

## VSBPE Rule Changes Justification

VSBPE Rule	Recommendation	Justification	Decision
<b>5150</b> <b>Definition of Terms</b>	Core Teaching Standards for Vermont Educators (pg 7)  “Core Teaching Standards for Vermont Educators” means the core standards for what all educators should know and be able to do as defined in the document, <i>A Vision for Teaching, Leading, and Learning: Core Teaching and Leadership Standards for Vermont Educators</i> , developed, and periodically updated, by the Vermont Standards Board for Professional Educators	Insert actual document name	
<b>5150</b> <b>Definition of Terms</b>	Core Leadership Standards for Vermont Educators (pg 7)  “Core Leadership Standards for Vermont Educators” means the core standards for what all educational administrators should know and be able to do as defined in the document, <i>A Vision for Teaching, Leading, and Learning: Core Teaching and Leadership Standards for Vermont Educators</i> , developed, and periodically updated, by the Vermont Standards Board for Professional Educators	Insert actual document name	
<b>5150</b> <b>Definition of Terms</b>	Limitations Insert period at the end of the sentence	Typo correction	
<b>5150</b> <b>Definition of Terms</b>	Teaching experience Endorsement areas for educators whose employment is considered teaching experience <b>ADD:84 Educational SLP, 66 School Psychologist</b>	SLP: Need to meet core teaching standards; can be licensed as a Special Education Director who supervises licensed educators	
<b>5211.3</b>	Candidates for licensure via any alternate route to licensure approved under 5332 licensure competencies, specific endorsement competencies and additional requirements, if any, and other licensure requirements in effect at the time of written notification of acceptance of their credentials for review under <del>Rule 5333</del> , 5310 or 5323 (transcript review), or 5332 (alternate routes).	Rule 5333 was removed in 2015	
<b>5231.7</b>	Delete: Speech Language Pathologist	Misalignment. Must meet core teaching standards	
<b>5231.7</b>	Delete School Psychologist	Misalignment. Currently do not	

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		<p>have to meet core teaching standards or participate in Student Teaching, however eligible to receive Special Education Director endorsement after three years of teaching experience.</p> <p>In conflict with Praxis Core expectations in endorsement. Page 178, 179. Revised March 2015.</p>	
<p><b>5230 General Requirements for All Applicants for Professional Licensure</b></p>	<p>Add 5231.8 Add-On endorsements take on the degree requirements of the existing endorsement. An Add-on to a CTE endorsement would be considered a CTE endorsement.</p>	<p>Recommendation from River Valley Technical Center for on-line teaching endorsement for CTE</p>	
<p><b>5310 Approved Vermont Educator Preparation Program</b></p>	<p><b>Endorsement areas where you can apply for Initial Licensure via Transcript Review</b>  <del>42 Educational Technology Specialist</del></p>	<p>TAP has an approved Ed Tech Specialist program</p>	
<p><b>5310 Approved Vermont Educator Preparation Program</b></p>	<p>The knowledge and skills of an applicant for an initial license who wishes to qualify for an endorsement for which an approved Vermont educator preparation program does not exist, or did not exist within the last five (5) years, shall be evaluated by the Standards Board, or the Office, on an individual basis, through transcript review, <b>with the exception in some cases when the endorsement requires a clinical license</b> to establish that the applicant meets the requirements of these rules. Only coursework which appears, for credit, on an official transcript and for which the applicant received a grade of “B” or better, may be counted toward the requirements for initial licensure through transcript review.</p>	<p>The AOE processes more E-SLP applications from out of state and without a recommendation for licensure. Removing this will have a negative impact on E-SLP applicants. The only other avenue they would have for licensure is Peer Review.</p>	
<p><b>5350 Temporary Licenses: Provisional Licenses and Endorsements</b></p>	<p>Qualifications – With the exceptions below, applicants for a Provisional License and/or endorsement shall possess a baccalaureate degree <b>in the content area</b> and meet at least one of the following</p>	<p>For clarification purposes</p>	

