



# Registered Apprenticeship Standards

- National Program Standards     National Guidelines for Apprenticeship Standards  
 Local Apprenticeship Standards



*Office of the State Board of Education  
650 West State Street 3rd Floor  
Boise, 18856, 83702*

**Occupation:** *Multiple*

**O\*NET-SOC Code:** *See Appendix A* **RAPIDS Code:** *See Appendix A*

***In Coordination with the Idaho Department of Labor***

Developed in Cooperation with the  
U.S. Department of Labor  
Office of Apprenticeship

Approved by the  
U.S. Department of Labor  
Office of Apprenticeship

Registered By: **ROBERT SNYDER**

Signature: Robert Snyder  
Robert Snyder (Feb 8, 2024 08:54 MST)

Title: **STATE DIRECTOR, IDAHO**

Office of Apprenticeship **REGION 6**

Date: 02/08/2024

Registration Number: 2024-ID-127815

Check here if these are revised Standards



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**SECTION I – STANDARDS OF APPRENTICESHIP 29 CFR § 29.5**

**A. Responsibilities of the sponsor: Office of the State Board of Education** must conduct, operate, and administer this program in accordance with all applicable provisions of Title 29 Code of Federal Regulations (CFR) part 29, subpart A and part 30, and all relevant guidance issued by the Office of Apprenticeship (OA). The sponsor must fully comply with the requirements and responsibilities listed below and with the requirements outlined in the document “Requirements for Apprenticeship Sponsors Reference Guide.”

**Sponsors shall:**

- Ensure adequate and safe equipment and facilities for training and supervision and ensure the provision of safety training for apprentices on-the-job and in related instruction.
- Ensure there are qualified training personnel and adequate supervision on the job.
- Ensure that all apprentices are under written apprenticeship agreements incorporating, directly or by reference, these Standards and the document “Requirements for Apprenticeship Sponsors,” and that meets the requirements of 29 CFR § 29.7. Form ETA 671 may be used for this purpose and is available upon logging into RAPIDS.
- Register all apprenticeship Standards with the U.S. Department of Labor, including local variations, if applicable.
- Submit apprenticeship agreements within 45 days of enrollment of apprentices.
- Arrange for periodic evaluation of apprentices’ progress in skills and technical knowledge, and maintain appropriate progress records.
- Notify the U.S. Department of Labor within 45 days of all suspensions for any reason, reinstatements, extensions, transfers, completions and cancellations with explanation of causes. Notification may be made in RAPIDS or using the contact information in Section K.
- Provide each apprentice with a copy of these Standards, Requirements for Apprenticeship Sponsors Reference Guide, Appendix A, and any applicable written rules and policies, and require apprentices to sign an acknowledgment of their receipt. If the sponsor alters these Standards or any Appendices to reflect changes it has made to the apprenticeship program, the sponsor will obtain approval of all modifications from the Registration Agency, then provide apprentices a copy of the updated Standards and Appendices and obtain another acknowledgment of their receipt from each apprentice.
- Adhere to Federal, State, and Local Law Requirements -- The Office of Apprenticeship’s registration of the apprenticeship program described in these Standards of Apprenticeship on either a nationwide basis (under the National



Program Standards of Apprenticeship) or within a particular State, and the registration of individual apprentices under the same program, does not exempt the program sponsor, and/or any employer(s) participating in the program, and/or the individual apprentices registered under the program from abiding by any applicable Federal, State, and local laws or regulations relevant to the occupation covered by these Standards, including those pertaining to occupational licensing requirements and minimum wage and hour requirements.

The program's Standards of Apprenticeship must also conform in all respects with any such applicable Federal, State, and local laws and regulations. Any failure by the program to satisfy this requirement may result in the initiation of deregistration proceedings for reasonable cause by the Office of Apprenticeship under 29 CFR § 29.8.

**B. Minimum Qualifications - 29 CFR §29.5(b)(10)**

An apprentice must be at least 18 years of age, except where a higher age is required by law, and must be employed to learn an apprenticeable occupation. Please include any additional qualification requirements as appropriate (optional):

Other *See Appendix A*

**C. Apprenticeship Approach and Term - 29 CFR § 29.5(b)(2)**

The apprenticeship program(s) will select an apprenticeship training approach. The approach is notated in Appendix A, APPRENTICESHIP APPROACH.

