



Richmond Education Assistant Program
(REAP)

Full Time REAP 2024 Information Session

February, 2024

- ▶ KATHLEEN CHAMPION, REAP ADMINISTRATOR
- ▶ CHRISTINE BRODIE, INSTRUCTOR AND PRACTICUM SUPERVISOR

Welcome

***We acknowledge and thank the
First Peoples of the
hən'q'əmin'əm' language group on
whose traditional and unceded
territories we teach, learn and live.***

Agenda

What is REAP?

The Role of an Education Assistant(EA)

Program Overview

Application Requirements

Application Process

Questions

What is REAP?

Richmond Education Assistant Program

Designed for professional and caring adults who wish to work with students from Kindergarten to Grade 12 with physical, social, behavioural, sensory, and/or learning needs in schools as an Education Assistant (EA).

REAP: The Benefits

There is an ongoing need for EAs in every district.

REAP began in 2016 and since then we have graduated twelve cohorts

REAP students develop a strong sense of connection and collaboration during their shared learning experiences which continues into their work once they are hired.

A large percentage (over 35%) of the Education Assistants in the Richmond School District are REAP graduates!

Most of the REAP graduates (85%) have been hired by the Richmond School District.



What is an Education Assistant(EA)?

LESLIE COLEY-DONOHUE TALKS ABOUT THE ROLE OF AN EA

EA Duties and Responsibilities

Provide **educational and functional support** to students in and out of the classroom.



Participate in the planning and implementation of the educational, emotional, social and physical programs of students and facilitates and encourages the District's philosophy of inclusion of students disabilities and diverse abilities



Collaborate closely with the classroom teacher and other school - based professionals such as resource teachers, counsellors and speech-language pathologists

EA Duties and Responsibilities

Assists the Teacher(s) in planning and implementing the **Individual Educational Program** of students with special needs by adapting, modifying and reinforcing instructional strategies and curriculum.

Assists the classroom teacher in developing and implementing **social skills and behaviour** management and/or intervention strategies including monitoring and documenting student behaviour.

Provides **personal care** assistance as required, such as toileting, feeding, diapering, personal grooming and dressing, personal hygiene, transfers and lifting.

Implements student's specific **Health Care Plan** as directed and trained by health care professionals, such as administering medication, catheterization, gastro-tube or other complex feeding and monitoring seizure activity.

Duties and Responsibilities Cont'd

Assists students with disabilities and diverse abilities in arrival and departure procedures as required.

Participates in physical education activities such as gym class, swimming lessons and other recreational activities as required.

Creates and implements augmentative and assistive communication programs.

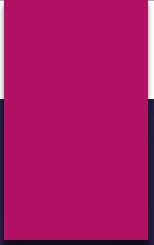
Uses a variety of specialized equipment such as adaptive technology, **augmentative communication materials**, computer programs, wheelchairs, lift and transfer equipment and mobility aides.

Salary and Benefits (in Richmond)

EA Salary: \$32.14 per hour
plus medical and dental
benefits

Note: a full- time position is
32 hours/week

Please note: REAP does
not guarantee
employment but will
provide a solid foundation
to start a career as an
Education Assistant.



The Role
of an
EA...

Full Time
REAP
Program
Schedule

July 2 , 2024 – November 29,
2024

Monday – Friday from 9:00
AM - 3:30 PM

No classes during statutory
holidays

COURSE DELIVERY

Courses will be held in a combination of online and in-person learning.

The viability of the program will be dependent on sufficient enrollment.

Completion of REAP does not guarantee employment.

Courses in the REAP Program

REAP 100

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

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.

Courses Cont'd.

REAP 120

Students will be introduced to an overview of philosophical and theoretical orientations that have influenced the understanding of **child and youth development**. Issues related to social, physical, emotional, cognitive and creative development will be highlighted. Orientations and issues will be explored together with relevant research.

REAP 130

Students will develop an understanding of the **nature and characteristics of students with disabilities and diverse abilities**. Students will learn about individuals 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.

Courses Cont'd

REAP 200

Students will explore **health and personal care** issues for children and adolescents with disabilities and diverse abilities 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

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; anti-racism; 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.

Courses Cont'd

REAP 220

This 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

Students will explore the elements and processes of effective instructional support and the role of the EA in that process. They will learn explore the basic principles of numeracy and literacy learning. As well 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.

Courses Cont'd

REAP 310

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 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.

Courses Cont'd

REAP 500 (Taught by Provincial Outreach Program for Autism and Related Disorders (POPARD))

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 510

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.

Courses Cont'd

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

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 for students 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.

Two PRACTICA
Richmond elementary and secondary schools

Practicum One – three weeks(15 days)



October 1- 25, 2024



Practicum Two – four weeks(20 days)



November 4 - November 29, 2024

REAP – YOUR Commitment

Time and Attendance

Please do not book holidays during the summer.

Make arrangements for childcare if necessary.

Energy & Focus - study-work-life balance

Learning & Collaboration - open attitude to learning and working with others

Physical Ability

Finances - see Course Fee Schedule

REAP: OUR COMMITMENT

Quality & highly qualified
instructors

Learning designed with
the end in mind ... helping
you to be well prepared to
start a challenging and
rewarding career in
education

Learning that is active,
engaging, relevant & up-
to-date/current

REAP Application Requirements

Secondary school graduation from Canada or equivalent

Strong written and oral English skills

Passed English 12 or the REAP English Test

(Note: applicants who do not have English 12 or the Canadian equivalent, must take the REAP English Test)

REAP English Test

The REAP English Test is for those who do NOT have English 12 or the Canadian equivalent
There is a \$40.00 fee.

The test is taken at Adult Education Center on a computer.

There are four parts:
Reading, Listening,
Grammar and Writing.

Go online to register for the REAP English Test:
www.RichmondCE.ca

If you need the REAP English Test, prepare your application package and submit it once you have been notified that you have passed

REAP Application Process

Complete an Application Package:

- Application form
- Letter of intent
- Copy of secondary school transcript and certificate and/or post secondary transcript.



Applications will be reviewed and applicants who are shortlisted will be interviewed.



Program Fees
Application: \$40.00
Tuition: \$5800.00

Tuition Payment Schedule

Installment #	Payment Due Dates	Payment Amounts
Installment #1	Friday, May 17, 2024	\$2500.00
Installment #2	Friday, June 14, 2024	\$1100.00
Installment #3	Friday, July 12, 2024	\$1100.00
Installment #4	Friday, August 9, 2024	\$1100.00

REAP APPLICATION PROCESS

1

Step One – Complete an Application Package: Application Form, letter of intent, copy of your secondary school transcript & certificate, and/or post secondary transcript.

2

Step Two – Scan all of the documents as a single PDF and submit by email RCE@sd38.bc.ca
by Friday, April 5, 2024 @ 4:00 pm

3

Step Three – You will be notified by mid April if you are shortlisted for an interview or not. If you are shortlisted, you will be invited to participate in an individual online interview in late April.

ELEMENTS of STRONG APPLICATIONS (not required but desirable)

Post secondary studies/specialized training in child development, education, psychology, special education, health care or related fields

Proven track record of care for others, strong communication skills and ability to work independently & collaboratively as a team member



Program
Completion
(Graduation)



Individual questions:

please email

RCE@sd38.bc.ca

or

kchampion@sd38.bc.ca

