

STATE OF NEW MEXICO
LEGISLATIVE EDUCATION STUDY COMMITTEE

REPRESENTATIVES

Rick Miera, Chair
Nora Espinoza
Mary Helen Garcia
Jimmie C. Hall
Dennis J. Roch
Mimi Stewart

State Capitol North, 325 Don Gaspar, Suite 200
Santa Fe, New Mexico 87501
Phone: (505) 986-4591 Fax: (505) 986-4338
<http://www.nmlegis.gov/lcs/lesc/lescdefault.aspx>

SENATORS

Cynthia Nava, Vice Chair
Mary Jane M. García
Gay G. Kernan
Lynda M. Lovejoy

ADVISORY

Alonzo Baldonado
Ray Begaye
Eleanor Chávez
George Dodge, Jr.
Roberto "Bobby" J. Gonzales
Tim D. Lewis
Sheryl M. Williams Stapleton
Shirley A. Tyler
Bob Wooley



ADVISORY

Vernon D. Asbill
Mark Boitano
Stephen H. Fischmann
Linda M. Lopez
Howie C. Morales
John Pinto
Sander Rue

Frances Ramírez-Maestas, Director
David Harrell, PhD, Deputy Director

July 18, 2012

MEMORANDUM

TO: Legislative Education Study Committee
FR: Kevin Force, JD
RE: STAFF BRIEF: ADMINISTRATIVE RULEMAKING

Proposed Rulemakings

6.69.8 NMAC, Teacher and School Leader Effectiveness

On the June 14, 2012, the Public Education Department (PED) published in the *New Mexico Register* a Notice of Proposed Rulemaking (See Attachment 1, *Notice of Proposed Rulemaking: 6.69.8 NMAC, Teacher and School Leader Effectiveness, 6/14/12*) to introduce new rules regarding the procedures for conducting annual evaluations of teachers and principals.

In the notice, PED solicited public comment on the proposed rules and announced a public hearing to be held on July 18, 2012 in Mabry Hall of the Jerry Apodaca Building in Santa Fe

The provisions of the draft rule:

- establish uniform procedures for conducting annual evaluations of licensed school employees;
- set the standards for each of several effectiveness levels;
- measure and implement student achievement growth; and
- monitor each school district's implementation of its teacher and school leader effectiveness evaluation system.

In the “Objective” section of the proposed rule, PED notes that these proposed rules would also “change the dynamic of placing emphasis on teacher effectiveness and provide the opportunity to acknowledge excellence, thereby replacing the binary system that emphasizes years of experience and credentials.”

A review by LESC staff indicates that the draft rules (See Attachment 2, *PED Proposed Rules, 6.69.8 NMAC, 6/14/12*) include the following definitions:

- “‘**EES,**’ which means effectiveness evaluation systems which are developed by school districts to measure the effectiveness of licensed school employees;
- ‘**Fidelity observations,**’ which means the requirement of school leaders to periodically observe and evaluate assigned teachers in the classroom with observations that have been documented and are verifiable; and
- ‘**State agency,**’ which means the New Mexico military institute, the New Mexico school for the blind and visually impaired, the New Mexico school for the deaf, any juvenile detention center or facility served by the juvenile justice service of the children youth and families department, the New Mexico youth diagnostic and development center, the Sequoyah adolescent treatment center of the department of health, Carrie Tingley crippled children's hospital, the New Mexico behavioral health institute at Las Vegas and any other state agency responsible for educating resident children.”

In addition, the draft rules contain provisions for:

- EES;
- student achievement growth and assessment programs;
- school principal effectiveness measurement;
- evaluations, reports, and post evaluation conferences; and
- appeals of effectiveness evaluations.

EES provisions include:

- a requirement that, no later than the beginning of the school year 2013-2014 all school districts develop and submit to PED for approval, EES that measure the performance of licensed school employees, for implementation during the school year 2013-2014;
- during the school year 2012-2013, a provision that permits school districts to continue to employ the highly objective uniform statewide standards of PED rules on performance evaluation system requirements for teachers;
- an annual requirement that each district report to PED the results of its EES and its alignment with the three-tiered licensure system;
- a requirement that every public school teacher who teaches in a grade or subject that has a standards-based assessment permitting calculation of student achievement growth be evaluated annually;
- a requirement that every public school teacher who teaches in a grade or subject that does not have a standards-based assessment, likewise be evaluated annually; and
- required EES elements to include:

- a design that supports effective instruction and student achievement, the results of which are to be used to inform district and school improvement plans;
- appropriate criteria and procedures, the results of which are to be used to support professional development of licensed school employees;
- a mechanism to examine effectiveness data from multiple sources;
- identification of those teaching fields for which special evaluation procedures may be developed consistently and reliably;
- measures of student achievement growth worth 50 percent of the score, observations worth 25 percent, and multiple measures worth 25 percent; and
- differentiation among at least five levels of performance (exemplary, highly effective, effective, minimally effective, and ineffective).