**D. Work Process Schedule and Related Instruction Outline - 29 CFR § 29.5(b)(4)**

Every apprentice is required to participate in related instruction in technical subjects related to the occupation. Apprentices  will  will not be paid for hours spent attending related instruction classes. The Work Process Schedule and Related Instruction Outline are outlined in Appendix A.

**E. Credit for Previous Experience - 29 CFR § 29.5(b)(12)**

Apprentice applicants seeking credit for previous experience gained outside the apprenticeship program must furnish such transcripts, records, affidavits, etc. that may be appropriate to substantiate the claim. **Office of the State Board of Education** will evaluate the request for credit and make a determination during the apprentice's probationary period.

**F. Probationary Period - 29 CFR § 29.5(b)(8) and (20)**

Every applicant selected for apprenticeship will serve a probationary period which may not exceed 25 percent of the length of the program or 1 year whichever is shorter. The probationary period is notated in Appendix A, PROBATIONARY PERIOD.

**G. Ratio of Apprentices to Journeyworkers - 29 CFR § 29.5(b)(7)**

Every apprenticeship program is required to provide an apprenticeship ratio of apprentices to journeyworkers for adequate supervision. The ratio is notated in Appendix A, RATIO OF APPRENTICES TO JOURNEYWORKERS.

**H. Apprentice Wage Schedule - 29 CFR § 29.5(b)(5)**

Apprentices must be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate. The progressive wage schedule is notated in Appendix A, APPRENTICE WAGE SCHEDULE.



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## I. Equal Employment Opportunity and Affirmative Action

### 1. Equal Opportunity Pledge - 29 CFR §§ 29.5(b)(21) and 30.3(c)(1)

**Office of the State Board of Education** will not discriminate against apprenticeship applicants or apprentices based on race, color, religion, national origin, sex (including pregnancy, gender identity, and sexual orientation), sexual orientation, genetic information, or because they are an individual with a disability or a person 40-years old or older.

**Office of the State Board of Education** will take affirmative action to provide equal opportunity in apprenticeship and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.

### 2. Affirmative Action Program - 29 CFR §§ 29.5(b)(21), 30.4-30.9

**Office of the State Board of Education** acknowledges that it will adopt an affirmative action plan in accordance with 29 CFR §§ 30.4-30.9 (required for sponsors with five or more registered apprentices by two years from the date of the sponsor's registration or by two years from the date of registration of the program's fifth (5<sup>th</sup>) apprentice). Information and technical assistance materials relating to the creation and maintenance of an affirmative action plan will be made available on the Office of Apprenticeship's website.

### 3. Selection Procedures - 29 CFR § 30.10

Every sponsor will adopt selection procedures for their apprenticeship programs, consistent with the requirements set forth in 29 CFR § 30.10(b). The selection procedures for each occupation for which the sponsor intends to train apprentices are notated in Appendix A, SELECTION PROCEDURES.

## J. Complaint Procedures - 29 CFR §§ 29.5(b)(22), 29.7(k), 29.12, and 29 CFR § 30.14

If an applicant or an apprentice believes an issue exists that adversely affects the apprentice's participation in the apprenticeship program or violates the provisions of the apprenticeship agreement or Standards, the applicant or apprentice may seek relief. Nothing in these complaint procedures precludes an apprentice from pursuing any other remedy authorized under another Federal, State, or local law. Below are the methods by which apprentices may send a complaint:

1. **Complaints regarding discrimination.** Complaints must contain the complainant's name, address, telephone number, and signature, the identity of the respondent, and a short description of the actions believed to be discriminatory, including the time and place. Generally, a complaint must be filed within **300** days of the alleged discrimination. Complaints of discrimination should be directed to the following contact:

***U.S. Department of Labor, Office of Apprenticeship***

***200 Constitution Ave. NW, Washington, DC 20210***

***Telephone Number: (202) 693-2796***

***Email Address: ApprenticeshipEEOcomplaints@dol.gov***

***Point of Contact: Director, Division of Registered Apprenticeship and Policy***

***Attn: Apprenticeship EEO Complaints***

You may also be able to file complaints directly with the EEOC, or State fair employment practices agency.



