

January 24, 2019

## Richmond Education Assistant Program (REAP)

# Full Time REAP 2019

July 2019 - November 2019

## ~ PROGRAM INFORMATION ~

The Richmond Education Assistant Program (REAP) is designed for professional and caring adults who wish to work with K-12 school age learners with physical, behavioural, sensory and learning needs in schools. REAP participants will learn about the role and responsibilities of Education Assistants, child development, personal & health care, current issues in education, theories and principles of learning, team work and communication, curriculum & learning resources, understanding behaviour management as well as other relevant job-related topics and skills.

Participants will be in a full-time program that will begin in July 2019 and end in November 2019. There are eleven courses and two practica. All instructors are well qualified with specialty training and experience.

### PROGRAM OVERVIEW (Full Time REAP 2019 - Tentative Schedule)

Courses will be held at Brighthouse Elementary, Neighbourhood Learning Centre (NLC) and Sea Island School (SIS) from 9:00 am - 3:30 pm, Monday through Friday. The two practica will be held at various public schools in the Richmond School District during regular school hours Monday through Friday. Exact start and end times of your practica will depend on your school placement.

REAP Course #	Course Name	Dates	Hours
REAP 100	EA – Role & Responsibilities	July 8 – 12, 2019 @ NLC	30
REAP 130	Supporting Students with Special Needs	July 15 – 19, 2019 @ NLC	30
REAP 110	Team Building & Effective Communication	July 22 – 26, 2019 @ NLC	30
REAP 210	Current Issues in Education	July 29 – August 2, 2019 @ NLC	30
	<b>No classes</b>	<b>August 5, 2019</b>	

REAP 300	Curriculum & Learning Resources	August 7-13, 2018 @ NLC	30
REAP 120	Child Development	August 14 – 20, 2019 @ SIS	30
REAP 220	Non-Violent Crisis Intervention <b>Heather Lavigne</b>	August 21 & 22, 2019 @ SIS	12
REAP 310	Understanding Behaviour <b>Maria Medic</b>	August 23 – 30, 2018 @ SIS	36
	<b>No classes</b>	<b>September 3-6, 2019</b>	
REAP 510	Current Issues in Supporting Students with Special Needs <b>Deb Collins</b>	September 9-13, 2019 @ SIS *Half day practicum prep included	30
REAP 400	Practicum One	September 30 – October 18, 2019	87
REAP 500	Introduction to Autism Spectrum Disorders: Practical Applications <b>POPARD</b>	October 21 – 25, 2019 (TBD) @ SIS	30
REAP 200	Personal & Health Care <b>Vancouver Coastal Health, Richmond</b>	October 28-30, 2019 (TBD) @ SIS	18
REAP 600	Practicum Two	November 4 – November 29, 2019	115
REAP 610	Learning Portfolio	November 26 (afternoon only)	3
	Graduation Celebration	December 5, 2019	

**Please note: All practica will be in public schools in the Richmond School District.**

### PROGRAM COMMITMENT

Please ensure that if you are accepted into the program, that you are able to meet all the requirements:

- maturity and care for children with physical, behavioural, sensory and learning needs in schools
- high rate of attendance and active participation/engagement in classes and while on practica
- arriving on time for and not leaving early from classes or practica
- ability to meet the financial payments
- successful completion of all assignments, assessments and practica.

The two practica will be during regular school hours Monday through Friday. Exact start and end times during your practica will depend on your school placement.

### FULL TIME PROGRAM COSTS

- Application Fee: \$30 (non-refundable) due by Wednesday, March 13, 2019
- Criminal Records Check Fee: \$28 – paid only by those who are accepted into REAP
- Course Fees (Classroom Learning & Practica): \$3,800

### Course Fee Schedule of Payments

Installment #	Payment Due Dates	Payment Amounts
Installment #1	Friday, May 24, 2019	\$950
Installment #2	Friday, June 21, 2019	\$950
Installment #3	Friday, July 19, 2019	\$950
Installment #4	Friday, August 16, 2019	\$950

NOTE: You may pay for any installment ahead of time.

### ASSESSMENT & EVALUATION

REAP learners will be assessed and evaluated on their knowledge, and understanding of major concepts as well as their ability to demonstrate the necessary functions of an Education Assistant. Assessment will be ongoing throughout courses and practica through written and oral assignments, case studies, individual and group presentations, quizzes, tests and demonstrations. Assessments will be based predetermined descriptions called rubrics. At the end of each course and practicum, there will feedback to each learner.

### REAP COURSES

A minimum of 70% is required to pass all courses (*except REAP 210, REAP 400, REAP 600, REAP 610*).

