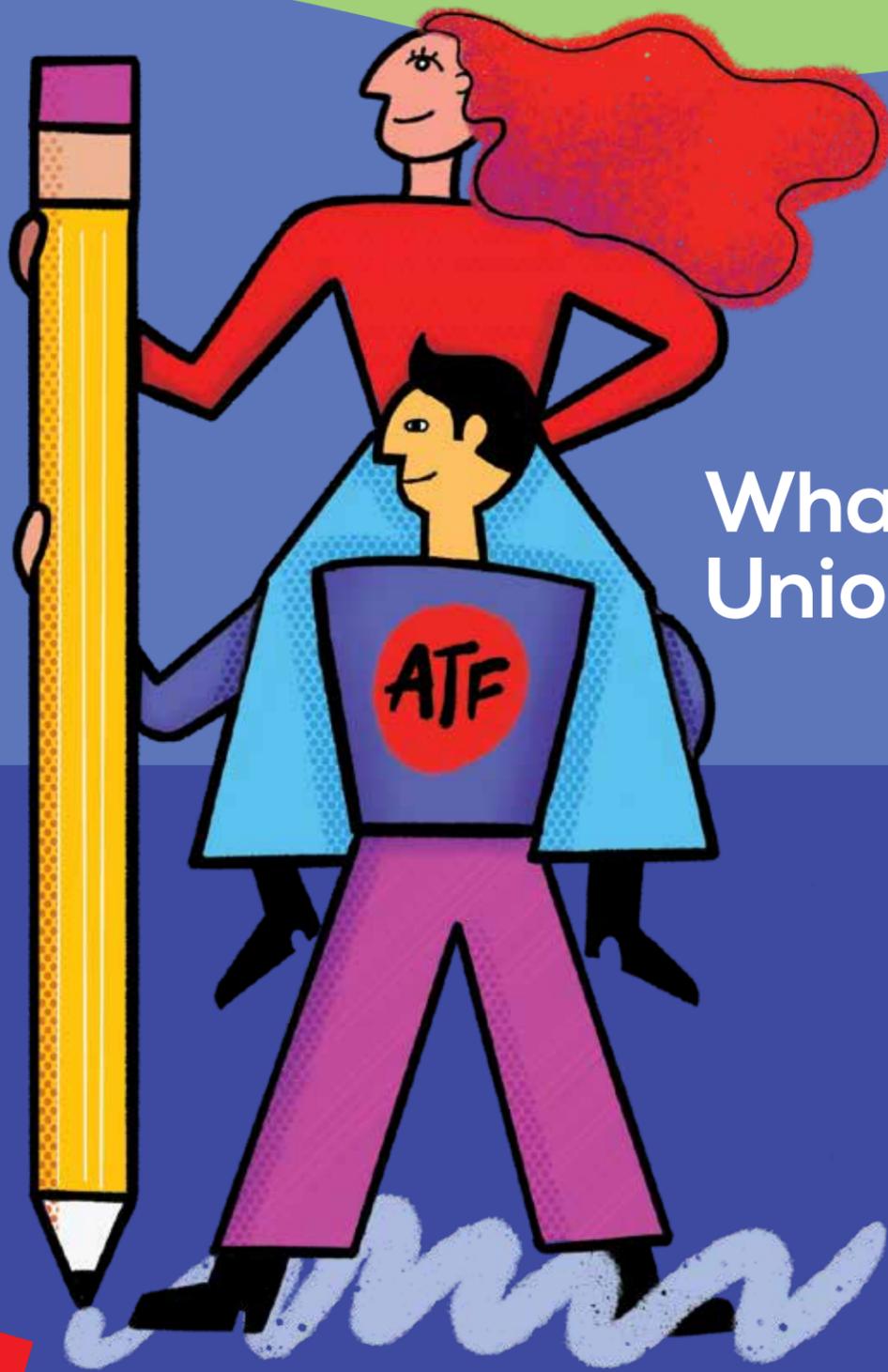


VOL 24 • NO 1

**EDUCATORS'**  **VOICE**  
PROFESSIONAL PROGRESSIVE UNIONISM



# What Do Unions Do?

SEPTEMBER/OCTOBER 2021

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Are Doing and Will Do"
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- Contract Advancements
- ATF/APS MOU:  
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- Issues + Advocacy + Organizing
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ALBUQUERQUE TEACHERS FEDERATION



"IT IS GOOD FOR THE ECONOMY AND GOOD FOR AMERICAN DEMOCRACY WHEN WORKERS JOIN TOGETHER IN UNIONS."

— Unions Are Good for the Economy and Democracy Center for American Progress • Harley Shaiken and David Madland



# Our Union

What We Have Done, Are Doing and Will Do

By Ellen Bernstein, ATF President

We are all familiar with the history of the Labor Movement. During the Industrial Revolution, the working conditions in factories, mills, and mines were degrading and dangerous. If an employee complained, they were fired and replaced.

Most of us considered that initial fight for worker's safety to be part of our past. That is, until we faced pandemic peril in March 2020. Suddenly, our teachers' union became the eye of thoughtful, collected and collective decision-making in the center of a raging global storm.

"The COVID-19 pandemic has underscored both the importance of unions in giving workers a collective voice in the workplace and the urgent need to reform U.S. labor laws to arrest the erosion of those rights. During the crisis, unionized workers have been able to secure enhanced safety measures, additional premium pay, paid sick time..." (<https://www.epi.org/publication/why-unions-are-good-for-workers-especially-in-a-crisis-like-covid-19-12-policies-that-would-boost-worker-rights-safety-and-wages>).

This edition of the Educators'Voice has been crafted to capture the importance of unionism past and present. Our union- local, state, or national- has spent the last 18 months working on the seminal concept of all unions, safety in the workplace.

We have gathered your opinions, advice, needs and hopes through over a dozen district-wide surveys. We negotiated numerous agreements with APS outlining your rights in a pandemic work world. Most importantly, we have deeply focused on safety protocols.

We are continuing to concentrate on school safety by addressing your calls and emails when safety protocols are not being followed. We are working to inform all those we represent about the importance of the November election and the issues at play including, but never limited to, instructional freedom, a fair and just society, and upgraded HVAC systems that don't break every time it gets too hot or cold.

We worked for over five months on raises and rights. We were able to make important gains in our contractual rights. However, most of what we put on the table involving money failed. That does not mean our efforts were in vain nor are they over by a long shot. We have been clear that funding programs like extended school year while neglecting funding for the people who do the work is not a strategy that serves our public schools.

We will turn out the vote for a fair-minded, employee-supporting school board and we will pass the mill/bond measure that funds better buildings. We will start NOW advocating for sufficient funding from Santa Fe. Once we are successful, we can negotiate a real raise and still have enough additional money flowing through the State Equalization Guarantee (SEG) so that we can fix and fund our outdated and woefully low differentials.

We will fight for fully funded public schools that are great places to learn and work. We will fight for professional pay for all licensed educators and stand in solidarity to raise the wages of our classified colleagues. We will fight for the freedom to teach and to amplify the voices of all educators as they call for the schools our students need. We will stand in solidarity so that all educators rise together.

We will forge ahead on these issues and many more. It will take all of us working shoulder-to-shoulder to realize the safety, facilities, educational practices, and compensation goals we hold dear. That is what unions do.

