

Division of Apprenticeship Standards (DAS)

Apprenticeship Program Summary Sheet

To: Adele Burnes, Chief
From: Scott Fung
CC: DAS, Program Planning & Review Unit
Date: August 28, 2025

Program Name: Paraprofessional Apprenticeship Pathway – Merced Union High School District
Industry: Public Sector
DAS File No.: 101436
Grant Awardee: No Yes CAI-23/24

Action(s):

- Proposed new apprentice program
- Existing apprenticeship program adding new occupations
- Existing apprenticeship program expanding area of operations
- Existing apprenticeship program changing work processes on approved occupations

Labor Organization(s) Representing Apprentices:

California School Employees Association (CSEA) 2201 Fruitland Ave., Atwater, CA 95301

Request for Approval under Labor Code 3075:

Paraprofessional Apprenticeship Pathway – Merced Union High School District is not intended to train in the building and construction trades and is not eligible to dispatch apprentices to projects with public works, prevailing wage or skilled and trained workforce requirements within the meaning of Labor Code sections 1720 and 3075 and will not train or dispatch apprentices in the building and construction trades or firefighters occupations.

Comments:

Every MUHSD student will walk off the graduation stage with a diploma in one hand and CTE certification/proficiency in the other along with college credit on their transcript. Every staff member, every day, will support all students to acquire the skills necessary to develop and follow their postsecondary dreams. The apprenticeship will be designed to support and address the specific needs of Merced County's educational programs, while building pathways

to meet critical workforce demands—such as expanding the future pipeline of qualified, diverse teachers.

Paraprofessional Apprenticeship Pathway – Merced Union High School District and California School Employees Association will oversee the apprenticeship program herein and seeks approval from the Department of Industrial Relations, Division of Apprenticeship Standards for the following:

Proposed Occupation, Wage Rate & O*Net Code:

- Paraprofessional / Instructional Aide O*Net: 25-9042.00
 - Professional Worker Wage: \$24.00 per hour
 - Proposed Apprentice Wage: \$16.50 per hour
 - Proposed No. of Apprentices: 3

Proposed Employers:

- Merced Union High School District, 3430 A Street, Atwater, CA, 95301
 - Occupation(s): Paraprofessional / Instructional Aide

Paraprofessional Apprenticeship Pathway – Merced Union High School District Program Standards

Table of Contents

Program Standards.....	1-7
List of Committee Members.....	Attachment A
Training Schedule and Working Conditions	
Paraprofessional / Instructional Aide.....	Attachment B
Local Education Agency Letter(s).....	Attachment C
Sample Employer Agreement	Attachment D

Article I Purpose and Policy

The parties hereto declare it to be their purpose and policy to establish an organized, planned system of apprenticeship, conducted as an education sponsored, employer-based undertaking.

These standards have, therefore, been adopted and agreed upon under the Shelley-Maloney Apprentice Labor Standards Act of 1939, as amended, to govern the employment and training of apprentices in the trade, craft or occupation defined herein, to become effective upon their approval.

Article II Craft, Trade or Occupation, Related and Supplemental Instruction, Term of Apprenticeship, Ratio, Wage Schedule and Work Training

Occupation: Paraprofessional / Instructional Aide

O*Net Code: 25-9042.00

Attachment: B

Article III Organization

For each employer participating in this program, an “Employer Agreement” (See Attachment D) will be provided to specify the information particular to that employer as noted herein, including the option to waive or offer participation on the committee, employer committee members will be selected as outlined in the rules & regulations.

Article IV Jurisdiction

These standards shall apply to the employer and employee organizations signatory hereto; their members, to other employers who subscribe hereto or who are party to a collective bargaining agreement with an employee organization(s) signatory hereto, and to all apprentice agreements hereunder.

Area Covered by Standards: Merced County

Article V Functions

The functions of the apprenticeship committee shall be to:

- 1) develop an efficient program of apprenticeship through systematic on-the-job training with related and supplemental instruction and periodic evaluation of each apprentice;
- 2) serve in an advisory capacity with employers and employees in matters pertaining to these standards;

- 3) ensure the program's ability, including financial ability, and commitment to meet and carry out its responsibilities under federal and state law and regulations applicable to the apprenticeable occupation and for the welfare of the apprentice;
- 4) aid in the adjustment of apprenticeship disputes;
- 5) develop fair and impartial selection procedures and an affirmative action plan in accordance with existing laws and regulations and apply them uniformly in the selection of applicants for apprenticeship.