Student achievement growth and assessment program provisions include:

- a requirement that districts use PED-approved and –adopted student growth achievement measures;
- a requirement that EES use at least three years of student achievement growth data, where possible; and
- a stipulation that, if a district has not implemented appropriate assessments of courses for class room teachers, nor adopted a comparable measure of student achievement growth, growth shall be measured by:
 - growth in achievement of the teacher’s students on state assessments; and
 - the schools A-F letter grade for courses where students do not take the state assessment.

School principals effectiveness measurement provisions include requirements for:

- annual evaluations of all school leaders;
- EES ratings for principals to be based 50 percent on the change in a school’s A-F grade, 25 percent on multiple measures, and 25 percent on documented fidelity observations of the principal; and
- the evaluation of principals to include at least three consecutive years, wherever possible.

Evaluations, reports, and post evaluation conferences provisions include:

- requirements that teachers whose previous evaluation was either highly effective or exemplary be continued to be observed at least once annually;
- a requirement that teachers rated effective, minimally effective, or ineffective be observed at least twice per year;
- direction that written feedback by school leaders and outside observers shall be provided to teachers within 10 days of completion of the observation;
- a requirement that multiple measures adopted by the district compose 25 percent of their EES;
- a stipulation that a teacher rated minimally effective or ineffective shall have an opportunity to provide a written response to their evaluation;

- a stipulation that every person who rates a teacher as ineffective or minimally effective shall describe in detail the performance observation and provide it in writing to the licensee; and
- provisions for placing poorly rated teachers on a 90-day performance plan, as well as provisions for potential termination of teachers who are consistently rated ineffective or minimally effective.

Appeals of effectiveness evaluations provisions include:

- procedures for expedited review of evaluations; and
- potential exemptions from the provisions of the rules for no more than one school year, under extraordinary circumstances, such as extended absence due to medical reasons or family death.

**NEW MEXICO PUBLIC EDUCATION DEPARTMENT
NOTICE OF PROPOSED RULEMAKING**

The New Mexico Public Education Department (“NMPED”) hereby gives notice that it will conduct a public hearing in Mabry Hall, Jerry Apodaca Education Building, 300 Don Gaspar, Santa Fe, New Mexico, 87501-2786, on July 18, 2012, from 9:30 a.m. to 12:30 p.m. The purpose of the public hearing will be to obtain input on the proposed adoption of a new rule to be codified as 6.69.8 NMAC “Teacher and School Leader Effectiveness,” which is intended to establish uniform procedures for conducting annual evaluations and effectiveness of licensed school teachers and administrators.

Interested individuals may provide comments at the public hearing and/or submit written comments to Ms. Mary H. Deets, Administrative Assistant, Office of General Counsel, Public Education Department, Jerry Apodaca Education Building, 300 Don Gaspar, Santa Fe, New Mexico 87501-2786 (MaryH.Deets@state.nm.us) (505) 827-6641 fax (505) 827-6681. Written comments must be received no later than 5:00 p.m. on the date of the hearing. However, the submission of written comments as soon as possible is encouraged.

Copies of the proposed rules may be accessed on the Department’s website (<http://ped.state.nm.us/>) under the “Public Notices” link, or obtained from Ms. Deets at the email address or phone number indicated.

Individuals with disabilities who require this information in an alternative format or need any form of auxiliary aid to attend or participate in either of these meetings are asked to contact Ms Deets as soon as possible. The NMPED requires at least ten (10) days advance notice to provide requested special accommodations.