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5351	<p>criteria:</p> <p>b) possess any expired <b>professional</b> Vermont educator license or any expired <b>professional</b> educator license from another state, provided the license expired no fewer than two years and no longer than 10 years ago;</p>		
5350 Temporary Licenses 5351 d)iii	<p>Applicants for a Provisional Career Technical Education endorsement must have a current Level I or Level II Vermont Educator’s License but are exempt from the baccalaureate degree requirement when adding a 2<sup>nd</sup> CTE endorsement.</p>	<p><b>Recommended change from River Valley Technical Center</b></p>	
5421 Level II Professional Educator’s License	<p>Inserted back into Rule:</p> <p>c) Provided verification from the current administrator who supervises the educator’s work that the educator is performing at a professional level in relation to the Core Teaching Standards or the Core Leadership Standards.</p> <p><b><i>Additional Language to ADD: Level I Superintendents transitioning to a Level II must have the Chair of the Supervisory Union/Supervisory District sign the appropriate Transition form, and private school educators without a licensed administrator may have Headmaster/Head of School sign the appropriate Transition form. (All Transitions forms provided by the Agency.)</i></b></p> <p>d) Provided documentation of any valid licenses or credentials that are required by the endorsement(s) sought.</p>	<p><b>Omitted from 2018 Rule, deleted along with self-assessment requirement.</b></p> <p><b>This has been traditional practice for Board Chairs to sign Transition form for Superintendents, but Board Chairs are not usually licensed administrators. (VSBPE definition of administrator – Rule 5150)</b></p> <p><b>Same for private school educators, but many private schools do not have licensed administrators. (VSBPE definition of administrator – Rule 5150)</b></p>	<p><b>Approved 11-29-18</b></p>

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		<p>Transition forms provided by AOE omitted from 2018 Rules.</p> <p>5421(c ) would become 5421(d)</p>	
<p><b>5424</b> <b>Retired Educator License</b></p>	<p>Retired Educator License</p> <p>This license may only be issued for <b>current</b> Level II endorsements held by the educator at the time of application. A person who has a minimum of fifteen (15) years of experience as a licensed educator, who has withdrawn from active service, and who is receiving a retirement allowance from the Vermont State Teachers Retirement System for his/her service as an educator, shall qualify for a five (5) year Retired Educator's License upon application to the Office. Educators with fifteen (15) years teaching experience under a current license, in a position exempt from participation in the Vermont State Teachers Retirement System, e.g., Independent School educators, can qualify for a Retired Educator License. An initial Retired Educator License may only be issued to an educator who has completed three</p> <p>(3) professional learning credits or 45 hours. Only academic course credits receiving a grade of "B" or better are accepted. At least one (1) credit or 15 hours must address the specific knowledge and performance standards of the endorsement(s) being sought and must occur within the three (3) years preceding application for the Retired Educator License in each endorsement area.</p> <p>Level II Professional Educator License holders employed as educators in a Vermont entity served by a local or regional standards board shall have their professional learning credits approved by the board. A Level II Professional Educator License holder who is not employed by a Vermont entity served by a local</p>	<p>Need specificity on knowing the license is current and valid.</p>	