In Solidarity,

*Ellen*

SEAN THOMAS



MEGAN SISTY



DWAYNE NORRIS



TANYA KUHNEE



SONYA ROMERO AUTREY



ANGELA REYNOLDS



SARA ATTLESON



SONJA KORTSCH



DEREK VILLANUEVA



CHRISTY JEWELL-ROTH



## Who are "We"?

Mostly we are volunteers. Our union has a small staff that are paid through your voluntary membership dues. Proudly, our staff are accessible problem solvers who work for our members.

Our members are over 4,000 educators who work in APS and believe in collective actions as a productive way forward for school and essential societal issues.

Our union is made up of over 200 Fed Reps who are elected by members and work as volunteers to ensure your voice in a democratic representational structure that guides our leadership. Fed Reps and active members volunteer countless hours to support our causes and candidates who support them.

Our leadership, except for a release-time President and Vice President of Membership & Involvement, are volunteers representing diverse constituencies. They also volunteer an amazing amount of personal time negotiating your contract every year.

## We are

Ellen Bernstein • ATF President

Sean Thomas • Executive VP  
Eldorado HS

Derek Villanueva • Treasurer  
Manzano HS

Dwayne Norris  
Membership & Involvement VP

Megan Sisty • Secretary  
Kennedy MS

Tanya Kuhnee • High School VP  
Eldorado HS

Sarah Hager • Middle School VP  
Cleveland MS

Sonya Romero Autrey  
Elementary School VP  
Lew Wallace ES

Loyola Cortinas  
Elementary School VP  
Tierra Antigua ES

Angela Reynolds  
Essential & Related Services Educators VP  
NE Diagnostic Center

Sara Attleson  
Appointed Chair of COPE  
Kennedy MS

Sonja Kortsch  
PD Coordinator  
Bandelier ES

Christy Jewell-Roth  
PD Coordinator  
North Star ES

# ATF Pandemic Activism

## member-driven union power



From March 2020 through April 2021, the Albuquerque Teachers Federation (ATF) leadership conducted over a dozen surveys of members and potential members. We used your responses to ensure our members' voices were heard clearly as we bargained with APS. We sent out scores of email communications to APS educators to gather opinions and keep you informed.

We were all anxious when schools were closed on March 13, 2020. Fortunately, we had two weeks (thank you, Spring Break) to catch our collective breath before diving into a new teaching and learning format. Your union went straight to work without missing a beat to create opportunities to share knowledge about educating students in innovative ways.

Solidarity—that is what unionism is all about. ATF members truly had each others backs during those dark days. We worked collectively to meet the needs of our students. We stood in solidarity with our entire community by setting up **Feed Our Families**: A Partnership between ATF and Roadrunner Foodbank. ATF members dug deep and donated over \$21,000 to help meet the needs of New Mexican families struggling with food insecurity. ATF: Your Child. My Student. Our Community.

The summer of 2020 brought more anxiety for all of us. We pondered the safety concerns and feasibility of hybrid learning. Some ATF members were eager to return to classrooms in person, but as the pandemic raged on, the prevailing sentiment among most educators was that it was not safe for in-person schooling to begin in August 2020.

Your union spent the summer of 2020 negotiating agreements that were released on July 22, 2020. The **APS-ATF COVID Agreements** ensured that all schools would start the year remotely. ATF won the right for all educators to work remotely and for APS to train and equip schools with the proper Personal Protective Equipment (PPE).

One of the chief victories of this Memorandum of Understanding (MOU), which was designed to address anxieties over the hybrid model, was securing accommodations for individuals with high-risk medical conditions who may not have qualified for ADA accommodations. ATF also secured accommodations for educators who live with people who have high-risk medical conditions. We negotiated a system to ensure that these folks would only go back in person when COVID conditions improved.

Concurrently, your union sought ways to help educators find the resources and support they needed to dive into remote learning. ATF set about offering professional development opportunities that were specifically driven by members' needs.

Our members understand the importance of educator leadership and they are dedicated to professional excellence. Who better to provide professional development and support to their peers than the practitioners who were pioneering remote learning?

Educators were thrown into a new world where they needed to engage students online. ATF cast a net and asked members to highlight lessons that were working for them and formats they were using to build engagement. Members sent us a wide range of ideas, pictures, and videos of them plying their trade virtually. We shared these ideas with our entire membership (and the world) on our website, [atfunion.org](http://atfunion.org).

In the first semester of the 2020-21 School Year, over 100 educators from all levels joined our Share Fair on September 29th. This involved member-led discussions in both a large group setting and in smaller break-out groups. Participants shared their challenges and solutions.

Results of polling on a hybrid return led the entire ATF Executive Council and the ATF Organizing Team to sponsor the **Motion to Extend Remote Learning Until, At Least, the End of the First Semester of SY 2020-21** at Fed Rep Council. The motion, introduced in August, asserted that remote teaching and learning continued to be the safest option for all staff and students. Fed Reps took the motion back to their constituents to gather opinions, but the body of Fed Reps never got the opportunity to vote on it.

ATF President Ellen Bernstein had shared our motion with the APS leadership and Board of Education after its introduction. Subsequently, at their next meeting, the Board's decision to remain in remote learning mirrored our motion. Every educator in APS should note how important it has been to have a majority of the APS Board vote in favor of prioritizing the safety of our staff, students, and community. We are grateful.

A cadre of volunteers from a variety of educational role groups worked to address students' and educators' social and emotional needs through the ATF Students in the Center project. These outstanding educators provided a discussion-driven online environment for educators to share ideas on how to engage students and meet their social and emotional needs to foster their academic growth. Topics ranged from mindful practices to restorative practices in the classroom. ATF is expanding this project for the 2021-2022 school year. (Find information on our Professional Learning page at [atfunion.org](http://atfunion.org).)

Realizing that educators new to the profession would have little idea of what a return to teaching in a physical classroom would be like, ATF members established, "Don't Let This Year Define Your Career," a program to help newer educators see beyond the year of remote teaching and learning. The classes were designed to provide a long view of a career in public education and ways to take the lessons learned from this challenging year and use them in the future.

As the possibility of a hybrid return loomed, your union negotiated the terms and conditions of such assignments in the **October 21, 2020, Hybrid MOU**. ATF affirmed agreements on safety training for in-person work and won pay and training for educators assigned to additional duties.

This agreement contained a host of safety agreements including:

- the rights of staff to attend meetings virtually
- employees' ability to work from home
- room capacity numbers for voluntary Special Ed. In the Red classes
- day care needs of families in our communities
- the rights of staff to bring their own children to any hybrid learning assignment
- assurance that accepting a remote work assignment did not preclude educators from continuing in their former jobs post pandemic; and, of course,
- protection of prep time and duty-free lunch in remote and hybrid settings.

## Call To Action

New Mexico's educators and educational staff have diligently worked since March 2020 to ensure students were educated, safe, fed, and supported to the best of our abilities and circumstances, and as school begins another academic year, we have witnessed the joy of educators and students upon their return to a 'normal' school setting. We want our students back in our classrooms and we are excited to be back ourselves, yet we would be abdicating our responsibilities as citizens and role models to not issue this call to action.

