Beginning-of-the-Year Letter
2023-2024

Dear ATF Fed Reps,

Below is a letter to be read (or paraphrased) to your colleagues at the first staff meeting of the year. It is your right to be on the agenda of this, and every, staff meeting. Reading this letter is a great way to establish yourself as a leader in your school or worksite.

In Solidarity,

Ellen

Contracts, Concerns, Culture Wars

Dear Colleagues:

Most of you have already heard about the outcome of our contract negotiations with the district.

Let me be straight with you. Negotiating is a complex and lengthy process. I, and all your elected union officers, fought hard for this agreement and like always, we didn’t get everything we wanted for you. We never do, and we also never give up. Every year we successfully make advances in “bread and butter” issues and either advance or hold our own in issues related to our professional practice.

But every now and again a disaster happens that throws a wrench into the political works.

As one of the poorest states in this country, the pandemic was that wrench. It was hard on us and our students. Politicians everywhere in the nation are crafting ways to fix “learning loss”. The solution forced on us by the powers that be — extending the school year — goes against what all research shows as beneficial for kids’ learning. It is little more than a political reflex.

The actual remedy for low test scores requires our leaders to directly tackle significant social issues in our state head-on. That is not the political reality we are living in. But that doesn’t stop me, or anyone in our union, from fighting with the resources we have available for the good of our students and our profession. And fight we must, or we will end up like Florida.
By voting to approve the changes to our Negotiated Agreement that we fought for, you are sending a message to APS Board members that we are unified.

As I said at the beginning, we didn’t get everything we wanted, but let me highlight a few successes:

- Including this year, ATF’s legislative advocacy has resulted in educators’ pay increasing by an average of 40% over the past 5 years.
- With the additional four paid days and a 6% raise, most educators will take home an average of $5,000 more than last year.
- We negotiated long overdue differential increases for coaches and non-released head special education teachers.
- In response to APS creating a bell-to-bell schedule, we negotiated a supervision stipend.
- We won some pay for educators who take students into their classrooms from another class when there is no sub.
- ATF is a national leader in creating contract language for community schools and coordinators.

In spite of contract wins there are concerns about the year to come.

- In response to the legislative mandate to increase instructional time, APS chose to add four days and create a bell-to-bell day that is identical for students and staff. People are asking why we didn’t fight this. The answer is that lawmakers made their decision, and the union and district were legally bound by the legislation. It was simply not an option to say “No,” and we were left was trying to mitigate the impact and find the best option from a few choices, none of which were appealing. If we didn’t have a bell-to-bell day, that decision from lawmakers would have required the school year be even longer — another unfavorable option — starting earlier in July and ending later in June.

- Hot classrooms have always been an issue — but this unrelenting heat wave, coupled with the earlier start, will make things even tougher. Both your union and APS are taking this seriously. If a unit is broken and a technician has not arrived in 48 hours, call us right away — it can literally be 48 hours and one minute. Give your union representative the work order number if you have it, and we will work with APS. The district purchased more temporary cooling units, and all classrooms should have a portable fan.

- For high school teachers: It’s great that we were finally able to increase coaching differentials, but many co-curricular teachers like band, speech and debate did not have their differentials increased. Years ago, probably over a decade, APS and ATF created a plan to increase and “standardize” what have been arbitrary and totally inadequate differentials.
Co-curricular and extracurricular are equally important in the plan. Both the district and the union have tried to get that plan funded for years. Our union's legislative lobby plan has always included getting the discretionary funding we need for differentials. This year APS agreed to start with athletics. We agreed to that “bite of the apple,” but we’re not done. We will continue to fight for all differentials to be increased.

- Many have significant concerns about APS’s new grading requirements. We’ll keep you informed about the new mandates for how teachers are to grade and communicate with parents. We are very concerned about the violation of secondary teachers’ rights and the increased workload for elementary teachers. There are also many questions about how this will impact special education teachers.

Your union is committed to keeping the Culture Wars out of your classroom and out of our district.

The culture-war agenda against public schools, libraries and universities is advancing through school boards and legislatures in many states. More than 100 such bills across 25 states were introduced in state legislatures. Most of the initiatives use a parental rights frame and, like past years, seek to limit the teaching of race, racism, and other so-called divisive concepts; require public posting of curriculum and library content; and require schools to set up mechanisms that enable parents to opt their children out of classroom lessons or demand removal of books and other material from classrooms and libraries.

Your union rejects the phony claims and bogus arguments of those who wish to ban books and erase history. We will not accept, tolerate, or condone these dangerous campaigns — we will fight against them.

Most of the world thinks the new year starts in January, but we know it really starts in August ... or in this case the last day of July. And even though the summer break has been shorter than usual — and the temperature has been hotter than usual — the start of a new school year is always exciting and filled with renewed hope. I’m optimistic that our students will be more regulated and have less need to push boundaries two years post-pandemic.

Our voice is strongest when we stand together. Our union has grown over the summer and continues to grow as we embark on a new year. I call on you to join your colleagues in ensuring educators’ voices are heard! Share your opinion. When you feel moved, volunteer. When you see injustice, address it. Stand together, as one. And if you are not yet a member, join me in our union’s work as we fight forward!
# Table of Contents

Ch. 1: **Who is ATF?** ................................................. 6  
ATF: Who We Are Is What We Believe  
What We Stand For  
ATF Accomplishments Timeline

Ch. 2: **“Fed-Reppery” 101** ................................. 27  
“Fed-Reppery”: What does the job entail?  
Fed Rep Elections  
Fed Rep Beginning of the Year Check List  
Fed Rep Leadership

Ch. 3: **ATF Fed Rep: An Educational Leader** ..33  
Fed Rep as an Educational Leader  
Fed Rep Role in Instructional Council  
Fed Rep as Union Policymaker  
Fed Rep Role in APS/ATF Mentoring Program  
Fed Rep of the Year

Ch. 4: **Important Dates** ............................................. 39

Ch. 5: **Important Documents** ................................. 41  
ATF Dues Structure  
ATF Membership Form  
ATF Unified COPE Membership Form  
Process for Obtaining a Waiver to the Negotiated Agreement  
ATF Requirements for Approving a Contract Waiver Request  
Waiver Request Application  
Elementary Preparation Time Worksheet

Ch. 6: **Organizing & Recruitment** ........................... 49  
ATF Membership Form  
Six Components of Successful Membership Recruitment  
Recruitment Incentive Program  
Member Benefits

Ch. 7: **ATF Professional Development** ....... 53  
Overview of ATF’s Professional Development and Support  
ATF Professional Development Dossier (PDD) Support  
ATF/APS National Board Candidate Support Program  
Educator Focused Conversations  
Intro to Restorative Practices: COVID to Calm H.E.L.P.

Ch. 8: **COPE** ....................................................... 62  
What does COPE do?  
ATF Unified COPE Q & A  
NM State Senators and NM State Representatives  
Sample Letter to Legislators  
APS Board of Education

Ch. 9: **Know Your Rights** ........................................ 76  
Weingarten Rights  
FAQ’s About Your Negotiated Agreement

Ch. 10: **Contact Information** ....................... 83  
ATF Location and phone  
Directory of ATF Officers  
Directory of ATF Staff  
Union Numbers and Frequently Requested Information
Ch. 1: **Who is ATF?**

ATF: Who We Are Is What We Believe
What We Stand For
ATF Accomplishments Timeline
ATF: Who We Are Is What We Believe

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

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

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

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

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

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

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

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

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

To promote **political action** for the benefit of educators and other working people.