Article VI Responsibilities

The responsibilities of the apprenticeship committee shall be to:

- 1) supervise the administration and enforcement of these standards;
- 2) adopt such rules and regulations as are necessary to govern the program provided that the rules and regulations do not conflict with these standards;
- 3) conduct orientations, workshops or other educational sessions for employers to explain the apprenticeship program's standards and the operation of the apprenticeship program;
- 4) pass upon the qualification of employers and, when appropriate, to suspend or withdraw approval;
- 5) conduct on-going evaluation of the interest and capacity of employers to participate in the apprenticeship program and to train apprentices on the job;
- 6) make periodic evaluations of each apprentice on-the-job training and related and supplemental instruction;
- 7) ensure safe work site facilities, skilled workers as trainers at the work site, and safe equipment sufficient to train apprentices;
- 8) determine the qualifications of apprentice applicants and ensure fair and impartial treatment of applicants for apprenticeship selected through uniform selection procedures;
- 9) file a signed copy, written or electronic, of each apprentice agreement with the Division of Apprenticeship Standards, within 30 days of execution, with copies to all parties to the agreement;
- 10) establish and utilize a procedure to record and maintain all records of the apprentice's worksite job progress and progress in related and supplemental instruction;
- 11) establish and utilize a system for the periodic review and evaluation of the apprentice's progress in job performance and related instruction;
- 12) discipline apprentices, up to and including termination, for failure to fulfill their obligations on-the-job or in related instruction, including provisions for fair hearings;
- 13) annually prepare and submit a Self-Assessment Review as well as a Program Improvement Plan to the Chief of the Division of Apprenticeship Standards;

- 14) ensure training and supervision, both on the job and in related instruction, in first aid, safe working practices and the recognition of occupational health and safety hazards;
- 15) ensure training in the recognition of illegal discrimination and sexual harassment;
- 16) establish an adequate mechanism to be used for the rotation of the apprentice from work process to work process to ensure the apprentice of complete training in the apprenticeable occupation including mobility between employers when essential to provide exposure and training in various work processes in the apprenticeable occupation;
- 17) establish an adequate mechanism that will be used to provide apprentices with reasonably continuous employment in the event of a lay-off or the inability of one employer to provide training in all work processes as outlined in the standards;
- 18) comply with meaningful representation requirements for the interests of apprentices in the management of the program where apprentices are at least equally represented on an advisory panel established by the apprenticeship committee responsible for the operation of the program;
- 19) adopt changes to these standards, as necessary, subject to the approval of the parties hereto and the Chief of the Division of Apprenticeship Standards.

Article VII Definition of an Apprentice

An apprentice is a person at least 16 years of age, who has met the requirements for selection under the selection procedures of participating employer, who is engaged in learning a designated craft or trade and who has entered into a written apprentice agreement under the provisions of these standards.

Article VIII Duties of an Apprentice

Each apprentice shall satisfactorily perform all work and learning assignments both on the job and in related instruction and shall comply with the rules, regulations and decisions of the apprenticeship committee.

Article IX Apprentice Agreement

- 1) Each apprentice agreement shall conform to the State law governing apprentice agreements, and shall be signed by the employer, by the program sponsor, and by the apprentice and must be approved by the apprenticeship committee.
- 2) Each apprentice shall be furnished with a copy of or be given an opportunity to study these standards before registration. These standards shall be considered a part of the apprentice agreement as though expressly written therein.

- 3) If the apprentice is under 18 years of age, the agreement must be signed by the apprentice's parent or guardian. When the period of training extends beyond 18, the apprentice agreement shall likewise be binding to such a period as may be covered.

Article X Termination and Transfer of Agreements

- 1) During the probationary period, an apprentice agreement shall be terminated by the apprenticeship committee at the request in writing of either party. After such probationary period, an apprentice agreement may be terminated by the Administrator by mutual agreement of all the parties thereto or cancelled by the Administrator for good and sufficient reason.
- 2) If an employer is unable to fulfill his/her obligations to train under any apprentice agreement or in the event of a layoff, the apprenticeship committee may, with the approval of the Administrator, transfer such agreement to any other employer if the apprentice consents, and such other employer agrees to assume the obligation of said apprentice agreement.

