available to ATF members. Elections will be held for contested races only, via U.S. Mail, beginning in late April. The following Constituent Vice President positions are open, and are elected to two-year terms:

- 2 Elementary School Vice Presidents
- 1 Middle School Vice President
- 1 High School Vice President

Fed Rep Elections

The role of the ATF Fed Rep is a very important one. Our ATF Fed Rep Council is the policy-making body of our union. The Council's decisions affect each and every teacher and support & related service provider in APS. It is important that your school elects representatives of your membership, to represent your voice in your union. Each school should hold Fed Rep elections during the month of May, to elect Fed Reps for the 2009-2010 school year. Current Fed Reps will receive elections materials in April, along with instructions for conducting a simple, democratic election. Results are due to the ATF office by May 22nd.

This year, prior to elections, ATF will be sending information to all members about the role Fed Reps play in our union's structure. The goal is to help members make educated decisions in the elections process, whether it be the decision to run for the position, or determining which candidate to support.



The ATF Fed Rep Council passed three important motions at the March 3 Fed Rep Council meeting.

• The first is a **Resolution to Set Standards for Counselor Caseloads in Public Schools**, which resolves to establish both contract language and state regulations regarding school counselor caseloads.

• The second is a **Resolution in Support of Elev8 NM** - a movement that elevates children, families and communities by integrating extended learning, health, and support services in schools.

• The third is a resolution on **Taking Full Advantage of Federal Money for Meals and Instruction**, which resolves to support the following: 1) APS assures 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; and 2) 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 new motion was also introduced for discussion, which is a **Resolution to Support the APS Decision on the '09 Snow Day**. It resolves to support the APS tentative solution to make up the snow day on the final in-service day, Friday, April 24, and also that ATF members agree waive the contract language that designated that day as a school-based professional development day. Fed Reps will be voting on this motion in April.

news

Fed Rep Appreciation Dinner

Our ATF Fed Reps do an outstanding job. They are the hub of our union's structure, keeping people at the schools informed, and informing the ATF leadership. Every year, as a small token of our appreciation, we hold an ATF Fed Rep Appreciation Dinner in May. This year's dinner will be held at the Indian Pueblo Cultural Center on Friday, May 8 from 6:00-9:00 pm. We'll have great music, a wonderful plated dinner, and awards!

If you are an ATF Fed Rep or Co-Rep and have not yet given us your RSVP for this fun, exciting evening, call 262-2657. You may also bring a guest (a \$25 guest fee is required at the door).

Thanks for Supporting APS Clothing Bank!

Many of our ATF Fed Reps and constituents collected donations for our annual APS Clothing Bank Drive. **This year, we collected \$1,551.40!** Thank you to the following schools and groups for participating:

Adobe Acres ES	McKinley MS
Armijo ES	Monroe MS
Bel Air ES	Montezuma ES
Chamiza ES	Nurses
Cleveland MS	Petroglyph ES
Cochiti ES	Professional Development
Comanche ES	Reginald Chavez ES
Corrales ES	Sandia Base ES
East San Jose ES	Sierra Alternative
Eldorado HS	Sombra Del Monte ES
Fine Arts (Elementary)	Truman MS
Inez ES	Valley HS
Kennedy MS	Van Buren MS
Lavaland ES	Washington MS
La Luz ES	Wherry ES
Language & Cultural Equity	Wilson MS
Mark Twain ES	Zia ES

A Special Thank You

Thank you to this month's guest editor, Tiffany Fiser, AFT NM.



PTA President, Angi Gonzales Carver accepts clothing bank donation from Kristin Johansson, ATF Staff.



Is Teaching Political? Look North for the Answer

Sara Attleson, ATF-COPE Chair

Many educators say that they are not political. They believe—or they want to believe—that their working lives are not influenced by any political debate, trend, or election. Nothing could be further from the truth; our jobs are exceptionally political.

This was obvious in Santa Fe during the recent sixty-day legislative session. Members of ATF were calling, writing, e-mailing and visiting their representatives and senators asking them to support legislation that affects education. COPE members also went to the Roundhouse to obtain pledges from state legislators to spend the federal stimulus money to restore cuts to the 2009 state education budget and to offset cuts to the 2010 budget.

If legislators do not hear from their education constituents, they vote according to *what they believe* is good for schools and school employees. It is essential that

we contact legislators and let them know what bills should or should not be passed. It is also very important to contact our elected representatives between legislative sessions. During the interim, when legislators are not dealing with hundreds of bills and lobbyists, your voice will be heard (via a personal letter or phone call) away from the noisy, hectic session.

Legislative sessions remind us that **our jobs are political**. However, our political activities should not end on the last day of the session. New Mexico educators are facing some difficult years ahead in funding for public education. But, now is not the time to cut back our political action.

calendar of events

date	event
April 14	ATF General Membership Meeting 4:30 PM @ ATF Office
April 16	Career Pathway Systems Overview 4:30 PM @ ATF Office
April 30	ATF Symposium 4:30 PM @ ATF Office
May 1 & 2	AFT NM Convention Nativo Lodge—Albuquerque
May 5	Constituent VP Elections ATF Office: 8 AM–5 PM
May 8	Fed Rep Appreciation Dinner 6–9 PM - Indian Pueblo Cultural Center

TEACHERS' VOICE



albuquerque teachers federation
professional progressive unionism

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