**AFT NM Support for Science-based Decisions for School Safety Strong Push for Vaccinations, Mandatory Mask Procedures, and On-Going Surveillance Testing are Keys to Keeping Schools Open and Students Learning In-Person**

- AFT New Mexico President Whitney Holland,
- AFT New Mexico Executive Vice President Kathy Chavez
- Albuquerque Teachers Federation President Dr. Ellen Bernstein

In October, ATF Leadership penned a twin set of documents outlining our union's vision for New Mexico's education system after the pandemic. Our union used our flagship publication, **Educators' Voice**, to release "**Post-Pandemic Public Education: Equity & Excellence**" which featured ATF's priorities for the 2021 NM Legislative Session.

Looking forward to a day when schools reopened, your union called for investment in the staffing and services our students will need to overcome the challenges of post-pandemic America. We called for addressing the Yazzie/Martinez lawsuit by reforming the deep structures of our school systems and focusing on students' cultural and personal needs.

We put forth ideas on attracting and retaining educators, modernizing high school graduation requirements, making elementary school appropriate to the needs of elementary students by limiting standardized testing, creating middle schools designed specifically for young adolescents, and expanding community school services.

Most importantly we called for change. "The closing of school buildings during the pandemic affords us an opportunity to rethink the schooling we have been providing. We must seize this opportunity to achieve a more equitable, student-focused education system that helps each child to succeed and achieve." Our point is that we can never address the inequities illuminated and exacerbated by the pandemic without a shift in our mindset that calls for a re-envisioning of and reinvestment in our schools.

As the second semester began, ATF Leadership released "**Starting In-Person/Hybrid Schooling: An ATF Proclamation**" which featured the line, "Green or Vaccine Whichever Comes First." We asserted that educators had done their best to meet the needs of students throughout the crisis by providing top-notch remote instruction. As political calls to return to in-person learning increased, we asserted that this could and should only be done once educators had access to the COVID-19 vaccine.



**"A TEACHERS' UNION IS A SPECIAL TYPE OF LABOR UNION DESIGNED TO FIGHT FOR THE RIGHTS OF EDUCATORS. WITH ROOTS DATING BACK MORE THAN 150 YEARS IN THE U.S., THESE ORGANIZATIONS PLAY CRITICAL ROLES NOT ONLY IN SECURING BENEFITS FOR TEACHERS BUT ALSO SHAPING THE WAY EDUCATION WORKS."**

– [www.lawinfo.com](http://www.lawinfo.com)



Once again, the APS Board of Education overwhelmingly agreed, and voted to extend remote learning through the end of the school year or until Bernalillo County was classified as "Green" with only a trickle of new cases. As we know, this decision was negated by the governor's proclamation that everyone should return to in-person schooling. Caught in a national trend to reopen, your union next focused our attention on negotiating a safe return and demanding access to vaccines.

On February 22, 2021, we published "**An Open Letter to the Honorable Michelle Lujan Grisham, Governor of the State of New Mexico.**" We commended the Governor on her handling of the pandemic up to that point and her commitment to public safety. However, we asserted that all educators being asked to return to in-person learning must be vaccinated as soon as possible and as fully as possible. We were pleased with the sore arms we soon received.

With the success of our first Share Fair and the opening of schools for some small group instruction by educators who volunteered to go back in person, our union offered the ATF Small Group Instruction Share Fair on February 25, 2021. Members used this informal online format to discuss how in-person instruction looked at their schools and what the schools would look like upon return.

In March of 2021, when educators were called back to in-person schooling by the Governor, ATF negotiated the **School Reopening MOU** in which safety was made the priority once again. Provisions were made for staff to access leave for COVID testing, vaccinations, and in case they or someone in their home became sick from the virus. We secured days for preparation prior to the return during the week of March 29th-April 1st. Given our union's stance on Green or Vaccine (below), educators were prioritized in their access to vaccinations.

ATF's advocacy work continued throughout the summer. In June 2021, we announced our agreement with APS guaranteeing that during the 2021-2022 school year, and in all subsequent years, educators will be required to teach either online or in person, but not both simultaneously, unless they have volunteered to do so.

On July 10th, we announced that, although our first agreement was delayed, we were successful in ensuring that APS employees and recent retirees received a one-time supplemental compensation payment of \$1,000 for COVID-related work on August 20th!

Advocating for this hard-earned and well-deserved money is just one of the many ways your union, the Albuquerque Teachers Federation, fights on your behalf.

When the shutdown occurred, the entire country was thrown back on its heels. ATF never stopped advocating for the contractual rights and safety of all educators and their students. Your union doubled down on building MEMBER-DRIVEN UNION POWER to keep our educators, students, and community safe. When the chips are down, some may turn and run. Through solidarity, we will always stand strong.

## Educators and the Board Agree on Contract Changes

After five months at the bargaining table the Albuquerque Teachers Federation (ATF) successfully negotiated over 30 contract changes to our Negotiated Agreement. Some of these changes are for clean-up and clarification. Some are significant. All are intended to enhance the working conditions for all those we represent and to provide improved learning conditions for the students we all serve.

ATF Bargaining Unit members resoundingly approved the contract changes with 99% of licensed educators voting for the ratification. The APS Board of Education followed suit and voted for the changes at their August 18th meeting. Thank you to the six Board members who understand that our working conditions are students' learning conditions.

Members of the ATF bargaining unit used their votes as their voices to win better teaching and learning conditions for all APS educators and the students we serve.

What did we vote for?

- After years of advocacy by your union, APS has agreed to partially paid Parental Leave of up to 30 workdays! Educators will receive 40% of their gross pay while taking this leave. This will provide financial security to educators' families while they welcome a new addition - or two in the case of twins. (Article 18)
- Community School Coordinators have joined our union (Article 1) and they have won guaranteed monthly collaboration time! (Article 5)
- All APS educators who served during the 2020-21 School Year will receive a \$1,000 Supplemental Compensation for COVID-related work. (Memorandum of Understanding)
- Educators will teach online OR in person, not both unless they volunteer to do so. (Article 5)
- All Essential and Related Services Educators (E&RSEs) are eligible to submit for up to 10 credential differentials for relevant certifications and endorsements. (Article 11)
- Moving forward all licensed experience is now accepted by APS when determining your salary step. It was formerly only 10 years. (Article 6)
- Nurses can now receive .2 differentials for performing additional duties related to vacancies. (Article 6)
- A-3 salary schedule educators (Ed. Diags, School Pychs, Transition Specialists, etc.) will work a 6.5-hour day instead of an 8-hour day making their hourly pay on par with classroom teachers' pay. (Article 5)
- Educators won the right to have a classroom computer that is less than five years old. (Article 5)
- There's much more!

Read the 2021-2022 Negotiated Agreement changes at [atfunion.org](http://atfunion.org).

We'd like to offer a special thank you to the ATF Negotiating Team for their tenacity and acumen.