Article XI Lay-off

- 1) If for any reason a lay-off of an apprentice occurs, the apprentice agreement shall remain in effect unless cancelled by the Administrator. However, credit for related instruction shall be given when the apprentice continues such instruction during the lay-off.
- 2) There shall be no liability on the part of the employer, the program, or the committee for an injury sustained by an apprentice engaged in schoolwork at a time when the apprentice is unemployed.

Article XII Controversies

All controversies or differences concerning apprentice agreements that cannot be adjusted locally by the apprenticeship committee or otherwise shall be submitted to the Administrator for determination.

Article XIII Certificate of Completion

- 1) In addition to previous on-the-job training and related school instruction, which is of an approved nature, the Apprentice shall have completed not less than an additional six (6) months as an apprentice under the laws of the State of California and demonstrated mastery of the skills and knowledge of the prescribed program.

- 2) In recognition of unusual ability and progress, the apprenticeship committee may decrease the term of apprenticeship for an individual apprentice not more than twelve and one-half percent (12½%).
- 3) Upon evidence of satisfactory completion of apprenticeship, and upon the recommendation of the apprenticeship committee, each apprentice will be issued a Certificate of Completion by the authority of the Chief of the Division of Apprenticeship Standards and the Interagency Advisory Committee on Apprenticeship.

Article XIV Equal Opportunity in Apprenticeship

The recruitment, selection, employment and training of apprentices during their apprenticeship shall be without discrimination because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation or veteran or military status.

Paraprofessional Apprenticeship Pathway – Merced Union High School District will ensure selection procedures meet objective standards and maintain a fair and equitable selection process for all applicants.

Article XV Written Applications

Applicants can request an application at any time by emailing jmcauley@muhsd.org. We have one cohort each year, typically starting in October. If we receive your application between cohorts, you will be considered for the next cohort.

Article XVI Records

All records will be maintained, in written or electronic form, for five years and kept at:

Paraprofessional Apprenticeship Pathway – Merced Union High School District
3430 A Street
Atwater, CA 95301

Article XVII Annual Compliance

Paraprofessional Apprenticeship Pathway – Merced Union High School District will submit an annual compliance report to the Division of Apprenticeship Standards as requested by the Division.

Paraprofessional Apprenticeship Pathway – Merced Union High School District agrees to accept electronic signatures for these Division of Apprenticeship Standards and all related Division of Apprenticeship Standards documents.

The foregoing standards are hereby agreed to and adopted by Paraprofessional Apprenticeship Pathway – Merced Union High School District on July 30, 2025 (Committee approval date).

Employer Organization

Merced Union High School District
3430 A Street, Atwater, CA 95301

Mandy Ballenger, Deputy Superintendent

Date

Employee Organization

California School Employees Association (CSEA)
2201 Fruitland Ave., Atwater, CA 95301

Cynthia Bolanos Hernandez, Paraprofessional / Instructional Aide

Date

The foregoing apprenticeship standards, being in conformity with the applicable California Labor Code, California Code of Regulations and Federal Regulations, are hereby approved

(DAS approval date)

Adele Burnes, Chief
Division of Apprenticeship Standards

Date

Attachment B

Training Schedule and Working Conditions

Paraprofessional Apprenticeship Pathway – Merced Union High School District

Occupation

Occupation: Paraprofessional / Instructional Aide

O*Net Code: 25-9042.00

Article I Term of Apprenticeship and Probation

The standard term of apprenticeship shall be a competency-based approach, with approximately 2,000 hours on-the-job training (OJT) hours, 350-420 related and supplemental instruction (RSI) hours and completed within approximately 24 months.

The period of probation shall be reasonable in relation to the full apprenticeship term, with full credit given for such period toward completion of the apprenticeship, and in no event shall exceed the shorter of 25 percent of the length of the program or one year. The period of probation shall be six (6) months.

Article II Wage Schedule

Professional Worker Wage:

\$ 24.00 per hour effective 6/9/2025.

Apprentice Wage and Advancement Schedule:

In no case shall an Apprentice receive a starting wage that is less than the applicable federal, state or local entity (city or county) minimum wage, whichever is higher for the county or city where the apprentice is working. The applicable minimum wage law shall establish the effective date of the minimum wage.

To advance from one period to the next, the apprentice shall have met the following requirements:

For in-school apprentices:

In-School apprentices must be compensated at or above the applicable federal, state or local entity (city or county) minimum wage, whichever is higher for the county or city where the apprentice is working. Upon completion of high school, In-School

Youth apprentices must be compensated at or above the wage schedules shown in the Out-of-School section of these Standards.