To promote and support the **professional growth and development of educators** by continually providing information and learning opportunities about educational issues.
What We Stand For

The Albuquerque Teachers Federation (ATF) works for proven, educator-driven school reforms that will improve education locally for over 70,000 students, and statewide for New Mexico’s 828 public schools. We believe that the improvement of public education should be taken away from those who scheme to profit from our children and should be placed in the hands of educators who work daily in the schools—those who know your students best. We strive to create the world-class educational system that New Mexico’s children deserve. To this end, we advocate for aligning policies toward a unified vision that invests in and trusts educators as professionals, along with a focus on equity.

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

**Educate the Whole Child.** Our state must invest to ensure that all schools have a well-rounded curriculum with classes in the Fine Arts in every school. Varied elective courses should be offered, including world languages. Every school should have a library—well-stocked with books from all areas and with the latest in technology equipment and material—and fully staffed with qualified librarians. Students should also have access to high-quality Career and Technical Education so that they acquire the 21st Century skills that will improve New Mexico’s economy and infrastructure.

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

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

**Teach ALL Students.** We are committed to address any disparities in educational services and secure comprehensive, effective programs for English Language Learners and for students with special needs. Our focus must be on fulfilling our state’s commitment to Bilingual Education.
**Respect the Professionals.** Educators need compensation that is comparable to others with similar education and experience levels. They need paid time to adequately plan lessons and collaborate with colleagues. Teachers and related services personnel need autonomy and shared decision-making in their schools. Their professional judgment must influence policies and practices at the district and state levels.

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

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

2023

- Including this year, ATF’s legislative advocacy has resulted in educators’ pay increasing by an average of 40% over the past 5 years.

- With the additional four paid days and a 6% raise, most educators will take home an average of $5,000 more than last year.

- Negotiated long overdue increases in coaching differentials with increases ranging from 30% to 70%!

- Increased differentials for non-released head special education teachers by $1,200 and $1,900.

- After ATF member survey responses overwhelmingly showed problems with ineffective technology that then increased your workload, the ATF negotiated Educator Technology User Group.

- In response to APS creating a bell-to-bell schedule to meet a legislative mandate increased instructional time, ATF negotiated a supervision stipend to ensure student safety before and after school.

- Negotiated compensation for educators who take students into their classrooms from another class due to substitute shortages.

- ATF once again led the way nationally in creating contract language specific to community schools and community school coordinators.

- Ensured that school discipline policies will be published and distributed yearly in the staff handbook and regularly reviewed.

- Empowered school safety teams to establish how many students CTE and science classes can safely accommodate based on the number of workstations.
- Negotiated **inclusion of BMS role group in E&RSE certifications and credentials** process.

- Collaborated with renowned teacher leader from Chicago Teachers’ Union to provide professional learning about **Restorative Practices** for dozens of ATF leaders ready to move toward a restorative district is with **practitioners leading the way**.

### 2022

- **Historic and unprecedented raises** in 3-Tier minimums.
- **Fought for, and won, equal raises** for all the Essential and Related Service Educators (E&RSE) in APS **in perpetuity**!
- **Bargained salary increases** for Community School Coordinators
- **Won pay** for TELL Graduates beginning in the Spring of 2022!
- Negotiated a new and improved method for automatically paying **Special Education Educators caseload overages at substantially higher rates**. No More Paperwork!
- The only union in the country to bargain federal funds for **Student Loan Repayment Assistance**!
- **Head teachers** get an extended contract.
- **Behavioral Management Specialists** joined our Union and ATF bargained a substantial salary increase!
- APS and ATF developed a mutual interest in moving toward **restorative practices** in all schools and negotiated a thoughtful phase-in.
- **Brokered** an agreement that will give APS Employees **the right and the respect** to change their names across all APS digital platforms.
- Following years of advocacy, APS will **transition from 26 to 24 paychecks**.
- **Increased differentials** for Bilingual teachers to $5,000 and a new $2,000 differential for Special Education Evaluators.
- **Hourly stipend increased** from $22.00 to $25.00.
- **$1,000 differential** for BCBA certified educators employed in positions other than a BCBA.
• Established that all school staff will be sent a **standardized school budget** every April.
• Created **ELD prep language**.
• **High School, Middle School and DPC Preschool teachers and pre-K** task forces are negotiated.

2021

• **Negotiated $1,000** for all APS employees and recent retirees for COVID-related work during the 2020-2021 school year.
• From March 2020 through April 2021 ATF leadership conducted over a dozen surveys using your responses to ensure our members’ voices were heard clearly as we bargained with APS about Covid-safe schooling.
• Created a partnership between **ATF and Roadrunner Foodbank**. ATF members donated over $21,000.
• ATF Leadership released “**Starting In-Person/Hybrid Schooling: An ATF Proclamation**” which featured the line “**Green or Vaccine Whichever Comes First.**” 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.
• After years of advocacy by your union, APS has agreed to partially **paid Parental Leave of up to 30 work days**! Educators will receive 40% of their gross pay while taking this leave.
• **Community School Coordinators** joined our union.
• **No Hybrid!** Educators will teach online OR in person, not both unless they volunteer to do so.
• Essential and Related Services Educators (E & RSEs) may submit **up to 10 paid credentials differentials**.
• **ALL licensed experience is now accepted** by APS when determining your salary step. It was formerly only 10 years.
• **Nurses can now receive .2 differentials** for performing additional duties related to vacancies. (Article 6)
• **A-3 salary schedule** educators (Ed. Diags, School Psychs, Transition Specialists, etc.) will work a **6.5-hour day** instead of an 8-hour day. This will make their hourly pay equal to that of classroom teachers. (Article 5)
• Educators won the right to have a classroom **computer that is less than 5 years old.** (Article 5)

2020
• The ATF/APS Capstone Joint Task created an **exciting new student-centered elective opportunity** for HS students: Guided Study: **Capstone Project**.
• Bargained language that requires **APS payroll to notify employees** prior to any necessary reductions in pay.
• **Expanded reciprocity** rights allowing those with experience outside APS receive credit for their years of service.
• **Expanded eligibility for the $1000 TESOL/Bilingual differential** to include resource teachers and elementary specials teachers.
• Established a **mentor program for Essential & Related Services Educators** so that employees new to the field are entitled to receive mentorship and mentors are compensated.
• Bargained a **bereavement leave day** for educators who lose current or former students.
• Established reasonable suspicion testing protocols.
• Strengthened Health and Safety language in Article 29
• Bargained **Professional 8-hour workday pilot.**
• Negotiated 2 in-depth **Memoranda of Understanding** regarding **COVID-19** remote learning and possible hybrid learning with working conditions and the **safety of students and staff** as the primary focus.
• Successfully lobbied the State to raise the three tier minimums by $5,000 and $6,000. To $41,000, $50,000 and $60,000 respectively.

2019

• **Successfully lobbied the State to raise the three tier minimums by $5,000 and $6,000.** To $41,000, $50,000 and $60,000 respectively.
• Bargained for the **inclusion** of all Essential and Related Services Educators—including every, **Counselor, Social Worker, Nurse, Interpreter, OT, PT, OMT, SLP, Audiologist, Diagnostician, School Psychologists, Transition Specialists and Rehab Counselor**—in the new 3-Tiered minimums—again!
• Bargained with APS for a minimum of **7% raise for all certified staff** represented by **ATF** surpassing the percent raises allocated by the state.
• Successfully bargained a **task force** about **paid parental leave**.
• **Athletic Trainers** will be phased in as a **full-time** FTE.
• **Special Education teacher overload** compensation will now be based on Special Ed class-size caps, **reducing paperwork** and **wait time** for compensation.
• **Re-established Special Education Instructional Councils**—adding the **practitioner voice** to the decisions of the Special Education Department.
• Created a more **efficient process** for time sheets related to the loss of prep or duty-free lunch.
• **Short-term employees** can now be **automatically rehired**.
• All APS nurses shall now be provided a locking file cabinet in which to store medications, providing **professional liability protections**.