- 2. Other General Complaints.** The sponsor will hear and attempt to resolve the matter locally if written notification from the apprentice is received within 15 days of the alleged violation(s). The sponsor will make such rulings as it deems necessary in each individual case within 30 days of receiving the written notification:

Name: *Deputy Director of the Office of the State Board of Education*  
Address: *650 West State Street 3rd Floor Boise, 18856, 83702*  
Telephone Number: *(208) 332-1582*

Any complaint described above that cannot be resolved by the program sponsor to the satisfaction of all parties may be submitted to the Registration Agency provided below in Section K.

**K. Registration Agency General Contact Information 29 CFR § 29.5(b)(17)**

The Registration Agency is the United States Department of Labor’s Office of Apprenticeship. General inquiries, notifications and requests for technical assistance may be submitted to the Registration Agency using the contact information below:

Name: *US/DOL/OA, Robert Snyder, Idaho State Director*  
Address: *1387 S. Vinnell Way, #110, Boise, ID 83709*  
Telephone Number: *208-321-2973*  
Email Address: *Snyder.robert@dol.gov*

**L. Reciprocity of Apprenticeship Programs 29 CFR § 29.13(b)(7)**

States must accord reciprocal approval for Federal purposes to apprentices, apprenticeship programs and standards that are registered in other States by the Office of Apprenticeship or a Registration Agency if such reciprocity is requested by the apprenticeship program sponsor.

Program sponsors seeking reciprocal approval must meet the wage and hour provisions and apprentice ratio standards of the reciprocal State.

**SECTION II - APPENDICES AND ATTACHMENTS**

- Appendix A** – *Work Process Schedule, Related Instruction Outline, Apprentice Wage Schedule, Ratio of Apprentices to Journeyworkers, Type of Occupation, Term of Apprenticeship, Selection Procedures, and Probationary Period*
- Appendix B** – *ETA 671 - Apprenticeship Agreement and Application for Certification of Completion of Apprenticeship (To be completed **after** registration. Sample attached)*
- Appendix C** – *Affirmative Action Plan (Required within two years of registration unless otherwise exempt per 29 CFR §30.4(d))*
- Appendix D** – *Employer Acceptance Agreement (For programs with multiple-employers only)*



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### **SECTION III - VETERANS' EDUCATIONAL ASSISTANCE AS MANDATED BY PUBLIC LAW 116-134 (134 STAT. 276)**

Pursuant to section 2(b)(1) of the Support for Veterans in Effective Apprenticeships Act of 2019 (Pub. L. 116-134, 134 Stat. 276), by signing these program Standards, the program sponsor official whose name is subscribed below assures and acknowledges to the U.S. Department of Labor's Office of Apprenticeship the following regarding certain G.I. Bill and other VA-administered educational assistance referenced below (and described in greater detail at the VA's website at: <https://www.va.gov/education/eligibility>) for which current apprentices and/or apprenticeship program candidates may be eligible:

- (1) The program sponsor is aware of the availability of educational assistance for a veteran or other eligible individual under chapters 30 through 36 of title 38, United States Code, for use in connection with a registered apprenticeship program;
- (2) The program sponsor will make a good faith effort to obtain approval for educational assistance described in paragraph (1) above for, at a minimum, each program location that employs or recruits an veteran or other eligible individual for educational assistance under chapters 30 through 36 of title 38, United States Code; and
- (3) The program sponsor will not deny the application of a qualified candidate who is a veteran or other individual eligible for educational assistance described in paragraph (1) above for the purpose of avoiding making a good faith effort to obtain approval as described in paragraph (2) above.

**NOTE:** The aforementioned requirements of Public Law 116-134 shall apply to "any program applying to become a registered apprenticeship program on or after the date that is 180 days after the date of enactment of this Act" (i.e., September 22, 2020). Accordingly, apprenticeship programs that were registered by a Registration Agency before September 22, 2020, are not subject to these requirements.



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## SECTION IV - SIGNATURES

### OFFICIAL ADOPTION OF APPRENTICESHIP STANDARDS

The undersigned sponsor hereby subscribes to the provisions of the foregoing Apprenticeship Standards formulated and registered by **Office of the State Board of Education**, on this **17th** day of **January, 2024**.