To advance from one period to the next, In-School Youth apprentices shall have met the following requirements for no less than the wages stated below:

1st period	0% - 33% of competencies completed	\$ 16.50 /hour
2nd period	33% - 66% of competencies completed	\$ 17.00 /hour
3rd period	66% - 100% of competencies completed	\$ 17.50 /hour

For out-of-school apprentices:

All apprentices participating in the program while not enrolled in High School must be compensated at or above the wage scales shown below:

1st period	0% - 33% of competencies completed	\$ 19.27 /hour
2nd period	33% - 66% of competencies completed	\$ 19.77 /hour
3rd period	66% - 100% of competencies completed	\$ 20.27 /hour

* All mention of previous wage periods reference the current appropriate rate for that period and not necessarily the rate reflected in these Standards at the time of approval.

Hours of Work and Working Conditions and Overtime Provision:

Eight (8) hours of labor constitutes a day's work. Employment beyond eight hours in any workday or more than six days in any workweek requires the employee to be compensated for the overtime at not less than one and one-half times the employee's regular rate of pay for all hours worked in excess of eight hours, up to and including 12 hours in any workday, and for the first eight hours worked on the seventh consecutive day of work in a workweek; and double the employee's regular rate of pay for all hours worked in excess of 12 hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek. If employers utilize an alternative workweek schedule in accordance with the California Industrial Welfare Commission Orders, the overtime will be determined and paid in accordance with the applicable alternative workweek provisions.

The workday and workweek and all other conditions of employment for apprentices shall conform to all applicable laws and regulations and shall not be greater than for those of a professional worker.

Overtime shall not be allowed if it will interfere with or impair the training or be detrimental to the health and safety of the apprentice.

ARTICLE III Work-Training

- 1) The employer shall see that all apprentices are under the supervision of a qualified professional worker or instructor and shall provide the necessary diversified experience and training in order to develop the apprentice into a proficiently skilled worker, as outlined herein.
- 2) Each apprentice shall be trained in the use of new equipment, materials and processes as they come into use in the occupation.
- 3) The major categories in which apprentices will be trained (although not necessarily in the order listed) are as follows:

Competency Check List

Demonstrates Fundamentals: Apprentice can perform the task with some coaching.

Proficient in Task: Apprentice performs task properly and consistently.

Completion Date: Date apprentice completes final demonstration of competency

Competencies Date/Initial

Job Function 1: Supports Instruction

- A. Assists teacher in maintaining the physical environment to ensure safety, maximize learning, and facilitate student independence (e.g., classroom set-up, accessibility of learning materials to students, visual aids, etc.); demonstrates a sense of purpose to maintain a positive and challenging learning environment
- B. Follows written instruction plans provided by the instructional team, seeking clarification and training as needed to reinforce essential concepts
- C. Supports learning individually or with small group instruction, at the direction of the teacher, that will achieve and reinforce the short- and long-term objectives of the classroom
- D. Administers a variety of materials and technologies in support of assignments (e.g., tests, homework, grades papers, folders, etc.) for the purpose of assisting teachers in evaluating students' progress and meeting their needs
- E. Performs other related duties, as assigned, to ensure the efficient and effective functioning of the teaching unit

F. Assists classroom teacher or other immediate supervisor with the provision of instructional activities at the appropriate level for all students, including resources that support digital equity

G. Assists in preparation and organization of instructional materials (e.g., instructional activities, bulletin boards, reference materials) to provide assistance to teacher in support of lesson plans

H. Proctors routine classroom assessments (following any student accommodations) as directed by the instructional team

I. With support from the classroom teacher, clearly and consistently communicates how concepts connect to the big ideas and essential questions within and across disciplines

J. Assists in planning, delivery, and evaluation of extracurricular learning activities under the direction of the teacher (e.g., field trips, outdoor exploration)

K. Supports direct instruction to students individually, in small groups, and in classroom settings under direction of teacher

L. Assists with the use of informal formative assessments to determine student understanding of specific content

M. Makes responsive adjustments, modifies pace of instruction, and provides organizational cues under the guidance of the instructional team

Job Function 2: Develop systems of support for students

A. Advocates for students through effective communication with school personnel and their families as best determined by the instructional team

B. Supports development during transitions in students' lives through mentoring and modeling fairness, respect, and problem-solving behavior