2018

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

2017

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

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**2016**

• ATF negotiated **teacher autonomy language** in Appendix I.9 (The Common Core State Standards, Standards-Based Teaching Practices, & the Relation to APS Programs and Practices). This is an important step in restoring teacher professionalism and reestablishing teachers as the experts in their classrooms.
• **Increased the differential for Elementary and Middle School SAT Chairs** to a .1 extended contract. With this increase, the union and the district hope that we can attract and retain teachers in this important job.
• After a long public campaign on the issue, ATF pressure leads the APS Board to **re-establish the improved 5/7 High School schedule**. ATF negotiated this into the 2016 contract.
• **The stipend rate**, whether or not the work is with students, has been increased to **$22.00 an hour**.
Determined to fight back against overwhelming workloads, ATF begins the "Organizing for Change" Campaign. Union members picket APS Board Meetings, and speak truth to power in the Public Forum portion of the meetings. In conjunction with a nationwide effort, ATF organizes “Walk-Ins” at APS high schools to highlight what public school students and teachers need.

- Created a Professional Pay for a Professional Day plan. Creating this plan will require long-term collaborative work between APS and ATF. The goal is to research and create an agreed-upon compensation/time plan for all the employees represented by the ATF.

2015

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

2014

- Federation lobbyists win the fight in the New Mexico Legislature for both salary increases and a decrease in the class size waiver.
- ATF negotiates 3% raises for teachers and support personnel and a $2,000 increase in the minimums for 3-Tiered System salaries in APS—raising them to $32,000, $42,000 and $52,000.
- Despite the Governor’s veto of the authorizing language, appropriated funds remain in the state budget. ATF negotiates increases into base pay, including all support and related services personnel (now known as...
Essential and Related Services Educators)—one of the few NM unions to achieve this success.

- **To protect transfer rights, ATF declares impasse** and calls in a federal mediator. The deadlock is broken; **transfer rights are preserved**.
- Speech/Language Pathologists, Physical Therapists, Audiologists, Occupational Therapists and Orientation/Mobility Specialists are moved to the **same 184-day work year as their school-based colleagues**. The salary schedule for these employees includes one additional paid day.
- ATF negotiates **higher summer school pay**. Teachers, librarians and counselors at all levels and ESY Summer School will be paid at the individual employee’s hourly rate.
- Recognizing the unique nature of **Intensive Support Programs, ATF negotiates a .05 FTE differential** for these teachers to cover missed preparation and lunch times.
- Chronic shortages of Special Education teachers lead to increased caseloads; ATF negotiates **appropriate pay for additional workload**.

**2013**

- Despite declining funding from state government, ATF negotiates a **1% increase in base pay**.
- Although since 2009, APS lost millions of dollars in funding and over 300 licensed positions have been eliminated through attrition, **ATF prevents teacher layoffs**.
- ATF negotiates meaningful **staff input into principal evaluations**.
- **ATF protects leave with pay** for APS teachers and related service educators elected to political office.
- **ATF celebrates its 50th Anniversary** as a chartered local of the American Federation of Teachers
2011
- Differential amounts were restored to SY 2009-2010 levels.

2010
- The elimination of the 184th day for one year and elimination of the optional 13 hours for professional development also for this year only;
- Middle School class load maximums clarified establishing that maximum loads will remain at 160 (135 for literature and language arts/27 per class), regardless of schedule implemented by the district;
- One hour of the professional development day will be dedicated to preparation for advisories and student-led conferences;
- Definition of Fidelity taken from a previously agreed upon memorandum of understanding and embed in the contract under academic issues;
- Elementary School Recess (include morning, lunch and afternoon recess) to be jointly encouraged by District and ATF;
- Language added which defines what constitutes a "separate prep" for secondary teachers;
- Language added defining the intent of collaboration time and Professional Learning Communities, reiterating that this time is separate from individual preparation time;
- Mentor Program language clarified and refined concerning the mentor program, peer assistance and review program and term limits for special ed resource teachers in both programs;
- Language added outlining rights for job-share teachers.

2009
- ATF moves into its new home to better serve its members.
- ATF negotiates a one-time 1% payment to offset the increase in the employee retirement contribution imposed by the legislature.
- Academy Leader differentials at high schools and middle schools are established.
• **Transfer rights** are established for those who are in District programs which are relocated.
• Roles and responsibilities for **teacher leadership positions are defined**.
• An **involuntary transfer provision** is created.
• Language is added to ensure the **equalization of prep time** on testing and special schedule/event days.

**2008**

• ATF negotiated a 2% increase with an additional one (1) paid day for employees, which **increases compensation by a total of 2.55%**. Recession hits.

**2007**

• ATF successfully lobbies the State Legislature to ensure that funding for salaries would be available as an **average**, thus allowing ATF to address inequities.
• **Salary increases** range from 5% to 12% for over 4,000 experienced educators.
• **Increase in differentials** for Head Special Education Teacher, High School Band, and High School Cheerleading.
• **Added differential for SAT Team Chair**.
• ATF and APS agree to one year pilot program designating 5 days (at beginning of the year) be used as: **one full day of uninterrupted prep time**, one day (the 183rd day) planned through Instructional Council, and three days for district PD.
• **Expansion of APS/ATF Mentoring Program** to include struggling experienced teachers.

**2006**

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

**2005**

• After over one year at impasse, **a compromise on salaries is reached for support and related services personnel** (now known as Essential and Related Services Educators);
• **ATF successfully lobbies for a change in state law to include all teachers in 3-tiered minimums**;
• **ATF negotiates the mentor program**.

**2004**

• ATF wins a **1-Million-dollar arbitration settlement** from APS over the issues of the District wanting to reduce the final Summer paycheck;
• **ATF membership exceeds the 50% mark for the first time**, reaching an all-time high of over 3200 members;
• While substantial contract language gains are made in negotiations, they go unimplemented due to impasse in contract talks. **A monetary settlement which will include equal pay for support staff and related service providers can not be reached. APS also refuses to include resource teachers in 3-tiered pay system**;
The parties go to mediation and an agreement is reached to move all the **45 resource teachers to the $35,000 minimum** with no guarantee from APS that they will advance to $40,000 for the 2005-06 school year;

- Distribution of mid-year money from the state is made available as a result of increase in the “unit value;”
- ATF rejects APS’ attempt to distribute new money to all employees in the teacher bargaining unit in the form of a one-time one percent “bonus” and instead, **gets APS to distribute the money** to those employees not benefiting from the 3-tiered phase-in as:
  - **A 1.3% increase in pay in one check;**
  - **1% of that increase “recurring”,** meaning it will carry over into the 2005-06 school year.