**Dr. Ellen Bernstein**, ATF President  
**Sean Thomas**, ATF Executive Vice President, Eldorado HS  
**Derek Villanueva**, ATF Treasurer, Manzano HS  
**Angela Reynolds**, ATF E&RSE VP, NE Diagnostic Center  
**Tanya Kuhnee**, ATF High School VP, Eldorado HS  
**Sara Hager**, ATF Middle School VP, Cleveland MS  
**Jason Krosinsky**, outgoing ATF Middle School VP, McKinley MS  
**Loyola Cortinas**, ATF Elementary VP, Tierra Antigua ES  
**Jerry Thorn**, ATF Staff

**"The essentials of good education are the same everywhere: a rigorous curriculum, effective instruction, adequate resources, willing students, and a social and cultural climate in which education is encouraged and respected. Teacher unions today, as in the past, must work to make these essentials available in every district for every school and every student. They cannot do it alone. They must work with administrators and elected officials to advance these goals. The unions will continue to be important, vital, and needed so long as they speak on behalf of the rights and dignity of teachers and the essentials of good education."**

– Why Teacher Unions Are Good for Teachers—and the Public • Diane Ravitch

# WE VOTED FOR

Paid Parental Leave

Community School Coordinators Have Joined Our Union

\$1,000 Supplemental Compensation for COVID-related work

Teach Online OR in Person

Essential and Related Services Educators Differentials

All Licensed Experience Will Be Accepted

Nurses Now Receive .2 Differentials

A-3 Hourly Pay on Par with Classroom Teachers'

The Right To Have a Classroom Computer Less Than Five Years Old

# FAQs The Labor Movement and Unions

## Q. What is the Labor Movement?

Labor unions are groups of workers organizing and taking collective action to improve their lives. The labor movement is all unions, union members and union organizations acting collectively.

There are approximately 15 million workers in unions and employee associations in the United States and approximately 4.5 million union workers in Canada.

## Q. What do Unions Do?

Unions are the principal means for workers to organize and protect their rights on the job. The union contract or "collective bargaining agreement" establishes the basic terms and conditions of work. Unions give workers a voice with employers and provide a means to gain a measure of security and dignity on the job. Most unions maintain a paid professional staff to manage their activities.

Unions pursue strategies and activities that serve the interests of their members. These include representing members and negotiating with employers, recruiting new members and engaging in political action when necessary to support policies that improve working conditions for all workers.

## Q. What is Collective Bargaining?

The simple phrase, collective bargaining, covers a wide variety of subjects and involves hundreds of thousands of union members in the process.

Representatives of labor and management negotiate over wages and benefits, hours and working conditions. The settlement reached is spelled out in a written document or contract. The contract normally contains a grievance procedure to settle disputes. It is the job of the union to enforce the contract on behalf of the members.

It has not been easy to establish collective bargaining as a permanent part of American life. The efforts of unions to establish the concept of collective bargaining are a little known, but very important part of American history, involving great sacrifice and bitter struggle. Historically, management took the position that because they owned the means of production, they had the sole right to determine the conditions of employment. Collective bargaining forms the cornerstone of industrial democracy.

## Q. Why Are Unions Important?

Workers formed unions so that they could have some say over wages, hours, working conditions, and the many other problems that arise in the relationship between a worker and employer. Unions are important because they help set the standards for education, skill levels, wages, working conditions, and quality of life for workers. Union-negotiated wages and benefits are generally superior to what non-union workers receive.

Most union contracts provide far more protections than state and federal laws. For example, in many states there is no legal right for workers to take a break. More importantly, most states follow a legal doctrine called "employment at will" and non-union workers can be fired for reasons that might be arbitrary or for no reason at all.

Unions also work to establish laws improving job conditions for their members through legislation at the national, state and local level. This ultimately benefits all workers. The 8-hour workday is an example of a positive change won by unions that affects everyone.

## Q. Are Unions Still Important To Working People Today?

Unions are more important today than they ever were. It is no secret that in a global economy, the nature of work is changing and some employers resist unions. Research consistently shows that far more workers would join unions if anti-union campaigns weren't so common. Misinformation and intimidation – including firing union supporters – are routine responses when workers try to form unions.

Workers have less power when they act individually, but acting together as a group they can effect real change. Unions are the collective voice of workers. Unions are the workers' watchdogs, using their power to ensure that workers rights under the law are protected.

In addition to ensuring fairness and equitable treatment, many employers recognize that there are advantages to offering workers better wages and benefits. Companies concerned about long-term profitability want to maintain a supply of skilled labor and minimize turnover. The basic reason for this is simple: if unions provide a voice to workers, the number of dissatisfied workers who leave is reduced. Another valuable function of an organized workforce is that workers are able to contribute their knowledge about the job, which helps increase productivity.

## Q. Why Join A Labor Movement?

As a worker, you have a federally guaranteed right to form or join a union, and bargain collectively with your employer. Business agents and/or stewards are the representatives of the union who help workers deal with unfair treatment, discrimination and with other workplace issues. This helps balance the power that an employer has over individual employees.

Belonging to a union gives you rights under the law that you do not have as an individual. Once you have formed a union, your employer must bargain with your union over your wages, benefits, hours and working conditions.

Union workers, on average, earn higher wages and get more benefits than workers who don't have a voice on the job with a union.

Quoted from our fellow unionists at the International Union of Operating Engineers.  
[www.iuoe.org/about-iuoe/union-faqs](http://www.iuoe.org/about-iuoe/union-faqs)

## APS/ATF Memorandum of Understanding Starting the 2021-2022 School Year Safely

This Memorandum of Understanding serves as a guide for terms and conditions of employment as we returned. It can be downloaded from our website at [atfunion.org/answers-docs](http://atfunion.org/answers-docs). Here are a few things from that MOU to keep in mind:

### General Provisions for the Safe Start of the School Year

- Until further notice, masks are mandated indoors for all APS staff and students and social distancing is mandated, to the greatest extent possible, of 6 feet for adults and 3 feet for students.
- Employees will be required to complete daily COVID health screens and must notify their supervisor if experiencing COVID-like symptoms prior to coming to work.
- Teachers must keep accurate daily/class attendance and have up-to-date seating charts to facilitate contact tracing.
- Any bargaining unit members who are assigned additional duties which are outside the member's usual and customary duties, yet necessary to assist with COVID-19 related procedures or protocols, shall receive appropriate training and PPE prior to performing such tasks.
- All extensions of the duty day, any loss of a daily 30-minute duty-free lunch, and training and/or professional development outside of the duty day shall be compensated at each individual employee's hourly rate of pay in no less than 15-minute increments.

### In-person learning guidelines: Papers and shared texts

- As a precaution against transmitting the COVID-19 virus through shared texts, classroom manipulatives and equipment, students should wash and/or sanitize their hands before and after using shared items. Schools may consider having students submit papers directly into a receptacle, where the papers would sit for three hours.

### High-risk staff

- Reasonable accommodations such as alternate work assignments may be available to high-risk staff, under the Americans with Disabilities Act (ADA).
- ADA and CDC High Risk accommodations and inquiries can be placed with the Risk Management Office at: [www.aps.edu/risk-management/americans-with-disabilities-act-ada](http://www.aps.edu/risk-management/americans-with-disabilities-act-ada)
- Leave under the Family Medical Leave Act (FMLA) may be available to an employee who is unable to perform his or her duties due to the employee's or eligible family member's serious medical condition.