C. Supports the implementation of social-emotional and behavioral interventions as determined by the instructional team

D. Supports students' independence, self-advocacy, positive sense of identity, self-control, and self-reliance under the guidance of the instructional team

E. Assists in culturally responsive/sustaining education grounded in a view of learning and human development where multiple expressions of diversity are recognized and regarded as assets for learning

F. Supports a safe and equitable learning environment that honors diversity and inclusion by respecting the differences between culture, religion, race, gender, class, sexual orientation, and abilities of students, under the guidance of the instructional team

G. Uses knowledge of students' strengths and interests to encourage engagement in varied school and community activities under the guidance of the instructional team

H. Assists classroom teacher or other school professionals with the creation of an environment in which students work with a sense of purpose and understand what is expected of them

I. Demonstrates through words, actions, and instruction, high standards and the belief in students' ability to meet them

J. Aligns communication methods to students' individual language proficiency by providing opportunities and support for students to understand, acquire, and use verbal and nonverbal means to communicate thoughts and feelings

K. Supports students to have central roles in holding self and others accountable for behavioral expectations, including roles in resolving conflict and eliminating bullying and harassment

L. Promotes understanding and development of ways to respond to differences in culture, religion, race, language, class, gender, sexual orientation, and abilities of students

M. Supports the use of effective and responsive instructional strategies while functioning within a multilingual, multicultural, and economically diverse society

N. Implements positive behavioral supports for all students outlined in a behavior support plan as determined by the instructional team

O. Supports students and families through home visits

Job Function 3: Supports student safety

A. Administers first aid and emergency medical assistance as required for the purpose of providing appropriate care for injured students

B. Understands and articulates common educational and medical terminology used in the school setting

C. Monitors students during assigned periods within a variety of school environments (e.g., restrooms, playgrounds, hallways, bus loading zones, cafeteria, parking lots) for the purpose of aiding students and providing a safe and secure environment

D. Uses universal precautions to assist in maintaining a safe, healthy environment in all settings

E. Recognizes that psychological safety is an integral part of human development by valuing diversity, equity, and inclusion and enabling students to be their whole selves where they can exhibit their race, ethnicity, gender, sexual orientation, background, family status or any other part of their identity, without judgement

- F. Assists in teaching specific behaviors and procedures to facilitate safety and learning in a school setting as determined by the instructional team
- G. Works with students to safeguard their welfare, both on and off school campus as an extension of their personal social and emotional learning journey
- H. Reports suspected child abuse, suicidal ideation, and dangerous behaviors as required by law, policies, and local procedures
- I. Assists in the administration of medication per the parent/guardian or school nurse's instructions as permitted
- J. Supervises student safety on field trips and other activities such as indoor/outdoor play, snacks, and rest

Job Function 4: Provides support for students with special needs

- A. Confers with teachers and/or parents (e.g., phone calls, emails, parent-teacher meetings, recording student progress) for the purpose of providing information related to the student's progress as established in their individualized educational program
- B. Supports students with disabilities in their use of self- assessment, problem-solving, and other cognitive strategies under the guidance of the instructional team
- C. Supports students with behavioral, emotional, and social development needs
- D. Maintains the dignity, privacy, and confidentiality of all students with disabilities, families, and school personnel as part of established communication plans
- E. Works with students with additional requirements to meet their personal support needs, including contributing to the transportation and care of students with special needs
- F. Supports students during therapy sessions
- G. Supports students with sensory and/or physical needs
- H. Adapts, under the direction of the teacher, classroom activities, assignments and/or materials for the purpose of providing an opportunity for all special education students to participate in classroom activities, including adapting the physical environment and modifying learning materials
- I. Supports students with disabilities in their use of augmentative and alternative communication devices and other assistive technology under the guidance of the instructional team
- J. Provides least-intrusive levels of support, fade support, and fade physical proximity for students with disabilities under the guidance of the instructional team
- K. Provides feedback to students with disabilities regarding their performance under the guidance of the instructional team

L. Confers with teachers (special education and/or mainstream teacher) on a regular basis for the purpose of assisting in evaluating special education student progress and/or implementing IEP objectives

M. Supports development of communication and social skills and facilitates proactive peer interactions for students with disabilities under the guidance of the instructional team

N. Implements individualized reinforcement systems as determined by the instructional team

O. Supports, fosters, and encourages the use of oral and written communication efforts of students with disabilities, if able, and under the guidance of the instructional team