**2003**

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

**2002**

- **2.4% average compensation attained;**
- **183-day contract maintained** and extended on A-1 schedule;
- **Elementary prep time must be in at least 15-minute blocks** to be credited toward 200 minute/week minimum;
- **Pre-K teachers eligible for full bilingual/ESL differentials;**
- New Instructional Council (formerly SRC) language focuses the role on instructional improvement in the schools;
- **ATF celebrates its 40th Anniversary;**
- **Dial-A-Teacher** is reintroduced as ATF’s premier community service program;
- **ATF membership reaches all-time high of 3000 members.**
2001

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

2000

- **6.25% salary increase added to teacher salary schedule - 5% for rest of bargaining unit**;
- **$2000 National Board-Certified differential**;
- **All differentials increased by 25%**;
- **$500-$3000 differentials for Bilingual/ESL endorsement**;
- Elementary teachers **paid for lost PE prep time**;
- Non-instructional **duty stipend rate to $18 per hour**;
- **PDP timelines** to insure timely evaluations;
- **Timely notice to teachers** of suspended students;
- Post vacancies on APS website during the school year;
- **Responsibility for providing lesson plans when absent limited** to 10 consecutive days;
- **Task forces** for SRCs, professional compensation system, professional development, evaluation/peer intervention, evaluation specialists, counselors and social work.
1999
- **5.7% pay increase, plus 50% & 25% differential increase** for this period exceed amounts allocated through state funding;
- ATF successfully **fights district attempt to lengthen duty day/year without compensation, eliminate SRCs, and end binding arbitration**.

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

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

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

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

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

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

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

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

1987
• Compression of salary schedule;
• 2 step movement.

1986
• $2200 salary increase attained for all members of the bargaining unit;
• Sick Leave Bank negotiated.
1985
- 4% Salary increase;
- Homework Hotline program begins.

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

1983
- ATF retains bargaining rights after NEA challenge.

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

1979
- ATF Wins collective bargaining rights.

1962
- Albuquerque Teachers Federation, Local 1420, chartered by American Federation of Teachers.
Ch. 2: “Fed-Repery” 101

“Fed-Reppyry”: What does the job entail?
Fed Rep Elections
Fed Rep Beginning of the Year Check List
Fed Rep Leadership
“Fed Reppery”

What does the job entail?

Union Leadership

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

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

You are “The Union”

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

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

We Care, We Fight, We Show Up

Much like we tell our own students, showing up is critical. Fed Reps are expected to be at monthly ATF Fed Rep Council meetings, the first Tuesday of each month during the school year. (See important dates section.) As unionists, we know that our struggles in public education and labor are interconnected with the struggles of our community. It’s up to us to show up at community actions that support our students and colleagues. ATF puts out “calls to action” on a regular basis. Show up in your ATF-branded attire to let students and families know that educators are present and care about issues that affect us all.
**Worksite Leadership**

As a Fed Rep, you are the first to welcome new staff to your worksite and serve as a trusted colleague and an active listener. You are knowledgeable about the contract and call ATF Staff for help in situations you are unfamiliar with. As a Fed Rep, **you are someone who colleagues can confide in without fear.**

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

**Our Strength: at the Ballot Box and Bargaining Table**

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

Fed Reps are encouraged to build a leadership team at their worksite of elected and non-elected members (See page 18 for more information on leadership teams!).

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

Election Procedures

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

Nominations must be completed and posted at least 3 workdays prior to the election date.

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

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

Any ATF member at the site may challenge the results of the elections.
Fed Rep Beginning of the Year Check List

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

- Introduce yourself as Fed Rep to your Principal.

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

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

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

- Create a leadership team; collaborate with others.

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

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

- Always keep membership applications handy.

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

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

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

- Work with your Leadership Team to get members involved and energized about the issues that will be impacting their job and their students’ learning opportunities through the year.
Fed Rep Leadership

Taking on a leadership role as a Fed Rep can be a daunting task if you do not have a worksite structure in place to help support your union work. That’s where your leadership team comes in!

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

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

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

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

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

Leadership team members are welcome and encouraged to join us at Fed Rep meetings, however, only elected Fed Reps are eligible to vote during union meetings.
Ch. 3: **ATF Fed Rep: An Educational Leader**

Fed Rep as an Educational Leader
Fed Rep Role in Instructional Council
Fed Rep as Union Policymaker
Fed Rep Role in APS/ATF Mentoring Program
Fed Rep of the Year
Important Dates
Fed Rep as an Educational Leader

The role of the elected Federation Representative is based on the philosophy that the district and union are equal partners and as such, the elected educational-leader - the ATF Fed Rep, serves as an equal partner with their worksite’s administration. The idea is that leaders at the school work as equal partners in the process of making worksite-based decisions.

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

The contract language is based on the beliefs that:

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

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

3. School districts should consider a variety of approaches to school leadership.
Fed Rep Role on the Instructional Council

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

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

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

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

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

- Transparent
- Inclusive
- Democratic
- Open

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

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

The Fed Rep on the IC should help the IC to be representative and avoid making insular decisions—representatives make decisions with their constituents, not for their constituents.
Fed Rep as Union Policymaker

Fed Reps are the heart and soul of our union. One of the most important jobs of the Fed Rep is to attend the monthly Fed Rep Council meetings. In these meetings, Fed Reps not only share and receive valuable information about the state of our union across the district, they also introduce motions and resolutions that guide the work of our union. This task is established in the ATF Constitution Article VIII. Section 1:

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

This responsibility is further spelled out in the ATF By-laws Article V.4.C:

The constituent vice-presidents shall use their committees to write proposals, position and policy papers, form sub-committees and anything else which helps to communicate the needs and desires of the members in their constituency to the Executive Council and/or make it Federation policy.

We have collected these guiding policies in the ATF Policy Handbook. The Albuquerque Teachers Federation Policy handbook is a living document of policy changes made by ATF members and Federation Representatives throughout the years. It was established through a motion that passed Fed Rep Council in 1999.

Policy Handbook
Submitted by: Ched MacQuigg
Passed April 6, 1999

Be it resolved, that the Albuquerque Teachers Federation will maintain a Policy Handbook that contains all standing policy statements either from the Fed Rep Council, Executive Council, or other policy making body. This handbook to contain previous statements, to the extent that they have not been formally revoked, as well as subsequent statements.

You can read the ATF policy handbook on the “Answers & Docs” page at atfunion.org.
Fed Rep Role in APS/ATF Mentoring Program

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

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

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

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

Of course, Fed Reps should only do this if they are comfortable with submitting a recommendation and have enough knowledge about their colleague’s practice to craft a thoughtful response.
Fed Rep of the Year

Each year, one Fed Rep is selected for the honor of Fed Rep of the Year. The criteria and selection process are listed below.

Process:
- Nomination forms will be sent out to members in early March 2023.
- April 10, 2023 is the deadline to return nomination forms to the ATF office.