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	<p>or regional standards board at the time of application shall present their professional learning credits directly to the Office for approval.</p>		
<p>5433</p> <p><b>Retired Educator License Renewal</b></p>	<p><b>Retired Educator License Renewal</b>            A Retired Educator License holder may renew the license every five (5) years. The expiration date of any additional endorsement(s) shall be the expiration date of the current Retired Educator License. Educators who have worked in Vermont under the Retired License shall seek a recommendation from their local or regional standards board or from the Office if the educator is employed by an entity not served by a local or regional board. If the applicant presents the following:            a) Documentation showing completion of three (3) credits or 45 hours of professional learning <b>per endorsement</b> completed within the preceding three (3) years, with at least one (1) credit or 15 hours shall address the specific knowledge and</p>	<p><b>Clarification and consistency with language in other sections of license renewal.</b></p>	
<p>5443</p> <p><b>Additional Endorsements</b></p>	<p>5443.1 The holder of any license who wishes to qualify for an additional endorsement via transcript review shall present evidence of meeting the knowledge and performance standards and additional requirements, if any, of the endorsement. A minimum of eighteen (18) credit hours, or as specified by the endorsement is required. Only coursework for which the applicant received a grade of “B” or better may be counted toward the requirements for any additional endorsement. The applicant shall meet requirements for <b>current</b> knowledge and skills as established by the Standards Board. <del>policy.</del></p>	<p><b>Align with current practice</b></p>	
<p>5440-30</p>	<p>Driver and Traffic Safety Education</p> <p><b>An applicant for Driver and Traffic Safety Education endorsement (30), Classroom Instruction portion only or an educator who holds a Driver and Traffic Safety Education endorsement, for Classroom Instruction only need to hold a bachelor’s degree.</b></p>	<p>It has been difficult over the last few years for School Districts to find qualified Driver Education Instructors for In-Class Instruction and In-Vehicle Instruction. Some of this is due to</p>	

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	<p>An applicant for Driver and Traffic Safety Education endorsement (30), (In-vehicle portion only) or an educator who holds a Driver and Traffic Safety Education endorsement, for (In-vehicle only) need to hold at a minimum a high school diploma, GED or an Associate’s Degree, or the equivalent.</p>	<p>the elimination of the program from the VT Higher Education Collaborative.</p>	
<p><b>5520</b> <b>Code of Professional Ethics</b></p>	<p>Change 5510 title to: Code of Ethics for Professional Educators</p>	<p>Clerical - New Code of Ethics for Professional Educators adopted by the VSBPE 2017-2018</p>	
<p><b>5521</b></p>	<p><b>Principle I: Responsibility to the Profession</b></p> <p>The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.</p> <p><i>The professional educator demonstrates responsibility to oneself as an ethical professional by:</i></p> <p>Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;</p> <p>Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views;</p> <p>Holding oneself responsible for ethical conduct;</p> <p>Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;</p>	<p>New Principle I</p> <p>Code of Ethics for Professional Educators Principles adopted by the VSBPE 2017-2018</p>	<p>Adopted by the VSBPE 2017-2018</p>

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	<p style="color: red;">Refraining from professional and personal activity that may lead to reducing one’s effectiveness within the school community;</p> <p style="color: red;">6. Avoiding the use of one’s position for personal gain and avoiding the appearance of impropriety;</p> <p style="color: red;">7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.</p> <p style="color: red;">B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:</p> <p style="color: red;">1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;</p> <p style="color: red;">2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;</p> <p style="color: red;">3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;</p> <p style="color: red;">4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate.</p> <p style="color: red;">5. Cooperating fully during ethics investigations and proceedings</p> <p style="color: red;">C. The professional educator promotes and advances the profession within and beyond the school community by:</p> <p style="color: red;">1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership</p>		

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	<p>and student services;</p> <p>2. Engaging in respectful discourse regarding issues that impact the profession;</p> <p>3. Enhancing one’s professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;</p> <p>4. Actively participating in educational and professional organizations and associations; and</p> <p>5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.</p>		
5522	<p><b><u>Principle II: Responsibility for Professional Competence</u></b></p> <p>The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.</p> <p><i>A. The professional educator demonstrates commitment to high standards of practice through:</i></p> <ol style="list-style-type: none"> <li>1. Incorporating into one’s practice state and national standards, including those specific to one’s discipline.</li> <li>2. Using the <i>Model Code of Educator Ethics</i> and other ethic codes unique to one’s discipline to guide and frame educational decision- making;</li> <li>3. Advocating for equitable educational opportunities for all students;</li> <li>4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one’s position.</li> <li>5. Reflecting upon and assessing one’s professional skills, content</li> </ol>	<p>New Principle II</p> <p>Code of Ethics for Professional Educators Principles adopted by the VSBPE 2017-2018</p>	