P. Provides a sense of inclusion and belonging in schools by encouraging students to believe, experience, and feel that they are accepted and respected as a valued contributor in the learning and social environment

Q. Assists students requiring support in addressing personal care needs due to medical conditions and/or physical limitations for the purpose of allowing students to function in the school environment

R. Assists with supplementary work for advanced students

Job Function 5: Supports social and behavioral development

A. Provides students with social-emotional support and implements behavioral interventions as determined by the instructional team

B. Assists instructor in teaching and demonstrating skills that undergird equity, wellness, and social-emotional learning, which include, but are not limited to, self-awareness, social awareness, relationship building, and decision-making

C. Models good behavior and contributes to the prevention of challenging behavior

D. Enables students to be active citizens through civic engagement

E. Develops and promotes positive relationships with students

F. Communicates and supports students about the benefits of improving attendance

G. Promotes students' well-being and resilience

H. Communicates behavioral insights about students to teacher

I. Responds to student actions using positive strategies to encourage good behavior and communicates the consequences of poor behavior

J. Demonstrates respect and appreciation for cultural differences in verbal and written interactions with students, families (including home visits, where applicable)

K. Demonstrates respect through language and behavior in all interactions with colleagues, students, and families

Job Function 6: Develops and models professional behavior

A. Models professional appearance, demeanor, and maintains punctuality

B. Develops and maintains positive working relationships with other practitioners by attending meetings and participating with other stakeholders in school improvement initiatives

C. Conducts activities with integrity and in compliance with applicable local, state, and federal standards, policies, and guidelines

D. Follows the chain of command established by the district to address policy questions, system level issues, and personnel practices

E. Attends all training and in-service presentations (e.g., first aid, CPR, emergency procedures) for the purpose of acquiring and/or conveying information relative to job functions and professional growth

F. Reflects on instructional successes and challenges and uses that information; seeks guidance and uses feedback from licensed professionals to continually improve practice

I. Maintains boundaries for relationships and communication with students and their families within the professional and ethical scope of responsibility

J. Pursues understanding of special education services and students with disabilities under the guidance of the instructional team

K. Establishes and maintains professional, collegial, and appropriate relationships with school personnel, students, and their families

Job Function 7: Maintains the instructional environment

A. In collaboration with assigned teacher(s), performs recordkeeping and educational reporting (e.g., student records, schedules, lesson plans, progress reports, attendance, classroom inventories), per school's policies and procedures

B. Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the learning environment

C. Supports instructional team by assisting in the development of tests, bibliographies, lists, notices, class materials, and other items

D. Contributes to school safety by performing monitoring duties as assigned and stays apprised of all safety plans (e.g., fire, severe weather, active shooter), as determined by the school district

- E. Develops an understanding of the use and maintenance of technologies and/or equipment used in the classroom or by students to support instructional team
- F. Maintains and develops engaging content for bulletin boards, display areas, and interest centers to support an engaged classroom in coordination with the instructional team
- G. Participates in school activities to promote the general welfare of the school and improve teaching and learning
- H. Leads and motivate volunteers assigned to classroom

ARTICLE IV Related Instruction

Apprentices shall satisfactorily complete prescribed courses of related and supplemental instruction (RSI), which will not be less than 350 hours. Related and supplemental instruction (RSI) will be provided and/or overseen by the Local Education Agency(ies) (LEA) whose confirmation of such has been affixed to these Standards.

Any difference in the related and supplemental instruction (RSI) provided by the Local Education Agency (LEA) and the related and supplemental instruction (RSI) listed below will be detailed and included with the Local Education Agency’s (LEA) confirmation letter in these Standards.

Time spent in related and supplemental instruction may not be compensated.

<u>Course Title</u>	<u>Hours</u>
<i>Choose one of the following:</i>	
Health and Family Living	70
Or	
Careers with Infants & Toddlers 1	140
<i>Choose one of the following:</i>	
Cross Age Physical Education Teaching (CAPET)	
Or	
Careers with Infants & Toddlers 2	140
<i>Choose one of the following:</i>	
Capstone Careers in Education	
Or	

DAS FILE # 101436

Capstone Careers with Infants & Toddlers 140

Total RSI Hours: 350 - 420

ARTICLE V Ratio

The ratio of apprentices to professional workers shall be:

- 1) Ratio #1: Each professional worker may supervise three (3) apprentice(s)