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

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

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

The Fed Rep of the Year will be recognized at the 2023 Fed Rep Appreciation Dinner.
Ch. 4: Important Dates
IMPORTANT DATES for ATF FED REPS

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

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

July 28th- New Teacher Orientation, Del Norte HS, 7am-1:00pm
August 1st-Fed Rep Council, 4:30 pm
August 19th- Fed Rep Training, 9:00am-3:00pm
September 4th- Labor Day Picnic at Balloon Fiesta Park
September 5th- Fed Rep Council, 4:30 pm
September 16th Fed Rep Training 9:00am-3:00pm
October 3rd- Fed Rep Council, 4:30 pm
October 25th- General Membership Meeting, 4:30pm
November 7th- Fed Rep Council, 4:30 pm
November 7th- Election Day
December 5th- Fed Rep Council, 4:30 pm
January 9th- Fed Rep Council, 4:30 pm
January 16th - Opening Day for the 2023 Legislative Session, Santa Fe, NM
January 30th - Legislative Update and General Membership Meeting, 4:30pm
February 6th- Fed Rep Council, 4:30 pm
February 17th- Legislative Session Ends, 12:00 pm
March 5th- Fed Rep Council, 4:30 pm
April 9th- Fed Rep Council, 4:30 pm
May 7th- Fed Rep Council, 4:30 pm
May 17th- Fed Rep Dinner
Ch. 5: Important Documents

ATF Dues Structure
ATF Membership Form
ATF Unified COPE Membership Form
Process for Obtaining a Waiver to the Negotiated Agreement
ATF Requirements for Approving a Contract Waiver Request
Waiver Request Application
Elementary Preparation Time Worksheet
ATF DUES STRUCTURE
Effective August 25, 2023
1st Pay of the 2023-2024 School Year

FULL TIME
$32.16 BI-MONTHLY @ 24 = $771.84
$64.32 per month

HALF TIME
$16.47 BI-MONTHLY @ 24 = $395.28
$32.94 per month

¼ TIME
$ 8.62 BI-MONTHLY @ 24 = $206.88
$17.24 per month

AFT/AFT NEW MEXICO
ANNUAL DUES STRUCTURE
2022-2023

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<td>AFT-NM</td>
<td>203.28</td>
<td>101.64</td>
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<td>AFT-NM Assessment</td>
<td>12.00</td>
<td>6.00</td>
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<td>AFT-NM EU</td>
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<td>AFT-NM Legal</td>
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<td>LOCAL</td>
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TOTAL ANNUAL DUES
$771.84  $395.12  $206.82

ATF Constitution
ARTICLE XII FINANCE

Section 1. Dues shall consist of all per capita obligations plus four tenths of one percent (0.4%) of the average APS teacher salary as determined on the first pay check of the present contract.
I hereby authorize APS to deduct from the compensation due me one (1) deduction per pay period representing Federation membership dues in the amount certified to the APS Board, in writing, by the Albuquerque Teachers Federation and remit to the ATF. APS Board assumes no responsibility in connection with this authorized deduction except to act as remitting agent in forwarding the amount deducted to the ATF.

Dues deduction may be discontinued or revoked by a union member by filing such notice with the Federation. a. Such revocation may be requested during the ten days following the anniversary date of each employee’s employment. b. Within ten days of the receipt of notice of revocation of authorization for the payroll deduction of dues, the Federation shall provide notice to the District. c. The revocation for the payroll deduction of dues shall be effective on the thirtieth day after the notice provided to the District by the Federation.

NOTE: By vote of the 2015 AFT NM Convention, a portion of ATF membership dues ($1.00 per month or $.50 per pay period) is now allocated to the AFT NM COPE (Committee on Political Education) Fund which can be used for political purposes. This is a voluntary designation, and you may opt-out at any time by notifying ATF in writing. In opting out, your $1.00 per month will be allocated to the non-political AFT NM Organizing Fund. Neither designation increases dues.

ATF COMMITTEE ON POLITICAL EDUCATION (ATF-COPE)

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

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

This voluntary authorization may be revoked at any time by notifying the Albuquerque Teachers Federation Committee on Political Education (COPE) in writing of my desire to do so. Contributions or gifts to ATF-COPE are not deductible as charitable contributions for Federal Income Tax purposes.

VOLUNTARY COPE CONTRIBUTION

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

- $3.00
- $5.00
- $10.00
- Other: $__________

SIGN TO JOIN AND AUTHORIZE PAYROLL DEDUCTION FOR COPE DATE

SIGN TO JOIN AND AUTHORIZE PAYROLL DEDUCTION OF DUES DATE

DUES PER PAY PERIOD:

- $8.62 Quarter
- $16.47 Half
- $32.16 Full Dues:
  - Dues: Salary Step 1 or a contract less than .5
  - Step 2 or on a .5-.9 contract
  - Salary Step 3 & above for full-time employees

ARE YOU REGISTERED TO VOTE? YES______ NO______
COPE is the ATF Unified Committee on Political Education.

This volunteer working group of union members carries out the important political work of ATF, AFCP, UA-UNM, and AFT-NM Retirees, such as:

- Voter education
- Candidate screening and endorsement
- “Get Out The Vote” activities
- Campaign support for endorsed candidates

Membership dues are not used for ATF’s political activities. Your voluntary regular contribution of any amount to ATF-COPE will help your union remain successful in electing candidates who support public school educators.

To join COPE or increase your COPE contribution, please fill out the form below.

ALBUQUERQUE TEACHERS FEDERATION COPE AUTHORIZATION
530 JEFFERSON STREET NE • ALBUQUERQUE, NEW MEXICO 87108 • 262.2657

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<td>EMPLOYEE NUMBER</td>
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VOLUNTARY COPE CONTRIBUTION PER PAY PERIOD

| $1.00 | $2.00 | $5.00 | $______specify amount |

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

This authorization is signed freely and voluntarily and not out of fear of reprisal and I will not be favored or disadvantaged because I exercise this right. I understand this money will be used by ATF-COPE to make political contributions. ATF-COPE may engage in joint fund-raising efforts with the AFL-CIO.

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

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

SIGN TO AUTHORIZE COPE DEDUCTION DATE
**Process for Obtaining a Waiver to the Negotiated Agreement**

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

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

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

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

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

The Federation will review the waiver request and then advise the District, in writing, of its decision.
Request for Waiver of a Provision of the Negotiated Agreement to the Albuquerque Teachers Federation

School/Site ______________________________________________________

ATF Federation Representative ___________________________________________

School/Site Administrator _____________________________________________

Waiver Request Affecting More than One Employee*

Provision of Negotiated Agreement you wish to be waived: __________________
Article: __________
Reason(s) for the request:

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

Waiver Request Specific to Individual Employee **

Provision of Negotiated Agreement you wish to be waived: __________________
Article: __________
Reason(s) for the request:

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

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

Signature of ATF Federation Representative_____________________________________

46
Elementary Preparation Time Worksheet

Prep time at elementary schools is both important and confusing. According to Article 5.E of the ATF/APS Negotiated Agreement, Elementary teachers are entitled to a minimum of 220 prep minutes per 5-day week calculated in at least 20-minute increments. If you have early release Wednesdays, you are entitled to a minimum of two consecutive hours of uninterrupted prep time on all modified Wednesdays. Article 5, E.1.a.3. of the negotiated agreement requires that elementary schools identify, in writing, the time that is available for weekly preparation time. This plan shall be distributed to teachers within ten (10) workdays after the beginning of the school year.

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

Elementary School Prep Time Worksheet

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

________________________________________

Total minutes of preparation time per week:

________________________________________

Date this worksheet was distributed to teachers:

________________________________________

School:

________________________________________

Principal:

________________________________________
Ch. 6: **Organizing & Recruitment**

ATF Membership Form
Six Components of Successful Membership Recruitment
Recruitment Incentive Program
Member Benefits
I hereby authorize APS to deduct from the compensation due me one (1) deduction per pay period representing Federation membership dues in the amount certified to the APS Board, in writing, by the Albuquerque Teachers Federation and remit to the ATF. APS Board assumes no responsibility in connection with this authorized deduction except to act as remitting agent in forwarding the amount deducted to the ATF.

NOTE: By vote of the 2015 AFT NM Convention, a portion of ATF membership dues ($1.00 per month or $.50 per pay period) is now allocated to the AFT NM COPE (Committee on Political Education) Fund which can be used for political purposes. This is a voluntary designation, and you may opt-out at any time by notifying ATF in writing. In opting out, your $1.00 per month will be allocated to the non-political AFT NM Organizing Fund. Neither designation increases dues.