Letter grades will be assigned as follows:

A+	93% - 100%
A	85% - 92%
B	77% - 84%
C+	70% - 76% = pass
F	0% - 69% = fail

### For the Learning Portfolio and Practica:

Guidelines and expectations will be provided for compiling the Learning Portfolio (REAP 610) and an evaluation rubric will be used for each practicum (REAP 400 and REAP 600). The final mark for each of these will be either pass or fail.

### REAP CERTIFICATE

To pass the REAP program, students must have at least six C+ marks in your courses, a Pass on each of their Practica and a Pass on your Learning Portfolio.

### **ATTENDANCE**

In order to ensure that you get the full benefit of the learning and preparation as an Education Assistant, 100% attendance is mandatory for all courses and practica. Please make arrangements to ensure that you are able to attend fully by scheduling vacations and other events around courses and the practica. If there are unavoidable absences, e.g. illness, you are responsible to inform your instructor to determine what was missed and if anything could be made up.

### **BURSARY**

There is a limited amount of funding available for financial hardship situations. Please contact Michael Khoo, [mkhoo@sd38.bc.ca](mailto:mkhoo@sd38.bc.ca) or 604.668.6123 for details.

### **CODE OF CONDUCT**

The Richmond Board of Education recognizes its obligation to all members of the school community to provide a positive climate and a safe, healthy environment such that effective, purposeful teaching and learning may take place. To that end it is expected that all members of the school community will conduct themselves in an ethical and lawful manner that demonstrates respect for self, others, property and the environment. The District Code of Conduct shall apply in all school district buildings and at school functions.

### **PRIVACY & CONFIDENTIALITY**

As a participant of REAP, you will encounter information and situations of a personal nature. It is expected that you keep such information and situations private and confidential. Please refrain from taking photos, videos or audio recordings of students or sharing details about specific situations with family, friends or others. Breach of privacy and confidentiality is a serious offense and will be dealt with accordingly.

### **STATUTORY HOLIDAYS & CANCELLED CLASS SESSIONS**

There will be no classes on statutory holidays (e.g. Labour Day, Family Day, Thanksgiving Day). If there is a need to cancel a class session (e.g. due to illness of an instructor, extreme weather conditions), a make up session will be organized and communicated as soon as possible.

### **TECHNOLOGY**

REAP learners are encouraged to bring their own tablet or laptop for note taking.

### **WITHDRAWALS & REFUNDS**

Participants must contact the Continuing Education Office, [RCE@sd38.bc.ca](mailto:RCE@sd38.bc.ca), to withdraw from the program. Refunds are available until Friday, June 7, 2019 and are subject to a 10% processing charge. After Friday, June 7, 2019, there are no refunds.

**NOTE:** *Richmond Continuing Education reserves the right to make changes (e.g. instructors, times, dates, location, course content) to the program as conditions warrant.*

## COURSE OVERVIEWS

### **REAP 100: EA Roles and Responsibilities**

Students will explore the roles and responsibilities of the Education Assistant in supporting learning in inclusive schools. They will also explore the importance of collaborative partnerships and communication to support inclusive school communities. Understanding and applying the principles of inclusion will be critical for this course. Team building strategies will occur daily so the students will become a cohesive and supportive cohort.

### **REAP 110: Team Building and Effective Communication**

Students will explore the basic principles of effective interpersonal communication. They will examine their own style of communicating. Students will demonstrate competency in areas of verbal and non-verbal communication. Students will examine the concepts of power and conflict in interpersonal communication. They will demonstrate effective conflict resolution strategies in a variety of contexts.

### **REAP 120: Child and Youth Development**

Students will explore the human passage from birth through adolescence. They will draw on theory and personal experience to investigate and reflect on child and adolescent development, change and diversity in relation to self and others.

### **REAP 130: Supporting Students with Special Needs**

Students will develop an understanding of the nature and characteristics of students with special needs. Students will learn about students with special needs who have disabilities of an intellectual, physical, sensory, emotional, or behavioural nature, or have a learning disability or have exceptional gifts or talents. They will also learn strategies to support these students.

### **REAP 200: Personal and Health Care**

Students will explore health and personal care issues for children and adolescents with disabilities and the role of the Education Assistant in supporting them. They will practice selected skills necessary to provide health and personal care support.

### **REAP 210: Current Issues in Education**

Students will examine the current issues in education in elementary and secondary schools in British Columbia. They will explore: educational theory and the principles of learning; key areas of the revised BC curriculum and the First Peoples' principles of learning; Universal Design for Learning (UDL) and its impact on teaching and learning; inquiry-based learning and a three-tiered continuum of academic and behavioural support.

### **REAP 220: Nonviolent Crisis Intervention**

This two-day course focuses on the prevention of problem behaviours. Participants learn proven strategies for safely defusing anxious, hostile or violent behaviour at the earliest possible stage.