### Missing Work Due to COVID-19

- Any bargaining unit member who is absent from work because they are subject to quarantine as a result of exposure to COVID-19, must quarantine with a family member, or a positive test, may receive up to two weeks of paid COVID leave. COVID leave is separate and apart from accrued sick time.
- School-based coverage for up to two hours will be made available for employees in order to get scheduled vaccines.
- COVID leave is available for employees suffering adverse reactions to the COVID-19 vaccine.
- After COVID leave is exhausted, employees can utilize accrued sick leave and concurrently apply for FMLA.
- After accrued sick leave is exhausted Sick leave bank (SLB) members may apply for SLB time in accordance with the SLB guidelines.
- If an entire class is quarantined because of exposure, the school may explore remote teaching and learning opportunities.
- Staff and students who provide evidence of COVID-19 vaccination and those who have tested positive for COVID-19 in the past 90 days are not included in surveillance testing.
- All employees who have a positive test for COVID, regardless if through surveillance testing or other means, must isolate for at least ten (10) days and notify their supervisor immediately of the positive test.





"UNIONS ARE ASSOCIATED WITH HIGHER PRODUCTIVITY, LOWER EMPLOYEE TURNOVER, IMPROVED WORKPLACE COMMUNICATION, AND A BETTER-TRAINED WORKFORCE. THERE IS A SUBSTANTIAL AMOUNT OF ACADEMIC LITERATURE ON THE FOLLOWING BENEFITS OF UNIONS AND UNIONIZATION TO EMPLOYERS AND THE ECONOMY: ECONOMIC GROWTH. PRODUCTIVITY."

– unionplus.org/page/benefits-union-membership



## Critical Race Theory as Political Propaganda

One evening in the summer of 2020, Christopher Rufo, a documentary filmmaker turned conservative activist, appeared on Fox News to warn viewers about critical race theory.

Rufo claimed critical race theory, a decades-old academic framework that most people had never heard of, had "become, in essence, the default ideology of the federal bureaucracy and is now being weaponized against the American people." Rufo alleged that efforts to inject awareness of systemic racism and White privilege, which grew following the murder of George Floyd by police, posed a grave threat to the nation. It amounts, Rufo said, to a "cult indoctrination."

In September 2020, President Trump issued an executive order excluding from federal contracts any diversity and inclusion training interpreted as containing "Divisive Concepts," "Race or Sex Stereotyping," and "Race or Sex Scapegoating." Among the content considered "divisive" is Critical Race Theory (CRT).

Contrary to this deluded narrative, Critical Race Theory (CRT) is not a K-12 construct, nor should it be. Kimberlé Crenshaw -- who coined the term -- said, "(CRT) critiques how the social construction of race and institutionalized racism perpetuate a racial caste system that relegates people of color to the bottom tiers." CRT is not a diversity and inclusion "training" but a practice of interrogating the role of race and racism in society that emerged in the legal academy and spread to other fields of scholarship.

This contrived clarion call to action has infiltrated local and state politics and now plays a part in our school board race. CRT does not promote propaganda, hatred of America or a leftist ideology that threatens the American way of life. Yet, anti-CRT legislation has been proposed in 22 states and signed into law in five — Idaho, Iowa, Oklahoma, Texas and Tennessee.

The suppression of CRT is just an attempt to maintain the current social construct, and quite frankly, it screams fear.

Enemies of public education are grasping for straws and refusing to acknowledge concepts that they believe are divisive. If they were taught the theory in school, they would see the irony. A matter of educating students on the lack of inclusivity of human beings has somehow become a wedge issue. Civil rights are not a political matter, nor is teaching the truth.

This explains why the ATF motion, Critical Race Theory as Political Propaganda, passed at the September 7th meeting of Fed Rep Council. The motion resolves that:

- All members of the Albuquerque Teachers Federation will work diligently to inform our colleagues, and our public, that propaganda about Critical Race Theory is an attempt to silence teachers and students and impose a version of American history "that erases the legacy of discrimination and lived experiences of Black and Brown people" and incorrectly frames all teaching about racism as trying to remake the United States to reject capitalism and the nation's founding principles in a manner that is "hostile to white people."
- We will work to inform our fellow ATF members, our union's partners, and the public that we must elect candidates to the APS Board of Education, and to all elected positions, who defend discussions and lessons about race, racism, and discrimination in all forms as right and just.

## Around the Nation

### AFT's Resolution: Vaccines and Schools

**WHEREAS**, since the outbreak of COVID-19, our North Star has been to keep our members and our communities safe; and

**WHEREAS**, COVID-19 variants, such as the highly transmissible and dangerous delta variant, pose a substantial risk to unvaccinated populations, and mutations of these variants pose a risk to all, including the rise in pediatric COVID-19 cases by 84 percent in the first week of August, according to the American Academy of Pediatrics, changing the circumstances of this public health crisis; and

**WHEREAS**, vaccines are a critical tool for controlling the spread of communicable disease in society, as we have seen from diseases like measles, polio and smallpox; and

**WHEREAS**, the challenge with eligibility for vaccination among children between the ages of 2-12 and the low vaccination rates among adolescents present the risk of heightened transmission in schools, with evidence showing growing numbers of children with severe illness from COVID-19, including those in Florida and Louisiana; and

**WHEREAS**, the Food and Drug Administration is expected to grant full authorization for the Pfizer-BioNTech vaccine in September, with Moderna expected to submit its submission for full authorization shortly thereafter—a critical step in confirming the safety and efficacy of current COVID-19 vaccines; and

**WHEREAS**, since our initial resolution on Oct. 7, 2020, as reported nationally, nearly 90 percent of AFT members working in school settings have been vaccinated, which is higher than the national average, because the American Federation of Teachers has continued to encourage broad vaccination with in-school clinics, education events and partnerships; and

**WHEREAS**, the polarized political climate and ongoing vaccine misinformation campaigns have created troubling resistance to vaccination that has led to more than 40 percent of Americans remaining unvaccinated, and thereby an intense surge in cases, hospitalizations and deaths in many communities across the country; and

**WHEREAS**, as was indicated by President Biden earlier this month, workplace vaccine policies will be employer-driven, rather than government-driven:

**RESOLVED**, that the American Federation of Teachers will continue to work with employers to provide safe workplaces, including considering employer-proposed vaccination policy, and through continued layered mitigation strategies; and

**RESOLVED**, that we encourage AFT representatives to meet with employers prior to their imposition of workplace vaccination policies in order to get more people vaccinated in a just and expeditious way including developing joint education about vaccines and creating accommodations (such as regular testing) for those who have not yet received a vaccine; and

**RESOLVED**, as employers establish those vaccination policies, employees must have a voice in addressing the impact on workers through bargaining or other forms of consultation—including in workplaces where workers are not being given a voice in these discussions—to ensure workers are treated fairly, and that valid religious and medical exemptions are honored; and

**RESOLVED**, that the scapegoating of our union, leaders, members and affiliates who have stepped up during the pandemic, blaming them for the societal conflict around vaccination mandates, despite the fact that they have been vaccinated in record numbers, is wrong and must stop; and

**RESOLVED**, that the AFT will continue our own efforts to address lack of access and misinformation as we continue to support the efforts of voluntary vaccination among our members, the people we serve, and our communities.