The signatories acknowledge that they have read and understand the document titled "Requirements for Apprenticeship Sponsors Reference Guide" and that the provisions of that document are incorporated into this agreement by reference unless otherwise noted.

Jenn

Thompson

Digitally signed by Jenn  
Thompson  
Date: 2024.01.22  
12:21:08 -07'00'

*Signature of Sponsor (designee)*

*Jenn Thompson*

*Printed Name*



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# **Appendix A.3**

## **WORK PROCESS SCHEDULE**

### **AND**

## **RELATED INSTRUCTION OUTLINE**

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## Appendix A.3

### WORK PROCESS SCHEDULE

#### K-12 Principal

O\*NET-SOC CODE: 11-9032.00 RAPIDS CODE: 3055CB

This schedule is attached to and a part of these Standards for the above identified occupation.

#### 1. APPRENTICESHIP APPROACH

Time-based                       Competency-based                       Hybrid

#### 2. TERM OF APPRENTICESHIP

As per [USDOL Circular 2016-1](#), a “Hybrid approach” [Section 29.5(b)(2)(iii)] provides for the measurement of the apprentice’s skill acquisition through a combination of specified minimum hours of on-the-job learning and the successful demonstration of identified and measured competencies. A hybrid approach requires a minimum and maximum range of time/hours assigned. Sponsors that choose to utilize a hybrid approach must comply with these guidelines for the competency-based portion of the apprentice’s term of apprenticeship. The hybrid approach specifies a minimum and maximum range of hours of on-the-job learning for each task or job requirement, plus the successful demonstration of acquired skills as described by the task statements listed in the work process schedule. Under the hybrid approach, the term of the occupation cannot be less than 2,000 hours of on-the-job learning, per Section 29.4 Criteria for apprenticeable occupations. However, once a term of a hybrid occupation has been Approved the range of hours may be adjusted upward or downward by twenty-five (25) percent, but not both ways. For example: a hybrid occupation with a range of 3,000 to 4,000 hours can be increased with a range of 4,000 to 5,000 hours. A minimum/maximum range of hours would also give the apprentice an opportunity to accelerate the completion of the apprenticeship program with the appropriate test and evaluations provided to the apprentice, by the sponsor. Maximum allowable credit for prior work experience is 50 percent of training.

The term of a **K-12 PRINCIPAL** apprenticeship is outlined as 2000-2500 hours of OJL attainment, supplemented by the 144 hours of related instruction per 2000 hours of OJL. Under the definition of the hybrid approach, the sponsor may choose reduce the hours of this apprenticeship program to 1500 hours or increase the term to 3125 hours.

#### 3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker ratio is: 1 Apprentice to 1 Journeyworker.

#### 4. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, which is: \$46,250.00.

Period	Hours/Competencies	Minimum Wage
1	Starting Wage	\$43,500.00
2	50% of Competencies Complete	\$44,500.00



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## **5. PROBATIONARY PERIOD**

Every applicant selected for apprenticeship will serve a probationary period of 90 days.

## **6. SELECTION PROCEDURES**

Please see page A-10.



## Appendix A.3

### ON-THE-JOB LEARNING OUTLINE K-12 PRINCIPAL

O\*NET-SOC CODE: 11-9032.00 RAPIDS CODE: 3055CB

#### REQUIREMENTS:

##### **Apprentice Orientation Checklist and Apprenticeship Agreement Form 671**

*Per 29 CFR 29.5, prior to signing the apprenticeship agreement, each selected applicant must be given an opportunity to read and review the sponsor's Apprenticeship Standards approved by the Office of Apprenticeship, the sponsor's written rules and policies, the apprenticeship agreement, and the sections of any collective bargaining agreement (CBA) that pertain to apprenticeship. After selection of an applicant for apprenticeship, but before employment as an apprentice or enrollment in related instruction, the apprentice must be covered by a written apprenticeship agreement, which must be submitted to the Office of Apprenticeship.*

*It is the responsibility of the sponsor to submit the following proof of apprentice consent by uploading the following documents signed by the apprentice to the apprentice's RAPIDS profile:*

1. *Signed Form 671 (apprentice agreement)*
2. *Signed Apprentice Orientation Checklist*

*Visit the Idaho Sponsor Success Guide – Onboarding Apprentices to download required document templates.*

##### **To enter the Apprenticeship Program:**

An apprentice must be at least 18 years of age, except where a higher age is required by law, and must be employed to learn an apprenticeable occupation.