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 69 SCHOOL PERSONNEL - PERFORMANCE
PART 8 TEACHER AND SCHOOL LEADER EFFECTIVENESS

6.69.8.1 ISSUING AGENCY: Public Education Department. (PED)
 [6.69.8.1 NMAC - N, XX-XX-12]

6.69.8.2 SCOPE: Chapter 69, Part 8 governs standards for determining and measuring teacher and school leader effectiveness.
 [6.69.8.2 NMAC - N, XX-XX-12]

6.69.8.3 STATUTORY AUTHORITY: Sections 22-2-1, 22-2-2, 22-10A-17, 22-10A-17.1, 22-10A-18, 22-10A-19 and 22-10A-19.1, NMSA 1978.
 [6.69.8.3 NMAC - N, XX-XX-12]

6.69.8.4 DURATION: Permanent.
 [6.69.8.4 NMAC - N, XX-XX-12]

6.69.8.5 EFFECTIVE DATE: XX XX, 2012, unless a later date is cited at the end of a section.
 [6.69.8.5 NMAC - N, XX-XX-12]

6.69.8.6 OBJECTIVE: This rule establishes uniform procedures for conducting annual evaluations of licensed school employees, for setting the standards for each effectiveness level, for measuring and implementing student achievement growth, and for monitoring each school district’s implementation of its teacher and school leader effectiveness evaluation system. This rule also seeks to change the dynamic of placing emphasis on teacher effectiveness and provide the opportunity to acknowledge excellence, thereby replacing the binary system that emphasizes years of experience and credentials.
 [6.69.8.6 NMAC - N, XX-XX-12]

6.69.8.7 DEFINITIONS:

- A. “Assistant principal” means a properly licensed instructional leader who assists a principal in a public school.
- B. “BIE school” means a bureau of Indian education school that is governmentally owned and controlled, located in New Mexico, provides instruction for first through twelfth grades and is not sectarian or denominational.
- C. “Department” means the New Mexico public education department or PED.
- D. “EES” means effectiveness evaluation systems which are developed by school districts to measure the effectiveness of licensed school employees.
- E. “Fidelity observations” means the requirement of school leaders to periodically observe and evaluate assigned teachers in the classroom with observations that have been documented and are verifiable.
- F. “Licensed school employee” means teachers and school leaders employed in a public school.
- G. “New Mexico standards-based assessment (SBA)” means the collection of instruments that assess student academic performance annually and the students’ progress toward meeting the New Mexico content standards with benchmarks and performance standards.
- H. “Principal” means the chief instructional leader and administrative head of a public school.
- I. “School district” means one of the 89 political subdivisions of the state created for the administration of public schools and includes district-authorized and state-authorized charter schools.
- J. “School district superintendent” means the chief executive officer of a school district and the head administrator of a charter school.
- K. “School leader” means a principal or assistant principal employed in a public school.
- L. “State agency” means the New Mexico military institute, the New Mexico school for the blind and visually impaired, the New Mexico school for the deaf, any juvenile detention center or facility served by the juvenile justice service of the children youth and families department, the New Mexico youth diagnostic and development center, the Sequoyah adolescent treatment center of the department of health, Carrie Tingley crippled children's hospital, the New Mexico behavioral health institute at Las Vegas and any other state agency responsible for educating resident children.

M. "Teacher" means a person who holds a level one, two or three-A license and whose primary duty is classroom instruction or the supervision, below the school principal level, of an instructional program or whose duties include curriculum development, peer intervention, peer coaching or mentoring or serving as a resource teacher for other teachers.

[6.69.8.7 NMAC - N, XX-XX-12]

6.69.8.8 EFFECTIVENESS EVALUATION SYSTEMS:

A. As soon as possible but not later than the commencement of the 2013-2014 school year, all school districts shall develop and submit to the department for approval and for implementation during the 2013-2014 school year, an effectiveness evaluation system for measuring performance of licensed school employees.

B. School districts may continue to use the highly objective uniform statewide standards of evaluation described in 6.69.4 NMAC for evaluating, promoting, terminating and discharging licensed school employees for performance during the 2012-2013 school year.

C. Each school district shall report annually to the department the results of its effectiveness evaluations of its licensed school employees and the alignment of its effectiveness evaluation system with the three-tiered licensure system.