"Throughout this pandemic, our No. 1 priority as a union has been to keep our members, our communities and those we serve safe. COVID is mutating, it's spreading to kids, and vaccines remain our best defense to protect people and prevent the spread of disease; prevent hospitals from overflowing; keep our economy functioning, plus reopen—and keep open—our schools for full-time in-person learning."

– AFT Passes Resolution on Workplace Vaccine Policies • Randi Weingarten, AFT President



## ATF EVENTS

### SEPTEMBER

- 7 FED REP COUNCIL**  
Time: 4:15 - 6:30P
- 8 PDD: DOSSIER OVERVIEW**  
Time: 4:30 - 7:00P • Cost: \$68
- 11 STUDENTS IN THE CENTER MINI-CONFERENCE**  
Time: 8:30A - 12:30P • Cost: FREE
- 14 INFORMATIONAL MEETING FOR THE PROFESSIONAL DAY PILOT AT THE BERNA FACIO BUILDING**  
Time: 4:15 - 6:00P • Cost: FREE
- 14 STUDENTS IN THE CENTER**  
Time: 4:30 - 5:30P • Cost: FREE
- 16 NATIONAL BOARD INFO MEETING**  
Time: 4:30 - 6:00P • Cost: FREE
- 18 UNION SCHOOL**  
Time: 9:00A - 4:00P • Application
- 20 -24 COMMUNITY SCHOOL APPRECIATION WEEK**
- 23 CPS OVERVIEW**  
Time: 4:30 - 6:30P • Cost: \$10 - \$65
- 30 STUDENTS IN THE CENTER**  
Time: 4:30 - 5:30P • Cost: FREE

### OCTOBER

- 2 NATIONAL BOARD FOUNDATION CLASS**  
Time: 8:30A - 12:00P  
Cost: \$75 - \$100
- 5 FED REP COUNCIL**  
Time: 4:15 - 6:30P
- 11 INDIGENOUS PEOPLES' DAY**
- 12 STUDENTS IN THE CENTER**  
Time: 4:30 - 5:30P • Cost: FREE
- 14 PDD: DOSSIER OVERVIEW**  
Time: 4:30 - 7:00P  
Cost: \$10 (Members)
- 16 UNION SCHOOL**  
Time: 9:00A - 4:00P • Application
- 16 NATIONAL BOARD COMPONENT 2**  
Time: 8:30A - 12:00P  
Cost: \$50 - \$75
- 23 PDD: DOSSIER WRITING WORKSHOP (FALL SERIES)**  
Time: 1:00 - 3:00P • Cost: \$90 - \$180
- 28 STUDENTS IN THE CENTER**  
Time: 4:30 - 5:30P • Cost: FREE
- 30 NATIONAL BOARD COMPONENT 3**  
Time: 8:30A - 12:00P • Cost: \$50



Please watch for information about whether the listed ATF events will be held in-person, on-line or both.



### Issues

#### Health Insurance Premiums Will Rise Again

Until all Americans are covered by universal health care, we will most assuredly see yearly increases in employees' health insurance costs. This year all employees covered by APS insurance will see their premiums rise by 4.5-5% from last school year. Below is an explanation of next year's health insurance premium increases:

- Individual Plan: \$6.05/check= \$145.38 annually
- Double Plan: \$12.12/check= \$290.82 annually
- Family Plan: \$16.36/check= \$392.64 annually

By contrast, the average licensed educator (making \$50K/yr.) received a 1.5% salary increase from the state legislature which equals about \$28.85/check or \$750/annually.

For the last two years, the small pay increases (we won't call them raises) allocated from the legislature have barely covered annual rising costs in health insurance and absolutely do not address the increasing cost of living.

Enough! Basta! ATF will be lobbying for significant raises for educators in the coming legislative session. Get involved. Get active. [Join COPE at atfunion.org!](http://JoinCOPEatatfunion.org)

### Hot Schools

We have received numerous calls and emails about HVAC systems that are not cooling our schools and the terrible toll it is taking on educators and students. This is a very frustrating situation. We all know that we face this issue at the beginning of every school year and we ask: "Why doesn't APS anticipate this and fix these units during the summer?"

For years, educators have called their union to help them get these systems fixed. ATF calls APS and works to find a solution. What's different about this year? The pandemic has led to a shortage of workers and parts. APS simply does not have the certified HVAC techs to fill the jobs and the entire nation is suffering a scarcity of manufactured goods.

From the bottom of our hearts, we wish we could help you get the working conditions you deserve. We know empathy does not cool your schools. Going forward we must collectively advocate for the money we need, from local and federal sources to update our aging HVAC systems. Our next opportunity will be this November. We must work to pass the Bond/Mill Levy questions on the ballot this fall.

Sadly, in February 2019 voters defeated the proposed mill and bond question. APS was asking voters to approve a bond measure and two property tax levy measures that would have paid to repair our schools and refresh our technology and equipment.

This November 2nd, we will vote for a new Bond/Mill Levy proposal and four new members of the APS Board of Education. Let's vote yes to getting APS the money and then hold the Board accountable for spending those funds on our air!

### Advocacy

#### Professional Day Pilot

Interested in project-based learning, but need more time to learn and plan? Do you want to implement grading for equity, infuse Social-Emotional Learning in your planning, or create a more student-centered educational experience? These exciting focus areas and more can happen when educators have more time in their workday.

APS and ATF jointly believe, over the next three years through this pilot, we can demonstrate that by providing more adult time, our professional practices will be enhanced in ways that positively impact student learning outcomes.

We are hopeful that we can fund up to 48 sites with the American Rescue Plans-ESSER III funds available for this exciting opportunity. Attending the meeting does not obligate your school to become a pilot site. However, in order to become a pilot site, you must attend the meeting.

### MANDATORY MEETING FOR SITES INTERESTED IN 8-HOUR DAY PILOT

Tuesday, September 14 • 4:15-6:00 PM

Berna Facio Professional Development Building

Attendees from your school *must include (but are not limited to):* the Principal, Instructional Council Chair and Fed Rep(s)

### Evaluation Info

In February of 2020 the NM Teacher Evaluation Task Force made recommendations for a new evaluation system. That system will be used this year. The diverse task force was united in their focus to move from the "gotcha" evaluation practices of the past to a system based on feedback to improve professional teaching.

The Task Force recommended that the system contain the following components that need to work in an integrated, coherent design:

1. **Observation and Feedback**, to be weighted at 50 percent of an educator's overall performance assessment, consisting of formal observations and supported by informal observations, both conducted by skilled and trained observers who provide immediate, actionable feedback.
2. **Professional Development Plan (PDP)**, to be weighted at 50 percent of an educator's overall performance assessment, using multiple measures that include formal observations; student performance data/evidence of student learning; student survey data; and informal peer feedback to inform educator self-reflection, goal setting, and professional learning plans.

### Teacher Evaluation: Guidance for Elevate NM from the PED

#### What is the State of New Mexico's teacher evaluation system called?

Elevate New Mexico is based on the premise that if we support our teachers with timely and actionable feedback, then they will continue to grow and improve their craft. Our state's evaluation system is all about elevating education in our state by empowering teachers to take ownership of their evaluation.

#### How many formal observations are required for this school year (SY21-22)?

Level I Teachers – two observations are required, one in the fall and one in the spring (more can be added based on need - this is a local decision).