There is an educational requirement of:

- Obtained a high school diploma/GED
- Obtained a Baccalaureate Degree

Other:

- Obtain certified employment with an Idaho Public K-12 school district or charter school.
- If the principal apprentice does not hold a Master's degree with a concentration in school leadership, then the principal apprentice must enroll and be granted acceptance to an educator preparation program for school principals from an approved related technical instruction (RTI) provider that culminates in a Master's degree.



**ON-THE-JOB LEARNING – WORK PROCESS SCHEDULE**

Every registered apprenticeship Principal program includes structured on-the-job learning. On-the-job training is developed through mapping the skills and knowledge that the apprentice must learn over the course of the registered apprenticeship Principal program in order to be fully proficient in the job.

- Assigned certified school administrator mentor.
- Individualized Professional Learning Plan.
- Principal Evaluation
  - The principal apprentice must achieve basic or higher in all components in final year of principal ERAP.
- The principal apprentice may not serve as a school principal of record until fully certified as a school principal.
- The principal apprentice is responsible for on-the-job learning hour tracking.
- Have four (4) years of full-time certificated experience working with students, while under contract in an accredited school setting.

**ON-THE-JOB LEARNING:**

Per IDAPA 08.02.02.121, each district principal and school level administrator evaluation model shall be aligned to state minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards. Principal evaluation standards shall additionally address the following domains and components:

<b>DOMAIN 1: School Climate</b>		
<b>Competencies</b>	<b>Date Completed</b>	<b>Initial</b>
<ul style="list-style-type: none"> <li>○ An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.               <ul style="list-style-type: none"> <li>• <b>i. School Culture</b> - Principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow’s careers and life endeavors.</li> <li>• <b>ii. Communication</b> - Principal is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.</li> <li>• <b>iii. Advocacy</b> - Principal advocates for education, the district and school, teachers, parents, and students that engender school support and involvement.</li> </ul> </li> </ul>		



DOMAIN 2: Collaborative Leadership		
Competencies	Date Completed	Initial
<ul style="list-style-type: none"><li>○ An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. The educational leader uses research and/or best practices in improving the education program.<ul style="list-style-type: none"><li>● <b>i. Shared Leadership</b> - Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.</li><li>● <b>ii. Priority Management</b> - Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.</li><li>● <b>iii. Transparency</b> - Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions.</li><li>● <b>iv. Leadership Renewal</b> - Principal strives to continuously improve leadership skills through professional development, self-reflection, and utilization of input from others.</li><li>● <b>v. Accountability</b> - Principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others.</li></ul></li></ul>		



**DOMAIN 3: Instructional Leadership**

Competencies	Date Completed	Initial
<ul style="list-style-type: none"> <li>○ An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The educational leader provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.               <ul style="list-style-type: none"> <li>● <b>i. Innovation</b> - Principal seeks and implements innovative and effective solutions that comply with general and special education law.</li> <li>● <b>ii. Instructional Vision</b> - Principal ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn.</li> <li>● <b>iii. High Expectations</b> - Principal sets high expectations for all students academically, behaviorally, and in all aspects of student well-being.</li> <li>● <b>iv. Continuous Improvement of Instruction</b> - Principal has proof of proficiency in assessing teacher performance based upon the state evaluation framework. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by instructional vision.</li> <li>● <b>v. Evaluation</b> - Principal uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness.</li> <li>● <b>vi. Recruitment and Retention</b> -Principal recruits and maintains a high-quality staff</li> </ul> </li> </ul>		



## Appendix A.3

### RELATED INSTRUCTION OUTLINE

#### K-12 PRINCIPAL

O\*NET-SOC CODE: 11-9032.00 RAPIDS CODE: 3055CB

#### RELATED INSTRUCTION PROVIDER

**Idaho Office State Board of Education**

**650 W State St 3rd floor**

**Boise, Idaho 83720**

#### REQUIRED ORIENTATION TO APPRENTICESHIP TRAINING PROGRAM

##### **Idaho Department of Labor to Apprentice Orientation Training Program:**

The Apprentice Orientation Program provides the apprentice with information and training relevant to every apprenticeship program. It is recommended that this training is completed within the apprentices first 30 days of the apprenticeship. It is 3 hours in length and can be accessed through the link below:

<https://labor-idaho.hubspotpagebuilder.com/apprentice-mentee-training-program>

#### USDOL ANTI-HARRASMENT VIDEO

Informational video from the USDOL regarding Anti-Harassment created specifically for apprenticeship programs. Can be accessed through the link below:

<https://www.dol.gov/agencies/eta/apprenticeship/eo/harassment/video>

#### RELATED INSTRUCTION DESCRIPTIONS:

Apprentices receive related training and instruction that complements on-the-job learning. This instruction delivers the technical, workforce, and academic competencies that apply to the job. It can be provided by a college, a technical school, an apprenticeship training school, or by the employer itself. Credit for prior learning may be provided by public Educator Preparation Providers as stated in Idaho State Board of Education Policy III.L Prior Learning III.L. - Prior Learning | Idaho State Board of Education.

Related Instruction for a K12 Principal is determined by the Related Technical Instruction Provider and based on the Idaho Standards for school principals. The related technical instruction must culminate in a Master's degree or higher from an approved related technical instruction (RTI) provider. The Master's degree must include the completion of at least thirty (30) semester credit hours of graduate study in school administration for the preparation of school principals at an accredited college or university. Related technical instruction must also include an approved Administrator Evaluation Training Course or embedded training to include the demonstration of proficiency in conducting instructional and pupil service staff evaluations based on the Idaho framework for teaching evaluation. The Principal apprentice will receive an institutional recommendation for a School Principal from the approved related technical instruction provider.



## **Idaho Standards for School Principals**

### **Standard 1: Mission, Vision, and Beliefs.**

The school principal candidate demonstrates knowledge of how to develop, advocate, and enact a shared mission, vision, and beliefs of high-quality education and academic success, college and career readiness, and well-being of all students.

### **Standard 2: Ethics and Professional Norms.**

The school principal candidate acts ethically, legally, and with fiscal responsibility in accordance with professional norms and the Code of Ethics for Idaho Professional Educators to promote the academic success and well-being of all students.

### **Standard 3: Equity and Cultural Responsiveness.**

The school principal candidate strives for equity of educational opportunity and models culturally responsive practices to promote the academic success and well-being of all students.

### **Standard 4: Curriculum, Instruction, and Assessment.**

The school principal candidate demonstrates how to develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote the academic success and well-being of all students.

### **Standard 5: Community of Care and Support for Students.**

The school principal candidate demonstrates knowledge of how to cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of all students.

### **Standard 6: Professional Capacity of School Personnel.**

The school principal candidate develops the individual professional capacity and practice of school personnel to promote the academic success and well-being of all students.

### **Standard 7: Professional Community for Teachers.**

The school principal candidate demonstrates knowledge of how to foster a professional community of teachers and other professional staff to promote the academic success and well-being of all students.

### **Standard 8: Meaningful Engagement of Families and Community.**

The school principal candidate engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote the academic success and well-being of all students.

### **Standard 9: Operations and Management.**

The school principal candidate demonstrates knowledge of how to manage school operations and resources to promote the academic success and well-being of all students.

### **Standard 10: Continuous School Improvement.**

The school principal candidate demonstrates knowledge of the use of data to create a continuous school improvement plan to promote the academic success and well-being of all students.

**TOTAL MINIMUM HOURS 144 PER YEAR**





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## **SELECTION PROCEDURES:**

The process for finding and selecting the best talent possible for an apprenticeship opening position includes the following:

The sponsor may post open positions on career sites or the company's internal career board to solicit applications.

Applications will be pre-screened to eliminate candidates who do not meet the basic qualifications requirements of the position.

Those applicants that meet basic qualifications will be processed through an assessment to screen out those who lack the desire and interest for the apprenticeship. Screening applicants will be performed through interviews and job simulations to select candidates with the highest potential for apprenticeship success.