**REAP 300: Curriculum and Learning Resources**

Students will explore the elements and processes of effective instructional support and the role of the EA in that process. They will learn about adaptations and modifications of curricula to be able to respond to a variety of student learning needs. They will explore models of learning such as Multiple Intelligences Theory and how such approaches assist in adapting and modifying curricula. They will also learn to create visual supports for a wide variety of students' communicative, learning and behavioural needs using a software program known as BoardMaker.

**REAP 310: Understanding Behaviour**

Students will examine the principles of positive behaviour support and social emotional learning. They will identify key principles of behaviour and understand what issues are most commonly linked to problem behaviour. They will also learn and understand behavioural/mental health diagnostic criteria and supports, learn how to observe and record behaviour and understand their role as a member of a behaviour change team.

**REAP 400: Practicum One**

Students will participate in a three-week, full-time practicum in an elementary or secondary school setting. They will observe, assist and work with children and/or adolescents requiring learning, behavioural, and/or physical support under the guidance and supervision of professional staff, particularly the EA Mentor. REAP students will also be supported by a Practicum Supervisor.

**REAP 510: Current Issues in Supporting Students with Special Needs**

Students will examine and reflect upon the philosophical, historical, organizational and daily aspects of inclusive schooling. They will investigate patterns of diversity, possible implications of specific disabilities and how individual strengths and needs may be supported in the classroom. Students will examine their role and personal values, beliefs and attitudes in supporting students with special needs and teachers in the school and community.

**REAP 500: Introduction to Autism Spectrum Disorders: Practical Applications**

Students will develop an understanding of the nature and characteristics of students with autism spectrum disorders. They will examine the current research on effective practices for supporting students with autism spectrum disorders in a variety of educational settings. Students will explore functional behavioural assessment practices, positive behaviour supports and a wide range of strategies and materials that enhance learning, communication and social skills.

**REAP 600: Practicum Two**

Students will integrate and apply the theoretical concepts from their coursework in a final four-week practicum that is a full-time experience in an elementary or secondary school setting. They will actively observe, assist and work with children and/or adolescents requiring learning, behavioural and/or physical support under the guidance and supervision of professional staff, particularly the EA Mentor. REAP students will also be supported by a Practicum Supervisor.

### **REAP 610: Learning Portfolio**

The Learning Portfolio is a compilation of academic work and other forms of educational evidence regarding the student's learning throughout the REAP program. It is an opportunity to organize and synthesize key learnings and reflect on their impact on their future role as an Education Assistant. Students will present their personal profile, articulate their philosophy, provide artifacts that reflect the practical applications of their role and reflect on goals for the future.

**NOTE:** If you have any questions or comments about these course overviews, please contact our REAP Administrator, Kathleen Champion → [kchampion@sd38.bc.ca](mailto:kchampion@sd38.bc.ca)

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## APPENDICES

### Appendix One: MISCONDUCT

Should an allegation of misconduct arise, there will be a fair investigative process to gather information and data. Based on the investigation, the situation will be dealt with accordingly. Each participant is responsible for her or his actions, to know what constitutes academic and non-academic misconduct and may be subject to disciplinary actions, for engaging in, attempting to engage in, or assisting others in engaging in any of the following actions:

#### 1. Academic Misconduct

The following are examples of academic misconduct that may be subject to disciplinary actions but are not limited to:

- (a) cheating
- (b) plagiarism
- (c) submitting the same or similar assignment or presentation more than once
- (d) impersonation
- (e) submitting false records, information, documents, academic records or failing to provide relevant information when asked
- (f) failing to comply with any disciplinary action as a result of academic misconduct

#### 2. Non-Academic Misconduct

The non-academic misconduct are subject to disciplinary actions but are not limited to:

- (a) any action that contravenes the Richmond School District's Code of Conduct
- (b) breach of confidentiality
- (c) taking without authorization, or misusing, destroying, defacing, or damaging school district property or property that is not their own
- (d) creating a condition that unnecessarily endangers or threatens destruction of school district property or property that is not their own.

#### 3. Possible Penalties

Below are penalties that may be employed as a result of academic or non-academic misconduct but are not limited to:

- (a) a letter of reprimand with a copy in the student's file
- (b) a failing grade or mark of zero on the assignment or in the course in which the academic misconduct occurred
- (c) suspension from REAP for a specified period of time
- (d) withdrawal from REAP
- (e) payment for the replacement of any property that is lost, stolen or damaged
- (f) denial of receiving the REAP certificate, or revoking the REAP certificate

**Appendix Two:** DISTRICT CODE OF CONDUCT - How We Learn and Work Together; see handout.