Level II and III – one observation is required, and you may choose to conduct these in either the fall or the spring (additional observations can be added as needed, again this is a local decision).

#### How many walkthroughs are required?

Three. However, you can always add more walkthroughs. Pre-K programs have different requirements so please refer to this page for Pre-K guidance at [www.nmcecd.org](http://www.nmcecd.org).

#### What are the ratings for teacher performance?

Not demonstrating, Developing, Applying, and Innovating – these were developed by the New Mexico Teacher Evaluation Task Force.

#### If a principal is evaluating a teacher but doesn't see ALL the elements listed in the rubric that is bulleted, then do they mark them down a level?

No, the rubric is not a checklist. We use a preponderance of evidence when observing, meaning if a majority of elements in the description on the rubric are being observed or you have observed those many times during your walkthroughs, then mark the teacher at that level.

Our guidance is that you start at APPLYING and either go up or down based on the evidence you are observing. We want administrators to use their common sense and give the teacher the benefit of the doubt based on prior walkthroughs or previous observations.



THE COVID-19 PANDEMIC HAS EXPOSED A REALITY THAT U.S. WORKERS HAVE LONG CONFRONTED — U.S. LABOR LAW FAILS TO PROTECT WORKING PEOPLE. FOR DECADES, UNION LEADERS AND WORKERS' RIGHTS ADVOCATES HAVE CALLED ON POLICYMAKERS TO REFORM A BADLY BROKEN SYSTEM, WARNING THAT THE EROSION OF UNIONS—AND OF WORKER POWER MORE BROADLY—WAS CONTRIBUTING TO EXTREME ECONOMIC INEQUALITY AND THREATENING OUR OVERALL DEMOCRACY.

— Why unions are good for workers—especially in a crisis like COVID-19  
Economic Policy Institute • [www.epi.org](http://www.epi.org)



#### How long should a formal observation last?

We recommend attending for an entire lesson, a minimum of 50 minutes.

#### How long should a walkthrough be?

No more than five to ten minutes. This is a targeted snapshot of what is happening in the classroom. Targeted elements in Domain 2 and 3 should be identified ahead of time, perhaps one or two areas that will help the teacher with feedback on their PDP goals or on a school-wide problem of practice.

#### Is there a place where teachers can receive support on Elevate NM and be trained in Canvas?

Yes, we have a [web page](#) where teachers can see the timeline and can access support. The **Teacher Toolbox** provides support videos and a calendar of training as well as support for writing a SMART goal, etc.

#### Is there a course I can take for Elevate NM?

This [link](#) will take you to the Educator Growth and Development Canvas Catalog where you will find a course entitled Elevate NM Training SY21-22 for Administrators or Teachers. This is a self-paced course designed to be completed in increments throughout the year. The modules are laid out in alignment with due dates for Elevate NM. We recommend teachers doing it together in PLCs or Department meetings to build greater collaboration with one another.

Teachers can contact [teacherevaluation@aps.edu](mailto:teacherevaluation@aps.edu) with questions and can look to the **APS Educator Evaluation Resources** Google site (APS login required) for support information as well.

#### Thank You NMPBS!

This past July, ATF partnered with NMPBS to provide an incredible professional development opportunity for Middle and High School teachers. We were very fortunate to have New Mexico author, biographer and former high school teacher, James McGrath Morris lead three sessions focused on using Hemingway's *A Farewell to Arms* to teach students the differences between WWI and WWII and how Ernest Hemingway used his real-life experiences to write *A Farewell to Arms*.

James McGrath Morris showed teachers how to transition from Hemingway to a wide variety of New Mexican authors who also used real experiences to create works of fiction. Teachers were encouraged to have students use life experiences to create a final fictional piece. The presentation ended with Laurel Wyckoff, NMPBS Education and Outreach Manager, demonstrating how PBS Learning Media can support all educators in the classroom.

Participants were extremely positive about PBS and the event. They commented that the PBS Learning Media information from Laurel was dynamic and engaging and the connections to local authors, teaching fiction & nonfiction writing, and cross-curricular applications were excellent.

#### Your IC: The Path to Professional Efficacy

Are you feeling voiceless in your work environment? In 1992, ATF negotiated contract language that provides the professional educators in our district a voice in what is best for students and school communities. This was the birth of what we know today as Instructional Councils (ICs). Where ICs are healthy, we see a vigorous exchange of ideas with teams coming to consensus. But two summers ago, we realized not every work site enjoyed the same collegiality. Reflecting on this state of affairs, we renewed our union's commitment to training and supporting our vital Instructional Councils.

We began communicating with Fed Reps to remind them of the power of the IC language in ensuring their right to professional decision-making. More than 100 Federation Representatives worked with ATF leadership and staff to recognize this power. Those Fed Reps engaged their members. ATF had conducted over 45 Instructional Council Trainings across the district. Instructional Councils at these sites began to function democratically as educators took control by professional power.

If you believe your building is crying out for educator voice, please contact ATF by emailing [act@atfunion.org](mailto:act@atfunion.org). ATF and APS will co-coordinate IC Training to continue to support your process and protocols to reclaim your power and your profession.

## Organizing

### Solidarity: We Shall Overcome

Time is cyclical and seasonal. This Fall, ATF members will work to elect a Board of Education that is pro-labor and pro-public schools. We will draw a collective deep breath after that election and charge headlong into the 2022 Legislative Session in Santa Fe, lobbying and advocating for the best teaching and learning conditions for all New Mexican students and educators. When we are victorious there, we will saddle up to elect legislators and a governor who supports our public schools, its students, and its workers' rights. In the interim of each of these events, your union will continue to fight for the best working conditions on both site-based and district-wide levels.

Does this sound like a leisurely endeavor? The work we do as unionists is constant. Daunting? Sometimes. But we know we must be ever-vigilant and ready to take action at a minutes notice. The reason: we are fighting for much more than our personal or individual needs. We are fighting for the very future of our schools, our students, and even our nation.

The successes we achieve today will play a large role in determining the working conditions of our current students, our children, and our grandchildren. It will determine whether public schools will remain healthy and vibrant for another generation of students. In short, we work to preserve and grow every ideal that we hold dear. We face these challenges together. We will be victorious when we stand in solidarity.

When addressing the Continental Congress upon the signing of the Declaration of Independence, Benjamin Franklin is credited to have said, "We must hang together or we will surely hang separately." That is a Declaration of INTERdependence. And that is the declaration we make as union educators.

We must stand shoulder to shoulder and fight forward for the future of our careers and our communities. We must stand in solidarity with our colleagues and friends to build a world-class education system for all of our students and foster democratic



workplaces for today and for posterity. If you're not yet a member, **JOIN YOUR UNION at [atfunion.org](http://atfunion.org).**

If you are a member, pledge to get involved. Reach out to your union by emailing [act@atfunion.org](mailto:act@atfunion.org) to learn about volunteer opportunities.

We have met the challenges of the past. We are advocating for the schools and society we know are possible. We will win a better tomorrow... through solidarity!



## COPE

### The Most Important APS Board of Education Election of Your Career

By Sara Attleson • ATF COPE Chair, Kennedy MS

What is your vision for a great workplace? What and how do you believe students need to learn? How important is a supportive administration? Is having a negotiated contract to protect your rights important to you? These questions are front and center in the 2021 APS Board of Education election.