D. A teacher and school leader EES shall:

- (1) be designed to support effective instruction and student achievement, with the results used to inform school district and school level improvement plans;
- (2) provide appropriate instruments, procedures and criteria and continuous quality improvement of professional skills, with results used to support the professional development of licensed school employees;
- (3) include a mechanism to examine effectiveness data from multiple sources, which may include giving parents and students opportunities to provide input into effectiveness evaluations when appropriate;
- (4) identify those teaching fields for which special evaluation procedures and criteria may be developed in a manner that is consistent and reliable;
- (5) include measures of student achievement growth worth 50%, observations worth 25% and multiple measures worth 25%, unless otherwise provided for;
- (6) differentiate among at least five levels of performance, which include the following:
 - (a) exemplary, meets competency;
 - (b) highly effective, meets competency;
 - (c) effective, meets competency;
 - (d) minimally effective, does not meet competency; and
 - (e) ineffective, does not meet competency; and;

E. Teacher and school leader effectiveness evaluation procedures for licensed school employees shall be based on the performance of students assigned to their classrooms or public schools.

F. Every public school classroom teacher who teaches in a grade or subject that has a standards-based assessment that would permit the calculation of student achievement growth, must have an annual effectiveness evaluation, provided that:

- (1) each evaluation shall be based on sound educational principles and contemporary research in effective educational practices; and
- (2) the student achievement growth component of a teacher's effectiveness evaluation shall be based on:
 - (a) valid and reliable data and indicators of student achievement growth assessed annually through a combination of 35% standards-based assessment and 15% additional department-approved assessments, for a total of 50%;
 - (b) assessments that are selected by a school district from a list of options approved by the department for any subjects and grade levels not measured by state assessments; and
 - (c) the PED-adopted measure of student achievement growth calculated for all courses associated with state assessments and for which the school district shall select comparable measures of student achievement growth for other grades and subjects.

G. Every public school classroom teacher who teaches in a grade or subject that does not have a standards-based assessment, also must have an annual effectiveness evaluation, provided that:

- (1) each evaluation shall be based on sound educational principles and contemporary research in effective educational practices; and
- (2) the student achievement growth component of a teacher's effectiveness evaluation shall be based on:

- (a) valid and reliable data and indicators of student achievement growth assessed annually on district-selected and department-approved assessments, for a total of 50%;
- (b) assessments that are selected by a school district from a list of options approved by the department for any subjects and grade levels not measured by department-approved assessments; and
- (c) the PED-adopted measure of student achievement growth calculated for all courses associated with department-approved assessments and for which the school district shall select comparable measures of student achievement growth, and approved by the PED, for other grades and subjects.

H. An EES shall base at least 25% of the results on data and indicators of instructional practice for teachers. School leaders shall observe instructional practice of teachers using common research-based observational protocol approved by the department that correlates observations to improved student achievement.

I. Effectiveness evaluation criteria for evaluating classroom teachers shall include indicators based on research-based instructional practices as determined by the department.

[6.69.8.8 NMAC - N, XX-XX-12]

[The department maintains a list of approved assessment options and effectiveness evaluation measures and criteria for evaluating classroom teachers on its website, which can be accessed at <http://ped.state.nm.us/> and used by school districts for determining the student achievement growth component and evaluation criteria in a teacher's effectiveness evaluation.]

6.69.8.9 STUDENT ACHIEVEMENT GROWTH AND STUDENT ASSESSMENT PROGRAMS:

A. School districts shall use the department-adopted student achievement growth measure to measure the growth in achievement of each student, provided that a school district may request permission to use a combination of the department-approved achievement growth measure and an alternative student achievement measure for non-tested subjects and grades which is department approved.

B. Whenever possible, an EES rating the performance of a classroom teacher shall include three years or more of student achievement growth data.

C. An EES rating the performance of any teachers who are assigned to courses not associated with state assessments may, upon request by their school district through the EES approval process, be permitted to include achievement growth that is demonstrated on state assessments as a percentage of the overall effectiveness evaluation. If that request is permitted and a percentage applied:

(1) achievement growth of the state assessment shall be based on the students assigned to the teacher; and

(2) the achievement growth of the teacher's assigned content area, as measured by the district-selected assessment, shall be the greater percentage.

D. Beginning with school year 2013-2014, if a school district has not implemented appropriate assessments of courses for classroom teachers nor adopted a comparable measure of student achievement growth, student achievement growth shall be measured by:

(1) the growth in achievement of the classroom teacher's student on state assessments; or

(2) the school's A through F letter grade pursuant to 6.19.8 NMAC for courses in which enrolled students do not take the state assessment, provided that a school district may assign instructional team student achievement growth to classroom teachers in lieu of using the school grade growth calculation.