ATF COMMITTEE ON POLITICAL EDUCATION (ATF-COPE)

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

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

This voluntary authorization may be revoked at any time by notifying the Albuquerque Teachers Federation Committee on Political Education (COPE) in writing of my desire to do so. Contributions or gifts to ATF-COPE are not deductible as charitable contributions for Federal Income Tax purposes.

NOTE: The voluntary authorization for COPE will be effective on the thirtieth day after the notice provided to the District by the Federation.

SIGN TO JOIN AND AUTHORIZE PAYROLL DEDUCTION FOR COPE DATE

CONTRIBUTE THE FOLLOWING AMOUNT EACH PAY PERIOD, IN ADDITION TO MEMBERSHIP DUES:

$3.00
$5.00
$10.00
OTHER: $____ other

SIGN TO JOIN AND AUTHORIZE PAYROLL DEDUCTION OF DUES DATE

Dues deduction may be discontinued or revoked by a union member by filing such notice with the Federation. a. Such revocation may be requested during the ten days following the anniversary date of each employee’s employment. b. Within ten days of the receipt of notice of revocation of authorization for the payroll deduction of dues, the Federation shall provide notice to the District. c. The revocation for the payroll deduction of dues shall be effective on the thirtieth day after the notice provided to the District by the Federation.
Six Components of Successful Membership Recruitment

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

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

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

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

5. **If you don’t ask, they won’t join.** The most effective means to build membership is **person-to-person contact**. No number of flyers or mailings can replace the simple act of looking a colleague straight in the eye and asking him/her to join their professional organization. Many non-members have never been asked in person to join the union. Make sure that every non-member at your worksite is asked to become a member.
6. Past experience has shown that it can take seven to ten positive contacts with potential members before they decide to join. People will often say no because it’s easy or they don’t know enough about the union to make a decision. Getting people to join is an educational process. Keep going back. If they want more information or have a question you can’t answer, please contact the union office.

Recruitment Incentive Program

ALL ATF MEMBERS are eligible to participate in the Recruitment Incentive Program! Please make sure to pass this information along to the ATF members at your school.

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

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

There is also an additional incentive exclusively for our Fed Reps. At the end of the school year (at the Fed Rep Appreciation Dinner) any Fed Rep who has recruited at least five members and who has attended at least seven Fed Rep Council meetings will receive $100!
Member Benefits

- $1 Million Occupational Liability Insurance with automatic enrollment when you join.
- $10,000 in legal defense protection with automatic enrollment when you join.
- $5,000 Accidental Death/Dismemberment insurance coverage with automatic enrollment when you join.
- ATF Professional Staff support with building-level and district-level management concerns.
- Representation before the Board of Education for salary, benefits, working conditions, job-related and professional concerns.
- Free admission to most ATF Professional Development classes.
- Legislative lobbying and political action at the local, state and national levels.
- Subscriptions to American Educator, American Teacher, and the ATF Union News, publications that will enhance your professional practice and awareness.
- Group insurance programs at low rates, including Auto, Home, Life, Dental, Short-term and Long-term Disability and Long-term Care.
Ch. 7: **ATF Professional Development**

ATF Professional Development Dossier (PDD) Support
ATF National Board Candidate Support Program
Educator Focused Conversations
Intro to Restorative Practices: COVID to Calm
H.E.L.P. - Handling Emotional Learning Problems
Overview of ATF’s Professional Development and Support

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

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

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

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

Fees are higher for nonmembers. All fees are indicated for each type of support and are listed in this handbook.
ATF Professional Development Dossier (PDD) Support

The Albuquerque Teachers Federation provides support for teachers and librarians writing the Professional Development Dossier (PDD) from start to finish. Programs include:

**PDD Overview Session**
The PDD overview session explains the various parts of the PDD in detail. It is recommended for all PDD candidates and is a prerequisite for the Dossier Writing Workshop. Overview sessions are scheduled from 4:30 pm-7:00 pm.

**PDD Overview Dates (4:30 – 7PM)**

- Wednesday, August 9 - 4:30-6:30pm
- Thursday, September 7 - 4:30-6:30pm
- Wednesday, October 5 4:30-6:30pm
- Thursday, November 2 4:30-6:30pm
- Wednesday, January 10 4:30-6:30pm

Cost:  Members $10; Nonmembers $65

**PDD Individual Reading**
Teachers request a reader to read their completed dossier before submission. Written feedback is received within 7 days after your dossier reader has been scheduled. All work is online. Individual reading requests must be received no later than April 30, 2023.

Cost:  Members $100; Nonmembers $200

**PDD Resubmission Reading**
Submitted your dossier and had one or more strands that didn’t pass? Take advantage of our PDD Resubmission Reading service and have your dossier strands read and reviewed before resubmitting. You’ll receive written feedback 7 days after your scheduled reading date, and your PDD will be read a second time. All work is online. Resubmission reading requests must be received no later than April 30, 2023.

Cost:  Members $100; Nonmembers $200
**Dossier Writing Workshop**
This 3-part series provides qualified PDD instructor-led classes that focus on the content writing required of Strands A, B and C of the PDD.

Each session starts with a mini lesson focusing on one strand. The remainder of the 2-hour block is spent writing, with the instructor available to provide support, suggestions, and feedback.

Prerequisite: Participants must attend a PDD overview prior to registering.

**Dossier Writing Workshop Dates**

**Fall Series Dates**

- Saturdays 1:00 pm-3:00 pm (in person)
  - September 9
  - October 21
  - November 18

**Spring Series Dates**

- Saturdays 1:00 pm-3:00 pm (in person)
  - January 13
  - February 10
  - March 9

Cost: Members $90/series; Non Members $180/series

**ELIGIBILITY**
Most teachers and librarians will need to successfully complete the dossier to advance in the New Mexico 3-Tiered licensure system. Level 1 teachers must successfully complete their dossier between their third and fifth year of teaching in order to receive their Level 2 license. Failure to pass the dossier by the end of the fifth year on Level 1 will result in a non-renewal of license. Teachers who have a Master’s degree and have held a Level 2 license for at least 3 years can opt to complete a second Professional Development Dossier to move to Level 3. Level 2 teachers can also choose to pursue National Board Certification, with or without a Master’s, to move to Level 3.
The submission window is from July 15-May 15 for initial submissions, and July 15-June 1 for resubmissions. Reading requests must be received no later than April 30.

**Direct Dossier questions to** dossier@atfunion.org

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**National Board Certification Support**

Thanks to our support program, APS is one of the top districts in the nation for the number of Board-Certified teachers. Since 2001, our program has supported hundreds of teachers by providing seminars to assist in passing the rigorous national boards certification process. The Albuquerque Teachers Federation provides support for educators wishing to become Nationally Board Certified. Programs include:

**Informational Meeting**
Learn general information about National Board Certification including submission timeline, component details and cost. Information about the support offered by the Union will also be shared.

**Informational Meeting Dates** (online)

- Thursday, August 24 – 4:30-6:30 pm
- Thursday, September 7 – 4:30-6:30 pm

Cost: Free

**Foundations Class**
Provides support for first time and retake candidates. Class will delve into the underlying principles and beliefs of accomplished teaching and how this is reflected in the National Board required components. Class is recommended as a prerequisite for all other Component classes.

**Foundation Classes Dates** (in person)

- Saturday, October 7 – 8:30am-12 pm

Cost: Members $75; Nonmembers $100
Component Classes
Focuses on a deep dive of the specific requirements for understanding and writing components 2,3 & 4. Recommended prerequisite for Foundations Class.