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	<p>knowledge and competency on an ongoing basis; and</p> <p>6. Committing to ongoing professional learning.</p> <p>B. The professional educator demonstrates responsible use of data, materials, research and assessment by:</p> <p>1. Appropriately recognizing others’ work by citing data or materials, published, unpublished, or electronic sources when disseminating information;</p> <p>2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;</p> <p>3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;</p> <p>4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;</p> <p>5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one’s research and practice, in accordance with district policy, state and federal laws; and</p> <p>6. Using data, data sources, or findings accurately and reliably.</p> <p>C. The professional educator acts in the best interest of all students by:</p> <p>1. Increasing students’ access to curriculum, activities, and resources in order to provide a quality and equitable educational experience.</p> <p>2. Working to engage the school community to close achievement,</p>		

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	<p>opportunity, and attainment gaps; and</p> <p>3. Protecting students from any practice that harms or has the potential to harm students.</p>		
5523	<p><b>Principle III: Responsibility to Students</b></p> <p>The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.</p> <p><i>A. The professional educator respects the rights and dignity of students by:</i></p> <ol style="list-style-type: none"> <li>1. Respecting students by taking into account their age, gender, culture, setting and socioeconomic context;</li> <li>2. Interacting with students with transparency and in appropriate settings;</li> <li>3. Communicating with students in a clear, respectful, and culturally sensitive manner;</li> <li>4. Taking into account how appearance and dress can effect one’s interactions and relationships with students;</li> <li>5. Considering the implication of accepting gifts from or giving gifts to students;</li> <li>6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;</li> <li>7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;</li> <li>8. Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and</li> <li>9. Considering the ramifications of entering into an adult relationship</li> </ol>	<p>New Principle III</p> <p>Code of Ethics for Professional Educators Principles adopted by the VSBPE 2017-2018</p>	

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	<p>of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator’s career. The professional educator ensures that the adult relationship was not started while the former student was in school.</p> <p><i>B. The professional educator demonstrates an ethic of care through:</i></p> <ol style="list-style-type: none"> <li>1. Seeking to understand students’, educational, academic, personal and social needs as well as students’ values, beliefs, and cultural background;</li> <li>2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and 3.</li> </ol> <p>Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.</p> <p><i>C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:</i></p> <ol style="list-style-type: none"> <li>1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;</li> <li>2. Upholding parents’/guardians’ legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and</li> <li>3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.</li> </ol>		
5524	<p><b><u>Principle IV: Responsibility to the School Community</u></b>            The professional educator promotes positive relationships and effective interactions, with members of the school</p>	<p>New Principle IV</p> <p>Code of Ethics for Professional</p>	

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	<p>community, while maintaining professional boundaries.</p> <p><i>A. The professional educator promotes effective and appropriate relationships with parents/guardians by:</i></p> <ol style="list-style-type: none"> <li>1. Communicating with parents/guardians in a timely and respectful manner that represents the students’ best interests;</li> <li>2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;</li> <li>3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and</li> <li>4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.</li> </ol> <p><i>B. The professional educator promotes effective and appropriate relationships with colleagues by:</i></p> <ol style="list-style-type: none"> <li>1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;</li> <li>2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy; Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;</li> <li>4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;</li> <li>5. Enhancing the professional growth and development of new</li> </ol>	<p>Educators Principles adopted by the VSBPE 2017-2018</p>	

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	<p style="text-align: center;">educators by supporting effective field experiences, mentoring or induction activities across the career continuum;</p> <p>6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles;</p> <p>7. Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize students’ opportunities and achievement; and</p> <p>8. Working to ensure a workplace environment that is free from harassment.</p> <p><i>C. The professional educator promotes effective and appropriate relationships with the community and other stakeholders by:</i></p> <p>1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;</p> <p>2. Collaborating with community agencies, organizations, and individuals in order to advance students’ best interest without regard to personal reward or remuneration; and</p> <p>3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.</p> <p><i>D. The professional educator promotes effective and appropriate relationships with employers by:</i></p>		