E. Beginning with the 2013-2014 school year, each school district shall be responsible for measuring the achievement gains of their students in all subjects and grade levels other than subjects and grade levels required for the state student achievement testing programs. To accomplish this, each school district shall administer a student assessment for each course they offer that measures mastery of the content as described in the state-adopted course description at the necessary level of rigor for the course. The student assessments may include:

(1) statewide assessments currently administered in mathematics and reading;

(2) other standardized assessments approved by the department, including nationally recognized standardized assessments;

(3) industry certification examinations; and

(4) department-approved school district-developed or selected end-of-course assessments.

F. A school district may develop its own assessment that measures student achievement growth for classroom teachers who do not teach in a standards-based assessment grade or subject, provided that, it submits the assessment to the department for approval.

[6.69.8.9 NMAC - N, XX-XX-12]

[The department maintains a list of approved student achievement growth measures on its website, which can be accessed at <http://ped.state.nm.us/> and used by school districts for determining the growth in advancement of each student.]

6.69.8.10 EFFECTIVENESS EVALUATIONS OF SCHOOL LEADERS:

A. Every school leader must have an annual effectiveness evaluation, which shall be conducted by a qualified person and approved by PED.

B. All EES ratings for the performance of a school leader shall be based 50% on the change in a school's A through F letter grade that has been assigned pursuant to 6.19.8 NMAC, 25% based on the school's multiple measures and 25% based upon documented fidelity observations of the school leader.

C. The effectiveness evaluation of school leaders shall, whenever possible, include student achievement growth data for students assigned to the public school for at least three consecutive school years, provided that, the student achievement growth component of the effectiveness evaluation shall be based on the change in the school's A through F letter grade pursuant to 6.19.8 NMAC.

[6.69.8.10 NMAC - N, XX-XX-12]

[The department maintains a list of leadership standards on its website, which can be accessed at <http://ped.state.nm.us/> and used by school districts in establishing indicators for conducting effectiveness evaluation of school leaders.]

6.69.8.11 EVALUATIONS, REPORTS AND POST-EVALUATION CONFERENCES:

A. A classroom teacher whose previous annual effectiveness evaluation rating was either highly effective or exemplary shall continue to be observed at least once a year by their school principal.

B. A classroom teacher whose previous annual effectiveness evaluation rating was either ineffective minimally effective, or effective shall be observed at least twice a year, once by their school principal and once by an external observer. The principal rating this classroom teacher shall have no role in selecting nor be related by blood or marriage to the external observer.

C. Written feedback from school leaders and external observers shall be provided to classroom teachers within ten calendar days after observation is completed, which observation can occur over more than one day, provided that a school district's EES permits this.

D. Upon approval by the department, multiple measures adopted by a school district for use in their EES by the school districts shall constitute 25% of their teacher and school leader EES, provided that:

- (1) the multiple measures align with improved student achievement; and
- (2) each school district adopts at least two multiple measures which shall be used district-wide.

E. The school leader responsible for supervising a licensed school employee shall be the one who evaluates that employee's performance. The school district's EES:

(1) may provide for the supervisor to consider input from other trained evaluators and observers provided that they are not also supervised by the supervisor nor are related by blood or marriage to the supervisor; and

(2) shall provide for contingencies if a supervisor leaves a school district for any reason prior to completing the required effectiveness evaluations of all teachers within that supervisor's responsibilities.

F. Every person who evaluates a licensed school employee under this rule shall submit an original written report to the school district superintendent and an exact copy to the licensed school employee being evaluated. The effectiveness evaluation shall not be changed once each component is completed and it has been delivered to either the school district superintendent or the licensed school employee being evaluated.

G. A licensed school employee rated minimally effective or ineffective may provide a written statement in response to their effectiveness evaluation and that statement shall become a permanent attachment to that employee's evaluation file.