Component Classes Dates
- Component 2 – Saturday, October 14 – 8:30-12 pm
- Component 3 – Saturday, October 28 – 8:30-12 pm
- Component 4 – Saturday, November 18 – 8:30-12 pm

Cost: Members $75; Non-Members $100

Component 1 Boot Camp
Sessions provides a deep dive into specific content standards in order to prepare candidates for the digital testing experience. Class topics will help prepare candidates for completion of three constructed response exercises and approximately 45 selected response items.

Component 1 Boot Camp Dates (in person)
- Friday, April 20 – 8:30-12 pm

Cost: Members $75; Non-Members $100

Maintenance of Certification (MOC) Class
This class focuses on the requirements and planning for the Maintenance of Certification, which candidates must complete every 5 years in order to maintain their certification.

MOC Class Dates (in person)
- Saturday, December 2 – 8:30-12 pm

Cost: Member $75; Non-Members $100
**Writer's Workshops**

This is a 3-part series for anyone completing Component 2, 3, or 4 of initial certification or MOC. Each session will start with Mini Lesson focused on writing for National Boards. The remainder of the 2-hour block is spent writing, with the instructor available to provide support, suggestions and feedback.

**Writer's Workshop Dates** (in person)

- Saturday, February 3 – 9:00-11 am
- Saturday, March 2 – 9:00-11 am
- Saturday, April 13 – 9:00-11 am

Cost:  
Members $125 for all three sessions
Non-Members $150 for all three sessions

**Readings**

Candidates for initial certification and MOC can request individual readings of components 2, 3, 4 or MOC. Fee includes 2 readings, once with feedback and then again after corrections are made.

Cost:  
Member $75 per component
Non-Members $100 per component

**Direct National Board questions to** nationalboard@atfunion.org
Educator Focused Conversations

Are you feeling checked out? Psychological and physiological safety is necessary for learning to occur. Come check in with and learn from your fellow educators on how they are navigating the chaos, fostering relationships in their schools/classrooms, and maintaining their own sense of safety and wellbeing.

Our sessions this year are entitled, “If You Don’t Feel Safe, How Can You Teach? An Educator Focused Conversation.”

**Educator Focused Conversations Dates** (in person & online)

- Wednesday, September 13 – 4:30-5:30 pm
- Tuesday, October 17 – 4:30-5:30 pm
- Wednesday, November 15 – 4:30-5:30 pm
- Monday, December 4 – 4:30-5:30 pm
- Spring Meetings TBD

Cost: Free

**Intro to Restorative Practices: From COVID to Calm**

Have you noticed a change in students’ behaviors since Covid? Do your students struggle with their relationships with peers and staff? Come to this introduction to Restorative Practices and find out WHAT Restorative Practices is, WHY it is important, and HOW it is different from a punitive approach to discipline.

**Intro to Restorative Practices: From COVID to Calm Dates**

- Saturday, September 9 – 10:00am-12:00pm
- Saturday, September 23 – 10:00am-12:00pm
- Saturday, October 21 - 9:00am-12:00pm
- Saturday, November 12 - 9:00am-12:00pm
- Saturday, December 9 - 9:00am-12:00pm
- Thursday, April 20 – 4:30-6:30 pm
- Spring Meetings TBD

Cost: Free
H.E.L.P. - Handling Emotional Learning Problems

H.E.L.P. classes offer research-based classroom management practices based on social-emotional learning, building routines, and developing a positive classroom environment. We incorporate restorative practices to build a stronger classroom community that will foster an environment and increase student academic growth. Additionally, we discuss ways to better develop family partnerships that promote student success and learn how to support students as they navigate through stressful life situations and the characteristics of the most supportive and effective mindset teachers develop to help students identify, understand, process, and overcome trauma.

Cost: Free

Creating a SEL Supported Classroom
Thursday, September 28 – 4:30-6:00 pm
Understand and identify the acting out cycles how to address those behaviors according to the student’s place in the cycle. Learn how to use SEL strategies and lesson planning to influence behaviors in order to increase student engagement and success while fostering a positive and safe classroom culture.

Engaging Families
Thursday, October, 26 – 4:30-6:00pm
Learn how to better develop family partnerships to promote student success.

Thursday, February 22 - 4:30-6:00pm
Learn how to support students as they navigate through stressful life situations and the characteristics of the most supportive and effective mindset teachers develop to help students identify, understand, process, and overcome trauma.

Putting It into Practice
Thursday, March 21 - 4:30-6:00pm
Identify and use behavior intervention and SEL resources during the most stressful part of the school year.
Ch. 8: **ATF Unified COPE - Committee on Political Education**

What does COPE do?
ATF Unified COPE Q & A
NM State Senators and NM State Representatives
Sample Letter to Legislators
APS Board of Education
What does COPE Do?

ATF Unified COPE is the Committee on Political Education. This working group of union member volunteers from ATF, AFCP and the AFT-NM Retirees carries out ATF’s important political work, including:

- Voter education
- Candidate screening and endorsement
- “Get Out the Vote” activities
- Campaign support for endorsed candidates
- Developing an ongoing lobbying program and communication with legislators
ATF Unified COPE Q & A

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

The functions of ATF Unified COPE are to:

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

Q: Why is COPE essential?

A: As public-school educators, our president, members of congress, governor, state legislators and school board members—all Elected officials—determine nearly every aspect of our professional lives. Your federal office holders set national policy, such as ESSA. The governor, state senators and representatives decide critical issues, such as per pupil funding, length of school day/year, class size and salary increase. School board members set policy for the operation of the district. Educators must be involved in selecting these decision-makers. An active COPE ensures that your voice
will be heard. Public education remains under increased political attack. Your involvement is essential to its survival.

Q: Who can be a COPE member?
A: COPE membership is open to any ATF member who chooses to contribute any amount to COPE each pay period. This contribution is strictly voluntary. At no time does ATF use its membership dues for its political contributions. The cost of a cup of coffee every week will help fuel our efforts to elect true friends of public education. Union members who contribute to COPE can become involved in the committee’s work. Voter registration, candidate interviews, volunteer recruitment and “Get Out the Vote” efforts are some of the activities that call for your participation and support.

Q: Why is your voluntary contribution so important?
A: Combined with other ATF Unified COPE members’ donations, your contributions allow the Federation to become an influential factor in New Mexico politics. ATF Unified COPE conducts political education training and pays for informational mailings to members about current issues and legislators’ voting records. Also, ATF Unified COPE contributes to the campaigns of carefully screened, local candidates who support public education. The reality of politics is that it takes money to get candidates elected. Without campaign money to give to its endorsed candidates, an organization is powerless. Until the time when the campaign finance laws are changed, ATF Unified COPE will continue to use its resources—your voluntary contributions—to ensure your voice is heard and candidates are elected who support public education and labor interests.