Four of the seven seats on the APS Board are up for grabs in this election as no incumbents chose to run. That is a majority of the seats! If we are not successful in electing pro-public education and pro-labor candidates in this race, we could lose all that is dear to us as union educators. It is the APS Board of Education that signs your paychecks and decides whether or not to approve our Negotiated Agreement.

A group of anti-public education and anti-labor candidates are running in all four districts. Their only political ethos is that students shouldn't wear masks in schools to prevent the spread of COVID-19, Critical Race Theory teaches hate and that they hate unions. Money from outside Albuquerque is pouring in to support these candidates in an attempt to take away your contractual rights and move us backwards to the days of skill and drill and kill test-centered education.

Thankfully, our union's Committee on Political Education (COPE) has worked to vet and support candidates who are pro-public education and pro-workers' rights. Soon after the candidates filed on August 24th, COPE committee volunteers interviewed candidates and recommended that we endorse them because they believe in great public schools as well as collective bargaining.

The ATF Fed Rep Council agreed with these endorsements and now it's time to hit the phones and the streets to get your colleagues, family, and neighbors to vote for candidates who will support great teaching and learning environments.

Read the full story of our endorsements at [atfunion.org](http://atfunion.org). Volunteer a few hours to ensure that we move forward, not backwards.

Here are the steps you must take to win these elections:

- Check your voter registration and that of your family members [here](#).
- Make a plan to vote and to get your friends, colleagues and family to vote. You can find out where to vote [here](#).
- Volunteer for a shift or shifts with your ATF COPE Committee [here](#).
- Join ATF COPE or make an increase to your contribution. It takes money to play in these races [here](#).

Si, se puede! Together, we can continue to make progress in building a world-class education system for all New Mexican students.

**GET INVOLVED. GET ACTIVE. JOIN COPE!**



"Every year we negotiate with APS and create a book of rights and responsibilities for everybody that works here. I urge you to VOTE YES on the current changes to our negotiated agreement. I would never finish negotiating and walk away from the table if it was not the best package we can offer to everybody. This year we have some amazing advancements and while the increase in salaries were low, the contract language is rich. I URGE YOU TO VOTE YES."

– Video message from ATF President Ellen Bernstein urging all educators to vote "yes" on the contract ratification



### ATFUNION

**PRESIDENT**  
Ellen Bernstein

**EXECUTIVE VP**  
Sean Thomas  
Eldorado HS

**SECRETARY**  
Megan Sisty  
Kennedy MS

**TREASURER**  
Derek Villanueva  
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**MEMBERSHIP AND INVOLVEMENT VP**  
Dwayne Norris

**HIGH SCHOOL VP**  
Tanya Kuhnee  
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**MIDDLE SCHOOL VP**  
Sarah Hager  
Cleveland MS

**ELEMENTARY SCHOOL VPs**  
Sonya Romero Autrey  
Lew Wallace ES

Loyola Cortinas  
Tierra Antiqua ES

**ESSENTIAL & RELATED SERVICES EDUCATORS VP**  
Angela Reynolds  
NE Diagnostic Center

### CONTACT US

ALBUQUERQUE  
TEACHERS FEDERATION

530 Jefferson Street NE  
Albuquerque, NM 87108

(505) 262-2657  
act@atfunion.org

Interschool Mail Attention:  
Ellen Bernstein at ATF Office

### VISIT US ONLINE!

atfunion.org

@atfunion

## Announcements



### Students in the Center

If this pandemic has taught us anything, it is the importance of relationships in our schools. As we reflect on our current educational landscape and the social and emotional implications of the pandemic over the past 18 months, we all need support and tools that are relevant and practical. ATF Students in the Center recognizes that the 2021/22 school year brings with it many unknowns.

This mini conference focuses on sharing struggles and strategies. Designed to be interactive, conversations will address Social Emotional Learning, Trauma, Restorative Practices, Anti-Bias Practices in Education, and using the concept of Intersectionality as a humanizing teaching and learning practice and philosophy where students, educators, families, and communities are treated equitably, heard, valued, centered, and empowered.

## JOIN US!

ATF's  
Students In The Center  
Mini Conference

September 11 • 9am-12pm

*We're kicking off the school year with a virtual mini-conference featuring conversations with fellow educators across the district.*

**SIGN UP ONLINE:**  
atfunion.org/professional-learning  
(scroll down the Students in the Center) and a link will be emailed to you.

### Sick Leave Bank: Union Created and Employee Owned

The Sick Leave Bank (SLB) is a union-designed and employee-owned program. The SLB's purpose is to provide additional sick leave to employees who exhaust their sick leave due to extended illness/injury. This program has saved families from dire financial consequences.

- Payroll deductions are only \$5.75 per pay period.
- Open enrollment is from August 1 – October 31, 2021.
- SLB Guidelines can be downloaded from the **APS website**.
- You can download the enrollment form in the **APS Answers & Docs section** at **atfunion.org**.
- For more information, call a Sick Leave Bank Specialist at **889-4858**.



**¡Colorín Colorado!**  
www.ColorinColorado.org

The AFT, along with their affiliates and researchers, have developed resources to help school systems succeed in educating all students. **Colorín Colorado** is the nation's leading bilingual website for serving educators and parents of English language learners (ELLs).

**¡Visit Colorín Colorado Today!**



**sharemylesson**  
POWERED BY AFT

**Need help with remote teaching?**  
**This is the place for you!**

**Share My Lesson** is owned and operated by the AFT. Share My Lesson is the premier digital platform where educators can collaborate and share standards-aligned learning resources such as lesson plans, classroom strategies, and professional development webinars—at no cost.

**Visit Us Today!**

## Dial-A-Teacher



**FRIENDLY FREE HOMEWORK HELP**

Starts Tuesday September 7

**344-7531**  
**MON-THURS/5:30-8PM**

*Parent Calls Welcome Too!*

### Mentors Needed

ATF and APS are committed to ensuring educators new to their profession do not just survive their first year, they thrive! This is made possible with the help of mentors like you. Are you ready to help? Become a Mentor!

The APS/ATF Mentor Program is designed to assist beginning educators beyond buddy systems and logistics. Mentor teachers are experienced educators, and trusted listeners, who provide insight and resources, and help solve problems. Mentors are non-evaluative, provide peer support, and are compensated for their time.

Teachers and Essential and Related Services Educators (E&RSE) who are new to the profession will have access to the knowledge and guidance of a Mentor from the same professional role group as the employee. The Mentor program will provide individual support from designated program-approved Mentors who preferably works in close proximity (site, cluster, zone) to the new employee.

E&RSE includes employees in the following role groups: Counselors, Nurses, Social Workers, Interpreters, Audiologists, SLPs, OTs, PTs, Diagnosticians, School Psychologists, and Rehabilitation Counselors.

*For more information:*

Contact **APS Mentor Program for Teachers**

*Ready to apply?*

**Apply here.** You will need your e# and email password to access the page.

### More Questions?

Leave us a message and we'll call you back!

**Need a mentor? We're Here to Help!**

Call or email:

**(505) 253-0335 x67051**  
**mentorprogram@aps.edu**