H. Every person who rates a licensed school employee minimally effective or ineffective shall describe in detail the minimally effective or ineffective performance and inform the licensee in writing:

(1) of a right to a post-evaluation conference which the evaluator must convene and which shall occur no later than ten days after the evaluation is completed unless the employee agrees to an extension;

(2) that during the conference the evaluator will make recommendations to the employee with respect to specific areas of unsatisfactory performance and provide feedback that lays the initial framework for an individual professional growth plan;

(3) that the evaluator will provide assistance in helping the employee correct unsatisfactory performance and that the district will extend strategic support aligned to best practices identified by the department to assist the employee to correct unsatisfactory performance;

(4) that if the employee has an employment contract, the employee shall be placed on a performance growth plan for 90 school days from receipt of the notice of minimally effective or ineffective performance, provided that:

(a) the 90 days shall not include weekends, school holidays or school vacation periods, declared snow days, and approved employee leave days;

(b) during the 90 days the licensed school employee shall be observed and evaluated periodically, that is, more than four times in writing and shall be informed of the results of those observations; and

(c) the evaluator shall maintain documentation of having provided assistance and notification of in-service training opportunities to help correct the performance deficiencies noted of the licensed school employee; and

(5) that receipt of the notice shall constitute notice of uncorrected unsatisfactory work performance pursuant to Section 22-10A-3 NMSA and 6.69.2 NMAC.

I. Within five school days after the expiration of the 90-day performance growth plan, the evaluator shall determine whether the performance deficiencies have been corrected and forward a written recommendation to the school district superintendent.

J. Within ten school days after receipt of that written recommendation, the school district superintendent shall in writing notify the licensed school employee who has an employment contract with the school district whether the performance deficiencies have been satisfactorily corrected. A copy of the evaluator's recommendation shall accompany that notice.

K. If satisfactory progress has not been made, the local superintendent shall determine whether to discharge or terminate the employee pursuant to Sections 22-10A-27 or 22-10A-24, NMSA 1978.

L. An employee who has been placed on a 90-day performance growth plan because of minimally effective or ineffective performance and who has not been employed by a school district for three consecutive years, shall have no reasonable expectation of continued employment beyond the end of the contract year by reason of being on a growth plan.

M. The school district superintendent shall provide written notice to the educator quality division of the department the name and licensure file number of all licensed school employees who have received two consecutive minimally effective or ineffective performance ratings and who have been given a written notice of proposed discharge or of proposed termination, or who have resigned their employment after receiving either of these ratings.

[6.69.8.11 NMAC - N, XX-XX-12]

6.69.8.12 APPEAL OF EFFECTIVENESS EVALUATIONS:

A. A school district shall adopt procedures for permitting expedited review for the purpose of a licensed school employee requesting an exemption from being rated during a given school year under the school district's EES based only upon extraordinary circumstances.

B. The procedures shall require a written appeal to be submitted to the appellate reviewer within no more than 15 calendar days of receipt of a written notice that the licensed employee's performance deficiencies have not been satisfactorily corrected.

C. Appeals shall be received in a manner that permits verification of the date of receipt.

D. The person who evaluated the licensed school employee shall not be same person who receives and determines the appeal.

E. An exemption from the provisions of this rule can only be granted for one school year based upon extraordinary circumstances, which shall consist of:

(1) a licensed school employee's not having performed services during an entire school year, excluding days out for approved leave and school holidays or closure days, for reasons beyond the employee's control;

(2) a licensed school employee's not being able to perform services for extended periods during a school year due to documented medical reasons of the employee or of the employee's spouse, live-in partner or a child;

(3) a licensed school employee's not being able to perform services for extended periods during a school year due to the death of the employee's spouse, live-in partner or a child; or

(4) a licensed school employee's not having been afforded a full 90 days to demonstrate growth in performance for any reason including the employee's own illness, provided that it shall be the employee's burden to provide verification of not being afforded the full 90 days.

F. All decisions on appeals rendered under this section shall be final and not further reviewable by anyone else at the school district or by the PED.

[6.69.8.12 NMAC - N, XX-XX-12]

6.69.8.13 TEACHERS AND ADMINISTRATORS IN NON-PUBLIC SCHOOLS:

A. Only licensed staff employed in schools subject to the A-B-C-D-F Schools Rating Act [Sections 22-2E-1 to 22-2E-4 NMSA 1978] shall be governed by any requirement or provision of this rule.

B. Specifically, neither licensed teachers nor administrators employed in private schools, BIE schools or state agencies shall be governed by any requirement or provision of this rule.

[6.69.8.13 NMAC - N, XX-XX-12]

HISTORY OF 6.69.8 NMAC: [Reserved]

DRAFT 6-14-12