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	<ol style="list-style-type: none"> <li>1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;</li> <li>2. Respecting intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials;</li> <li>3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and</li> <li>4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.</li> </ol> <p style="margin-left: 20px;"><i>E. The professional educator understands the problematic nature of multiple relationships by:</i></p> <ol style="list-style-type: none"> <li>1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students’ learning and well-being or diminish educator effectiveness;</li> <li>2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;</li> <li>3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and</li> <li>4. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.</li> </ol>		

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5525	<p><b><u>Principle V: Responsible and Ethical Use of Technology</u></b></p> <p>The professional educator considers the impact of consuming, creating, distributing and communicating information through <u>all</u> technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.</p> <p><i>A. The professional educator uses technology in a responsible manner by:</i></p> <ol style="list-style-type: none"> <li>1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one’s interactions with students, colleagues, and the general public;</li> <li>2. Staying abreast of current trends and uses of school technology;</li> <li>3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;</li> <li>4. Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;</li> <li>5. Understanding and abiding by the district’s policy on the use of technology and communication;</li> <li>6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and</li> <li>7. Exercising prudence in maintaining separate and</li> </ol>	<p><b>New Principle V</b></p> <p>Code of Ethics for Professional Educators Principles adopted by the VSBPE 2017-2018</p>	

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	<p style="color: red;">professional virtual profiles, keeping personal and professional lives distinct.</p> <p style="color: red;"><i>B. The professional educator ensures students' safety and well-being when using technology by:</i></p> <ol style="list-style-type: none"> <li>1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;</li> <li>2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and</li> <li>3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.</li> </ol> <p style="color: red;"><i>C. The professional educator maintains confidentiality in the use of technology by:</i></p> <ol style="list-style-type: none"> <li>1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;</li> <li>2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and</li> <li>3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.</li> </ol>		



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	<p><i>D. The professional educator promotes the appropriate use of technology in educational settings by:</i></p> <ol style="list-style-type: none"> <li><b>1. Advocating for equal access to technology for all students, especially those historically underserved;</b></li> <li><b>2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and</b></li> <li><b>3. Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.</b></li> </ol>		
<p><b>5526 through 5530</b></p>	<p>Delete sections</p>	<p>Principles have been reduced from 10 to 5 which will require renumbering of following sections</p> <p>*Leave Application Notes Section under 5530 as is and insert at the end of the new Principle V section 5525 .</p>	
<p><b>5621.2 Establishment and Maintenance</b></p>	<p><del>5621.2. A supervisory union/district may form more than one local standards board or be part of a collaborative board with other supervisory union/districts. Such formations are subject to the approval of the Standards Board.</del></p>	<p>Only one board is required.</p>	
<p><b>5624.1 5624.2 Plan of Operation</b></p>	<p><del>5624.1 Each local standards board shall follow the VSBPE develop its own plan for operation according to guidelines, policies and procedures. established by the Standards Board.</del></p>	<p>One plan of operation format is used for all boards.</p>	

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	5624.2 The plan of operation shall indicate that an annual report will be submitted to the Standards Board, or the Office, on or before a date to be determined by the Standards Board <del>or the office.</del>	Same language as 5635.1	
5632 Primary Purpose	A regional standards board shall be established and maintained for the primary purpose of recommending administrators for relicensure. Such recommendations shall be based on the following: verified professional learning activities, these rules, standards defined by the Standards Board, and procedures set forth in a regional plan of operation that has been approved <del>regionally and</del> by the Standards Board. Current administrators who also hold endorsements in fields other than administration shall renew those endorsements through the regional standards board.	Update based on past and current practice	
5635.1 Plan of Operation	5635.1 Each regional board shall <del>follow the VSBPE develop its own</del> plan for operation according to guidelines, policies, and procedures. <del>established by the Standards Board.</del>	One plan of operation format is used for all boards. Same as 5624.1	