The Apprentice(s) will be selected based on the most qualified candidate.

Applicants that have accepted the position will be registered within 45 days.

The apprenticeship selection process and procedures will be uniformly and consistently applied to all applicants.

Any applicant who feels that they were wrongfully denied entry into the apprenticeship program may appeal the decision using the applicant appeals procedure described in Section J of the Standards.

### **Maintenance of Applications and Selection Records**

The sponsor and participating employer will keep adequate records according to their own internal systems, policies, and procedures. There will be no undue burden placed on the company in regarding to hiring the applicant as their apprentice. The items and records maintained, including qualifications of each applicant; the basis for evaluation for selection or rejection of each applicant; the records pertaining to interviews of applicants; the original application for each applicant; information relative to the operation of the apprenticeship program, including, but not limited to, job assignment, promotion, demotion, layoff, or termination; rates of pay or other forms of compensation or conditions of work; hours including hours of work and, separately, hours of training provided; and any other records pertinent to a determination of compliance with 29 CFR § 30, as may be required by the U.S. Department of Labor.

The records pertaining to individual applicants selected will be maintained in such manner as to permit the identification of race, gender, or ethnicity.

Records will be maintained for 5 years from the date of last action and made available upon request to the U.S. Department of Labor or other authorized representative.



## **SPONSOR OBLIGATION TO PREVENT HARASSMENT AND INTIMIDATION OF APPRENTICES:**

Under the National Apprenticeship Act of 1937, OA is conferred the responsibility to protect the safety and welfare of apprentices. Pursuant to this authority, OA has issued regulations designed to ensure that apprentices participating in the National Apprenticeship System are free from unlawful discrimination, harassment, intimidation, and workplace violence. In all states under 29 CFR 30.3(b)(4), sponsors are obligated to develop and implement procedures to ensure that its apprentices are not harassed because of their race, color, religion, national origin, sex, sexual orientation, age (40 or older), genetic information, or disability and to ensure that its apprenticeship program is free from intimidation and retaliation as prohibited by §30.17.

Harassment and intimidation of any apprentices is intolerable and unacceptable. Program sponsors are obligated under 29 CFR Part 30 to design and implement internal procedures and adopt practical measures for effectively addressing and mitigating harassment risks to apprentices, as well as for promptly handling and resolving apprentice complaints about harassment and intimidation. Additionally, sponsors are responsible for ensuring affiliated and contracted employers do not ignore, tolerate, or encourage any conduct that suggests acceptance of such behaviors.

Incidents of harassment and intimidation of apprentices warrant swift and decisive action from sponsors to prevent reoccurrences and promote environments of tolerance and equity in the workplace so that all apprentices feel safe, welcomed, and treated fairly.

Examples of practical measures sponsors may employ to combat incidents of harassment, discrimination, and intimidation include, but are not limited to:

- designating an individual or office within the employing organization to handle harassment complaints and effectively address harassment risks;
- establishing disciplinary guidelines and procedures for holding offending persons accountable for their actions;
- adopting a process for immediately referring incidents of workplace harassment that involve assault or other crimes to law enforcement agencies; and
- providing supportive services (such as counseling) to apprentices who have experienced harassment and intimidation in the workplace.

OA prohibits, and sponsors must be vigilant in preventing, retaliation against any apprentice for making a good-faith report of harassing conduct, opposing any harassing behavior or other form of discrimination, cooperating with or participating in any investigation of alleged harassing conduct, or otherwise engaging in protected activity.

Harmful and malicious conduct must never be ignored, tolerated, or abetted by program sponsors or participating employers. Apprentices of all racial, ethnic, sexual, religious, and disability backgrounds are entitled to a workplace that is safe, welcoming, and free of both physical and emotional abuse. When made aware of such conduct, the failure of RAP sponsors or an SAA to take immediate action to address and eradicate said conduct could result in the initiation of enforcement proceedings by the Office of Apprenticeship, as well as other governmental agencies, against those parties. Regulatory compliance dictates all reasonable measures be put forth to avoid such an outcome. Sponsors can work towards eliminating harassment by promoting awareness, steadfastly committing to the principles of diversity, equity, inclusion and accessibility (DEIA), and taking swift action to report and hold accountable those who engage in harassing behavior.