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

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

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

To join COPE or increase your COPE contribution, please fill out the form below

Membership dues are not used for ATF’s political activities. Your voluntary regular contribution of any amount to ATF Unified COPE will help your union remain successful in electing candidates who support public school educators and their communities.
Dist. 9—Brenda MCKENNA  
Brenda.mckenna@nmlegis.gov  https://www.facebook.com/brendamckennasd9

Dist. 10—Katie DUHIGG  
Katie.duhigg@nmlegis.gov  
https://www.facebook.com/KatyDuhiggforNM

Dist. 11—Linda M. LOPEZ  
linda.lopez@nmlegis.gov  
https://www.facebook.com/nmlegis.gov/

Dist. 12—Gerald ORTIZ Y PINO  
jortizyp@msn.com  

Dist. 13—Sen. Bill B. O’NEILL  
oneillsd13@billoneillfornm.com  
https://www.facebook.com/billoneillfornm

Dist. 14—Sen. Michael PADILLA  
michael.padilla@nmlegis.gov  
https://www.facebook.com/michael.padilla.31
Dist. 15—Daniel A. IVEY-SOTO**
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Dist. 16—Antoinette SEDILLO LOPEZ
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Dist. 17—Mimi STEWART**
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Dist. 18—Bill TALLMAN
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https://www.facebook.com/MartinforSD20

Dist. 21—Mark MOORES
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https://www.facebook.com/markdmoores

Dist. 23— Harold POPE, Jr.
harold.pope@nmlegis.gov
https://www.facebook.com/popefornm

Dist. 26— Antonio “Moe” Maestas
antonio.maestas@nmlegis.gov

Dist. 29— Gregory A. BACA
greg.baca@nmlegis.gov
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NM State Representatives - Albuquerque Area

Dist. 10—Andres ROMERO**
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Dist. 12—Art DE LA CRUZ
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Dist. 31—William “Bill” R. REHM
bill.rehm@nmlegis.gov
https://www.facebook.com/repbillrehm

District 68—Karen C. Bash
karen.bash@nmlegis.gov
https://www.facebook.com/KarenCaresforNewMexico

For information regarding Bernalillo County voter registration, early voting, voting on
Election Day and more, click here: https://www.bernco.gov/clerk/bureau-of-
elections-overview/

For state-wide voter/election information, click here:
https://www.sos.state.nm.us/voting-and-elections/voter-information-portal/
Sample Email to Legislators

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

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

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

THANK YOUR LEGISLATOR FOR THEIR TIME and request feedback; what is their position on the issue?
Albuquerque Public Schools Board of Education

Yolanda Montoya-Cordova (2023)
District 1, President, yolanda.cordova@aps.edu

Peggy Muller-Aragon (2023)
District 2, Vice President, peggy.mullaragon@aps.edu

Danielle Gonzales (2025)
District 3, Policy Committee Chair, danielle.gonzales2@aps.edu

Barbara Petersen (2023)
District 4, Instruction and Accountability Chair, Petersen_b@aps.edu

Crystal Tapia-Romero (2025)
District 5, Finance Committee Chair, crystal.tapiaromero@aps.edu
Josefina E. Dominguez (2025)
District 6, Capital Outlay, Property and Technology Committee Chair, josefina.dominguez@aps.edu

Courtney I. Jackson (2025)
District 7, Secretary, courtney.jackson@aps.edu

APS Board of Education
6400 Uptown Blvd. NE, Suite 100 East Albuquerque, NM 87110
880-37379
email: boarded@aps.edu

Johanna King, Executive Director of Board Services (king_joh@aps.edu)

Christy Albright, Constituent Services Specialist (boarded@aps.edu)
Ch. 9: **Know Your Rights**

Weingarten Rights
FAQ’s About Your Negotiated Agreement
Weingarten Rights

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

Procedure

An investigatory interview or disciplinary meetings fall within the following:

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

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

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

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

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

Statement to Assert Your Weingarten Rights

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

Prep Time

**Elementary:** Teachers are entitled to a minimum of 220 prep minutes per 5-day week calculated in at least 20-minute increments.

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

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

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

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

E&RSE Prep Time

All educators are guaranteed the same amount of prep time as teachers.

Equitable Duty Minutes in Elementary School

Duty minutes should be equitable and kept to as little as possible while providing proper supervision. What if I do morning duty and miss my prep time? You are entitled to 220 minutes of prep time per week. This is non-negotiable. If your prep time dips below the minimum, there should be monetary compensation, at the hourly rate, in 15-minute increments.
Required Meetings

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

Assignment Changes

Principals can change a teacher’s assignment at a school site in order to meet a verifiable program requirement. Best to call your ATF Staff Rep.

Evaluations

What if I disagree with my evaluation scores? Best bet: You can bring more evidence to your post-observation conference. You may also request a different observer from APS. ATF Staff Reps may represent you during contentious post-observation conferences.

Involuntary Transfers

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

Voluntary Transfers

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

Can my principal stop me from voluntarily transferring? (Article 17)
You cannot be stopped, but you can be slowed down. Principals have the right to hold you for 10 working days or until the end of the grading period, whichever amount of time is greater. However, if both principals agree, you can move to the new school at an earlier date.
Special Ed Caseloads (Article 11.E)

Here is how it works

Excess caseload FTE will be multiplied by 299 (the number of hours per quarter in a teaching contract - 1196/4), multiplied by the individual teacher’s hourly rate.

The PED does not approve waivers for caseloads of 2.0 or higher. Therefore, overload payments will be capped for classroom teachers carrying a caseload over 1.99 FTE.

Release head teachers will be capped at .99 of caseload.

Payments will be submitted after each count date or quarterly (40th day, 80th day, 120th day, EOY).

Payments will not be impacted by substitute teachers employed at the school.

Teachers will not be required to submit paperwork for the extra compensation. It will be paid automatically when an overage exists on the court date.

If you feel you haven’t been paid appropriately based on this system contact your ATF Staff Rep.

Salary Matrix

How do I know what I’m supposed to get paid?

Salary matrices are not predictive. You can use them to determine current year’s pay, not future pay.

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

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

**Differentials**

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

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

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

**Sick Leave Usage**

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

How many sick leave days will impact my evaluation? ATF negotiated 10 days of sick leave for all educators. Sick leave can no longer be used against you on your evaluation.

**Disciplinary Action**

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

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

**Comply Now, Grieve Later**

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

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

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

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

**Instructional Councils**

Did you know?

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

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

You may qualify for a differential. (Appendix E)
You have the right to make union announcements at staff meetings. (Article 2)

ATF and APS collaborate to provide IC trainings. Call 262-2657 to schedule a training for your school.
Ch. 10: **Contact Information**

- ATF Location and phone
- Directory of ATF Officers
- Directory of ATF Staff
- Union Numbers and Frequently Requested Information
Albuquerque Teachers Federation

530 Jefferson Street NE

505-262-2657

Our office is located just south of Lomas between Washington and San Mateo. Ample parking is available on the south side of the building Monday-Friday.

You should receive specific parking instructions for special events held on the weekend.

The ATF entrance is also located on the south side.
Directory of ATF Officers

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William Whiteman
ATF Communications Specialist
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ATF / Union Numbers and Frequently Requested Contact Info

American Federation of Teachers New Mexico 505.266.6638
AFT-NM President Whitney Holland ext. 101
http://nm.aft.org

American Federation of Teachers 1.800.238.1133
AFT Plus Member Benefits 1.800.238.1133 ext.8643
AFT Union Plus Legal Services 1.888.993.8886
www.aft.org

APS & Retirement Numbers
ATF/APS Sick Leave Bank 889.4858
Karen Baehr, Manager, Performance Management 1.505.872.6822
teacherevaluation@aps.edu, APS Educator Evaluation Resources
State Educational Retirement Board 1.505.827.8030
Albuquerque Retirement Satellite Office 888.1560

Legislative Numbers
Governor’s office 1.505.476.2200
www.governor.state.nm.us
Legislative Switchboard 1.505.986.4300

Other Numbers
AFL/CIO / New Mexico Federation of Labor 262.2629
Bernalillo County Clerk 468.1291

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