

September 2024

Richmond Education Assistant Program (REAP)

Part Time REAP 2025-26

January 2025 - February 2026

PROGRAM INFORMATION

The Richmond Education Assistant Program (REAP) is designed for professional and caring adults who wish to work with Kindergarten – Grade 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 must have sufficient physical ability to perform activities such as supervision on the playground/gymnasium and physical lifting of students.

This Part Time program will begin in early January, 2024 and end in February, 2025. There are eleven courses, a seven-week practicum and a learning portfolio. Courses will be delivered in a combination of in-person and online learning via the Zoom platform (see schedule on pages 2-3). All practica will be in person in Richmond School District schools. Our instructors are highly qualified with specialty training and are experienced in their fields.

PROGRAM OVERVIEW

Courses will be held on Mondays and Wednesdays **online** from 6:00-9:00 pm; and on Saturdays **in person** from 9:00 am-3:30 pm. There are no classes during Spring Break, Summer Break or Winter Break. Zoom will be the main platform that will be used for the online learning component. Zoom can be accessed via a laptop or desktop. It is important to ensure that students have access to both audio and video components on their device as well as good internet connectivity.

The practicum will be held at various public schools in the Richmond School District during regular school hours, Monday through Friday. The exact start and end times of your practicum will depend on the schedule of your school placement.

Please note that there will be an on-line Welcome and Orientation Session in early December for successful applicants. More details will be provided to the successful applicants prior to these events.

PROGRAM COMMITMENT

If you are accepted into the program, please ensure that you are able to meet all of the requirements below:

- maturity and ability to care for children with physical, behavioural, sensory and learning needs in schools
- attendance at all classes (please make arrangements for childcare if necessary)
- active participation/engagement in classes and while on practicum
- arriving on time for and not leaving early from classes or practicum
- ability to meet the financial payments
- successful completion of all assignments, assessments and practicum.

COURSE SCHEDULE

<i>Course #</i>	<i>Course Name</i>	<i>Dates</i>	<i>Hours</i>
REAP 100	EA Roles and Responsibilities	Mon & Wed: Jan 6, 8, 13, 15, 20, 22 Saturdays: Jan 11, 18, 25	36
REAP 120	Supporting Students with Disabilities and Diverse Abilities	Mon & Wed: Jan 27, 29, Feb 3, 5, 10, 12, 19 Saturdays: Feb 1, 8	33
REAP 110	Team Building & Effective Communication	Mon & Wed: Feb 24, 26, Mar 3, 5, 10, 12 Saturdays: Feb 22, Mar 1	30
	<i>BC Family Day Weekend</i>	<i>Feb 15 & 17, 2025 – No Classes</i>	
	<i>Spring Break</i>	<i>March 15-29, 2025 – No Classes</i>	
REAP 130	Child Development	Mon & Wed: Mar 31, Apr 2, 7, 9, 14, 16 Saturdays: Apr 5, 12	30
	<i>Easter Weekend</i>	<i>April 18-21, 2025 – No Classes</i>	
REAP 310	Understanding Behaviour	Mon & Wed: Apr 14, 16, 23, 28, 30, May 5, 7, 12 Saturdays: April 26, May 3, 10	42
	Practicum Preparation	Wed, May 14	3
REAP 400	Practicum One	May 20 – June 9	90

Course #	Course Name	Dates	Hours
REAP 300	Curriculum and Learning Resources	Mon & Wed: June 11, 16, 18, 23, 25 Thursday: June 19 Saturdays: June 7, 14, 21	36
REAP 200	Personal and Health Care	Saturday, June 28	6
	<i>No classes</i>	<i>June 29 - September 5, 2025</i>	
REAP 210	Issues in Education	Mon & Wed: Sep 8, 10, 15, 17 (AM Only) Saturdays: Sep 13, 20, 27	30
	Portfolio Preparation	Wed, Sep 17 (PM)	3
REAP 510	Current Issues in the Education of Students with Disabilities and Diverse Abilities	Mon & Wed: Oct 1, 6, 8, 15, 20, 22, 27, 29, Nov 3, 5 Saturday: Oct 4, 18	42
REAP 500	Introduction to Autism Spectrum Disorders: Practical Applications	Saturdays: Oct 25 Nov 1, 8, 15, 22 8:30 am - 4:00 pm <i>All classes are remote</i>	30
REAP 220	Nonviolent Crisis Intervention	Saturday: Nov 29	12
	Practicum Refresher	Saturday, Jan 17, 2026 (AM)	3
REAP 600	Practicum Two	Monday-Friday (school hours) January 26- February 20, 2026	120
REAP 610	Learning Portfolio Presentation	Tues, February 17 (1:00-3:30 pm)	3
	Graduation Celebration	Thurs, February 26 (5:30-7:00 pm)	

Practica will be during regular school hours Monday through Friday. Exact start and end times during your practicum will depend on the schedule of the school in which you are placed.

PART TIME PROGRAM COSTS

- Application Fee: \$40.00 (non-refundable)
- Application Deadline: **Wednesday, November 20, 2024 by 4:00 pm**
- Criminal Records Check Fee: \$28.00 – paid only by those who are accepted into REAP
- Course Fees (Classroom Learning & Practica): \$5,800.00

Course Fee Schedule of Payments

Instalment	Payment Due Dates	Payment Amounts
Instalment #1	Friday, December 13, 2024	\$4,000.00
Instalment #2	Friday, January 17, 2025	\$1,800.00

NOTE: You may pay for any instalment 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 responsibilities of an Education Assistant. Assessment will be ongoing throughout courses and the practicum through written and oral assignments, case studies, individual and group presentations, quizzes, tests and demonstrations. Assessments will be based on predetermined descriptions called rubrics. Feedback to each learner will be provided on an ongoing basis and a final mark will be given at the conclusion of each course.

Grading

A minimum of 70% is required to pass all courses (*except REAP 200, 220, 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 earn a minimum of C+ in all courses, a Pass on each segment of their Practicum (REAP 400 and REAP 600) and a Pass on REAP 200, REAP 220, and REAP 610.

ATTENDANCE

The REAP program is intended to be a professional learning experience in which participants are expected to display the attitudes and behaviours that would be consistent with the work that they will do in schools or the general workplace. These expectations are also considered to be the hallmark of professional, respectful learning. Therefore, in order to ensure that you get the full benefit of the learning and preparation as an Education Assistant, 100% attendance is expected 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 for informing your instructor to determine what was missed and if anything could be made up. *Please note that REAP 200 and REAP 500, requires 100% attendance in order to receive a **certificate**.*

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 (Appendix 2) 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.

TEXTBOOKS AND TECHNOLOGY

There are no textbooks that need to be purchased. Instructors will provide all course materials. REAP learners are required to have access to either a laptop or desktop computer with sound and a camera along with good internet connectivity.

WITHDRAWALS & REFUNDS

Participants must contact the Continuing Education Office, RCE@sd38.bc.ca, to withdraw from the program. Refunds are available until Friday, December 13, 2024 and are subject to a 15% processing charge. After Friday, December 13, 2024 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. Developing an understanding and applying the principles of inclusion are critical components of this course. Team building strategies will occur daily so that 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 also examine the concepts of power and conflict in interpersonal communication and learn to use effective conflict resolution strategies in a variety of contexts.

REAP 120: Child and Youth Development

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: Supporting Students with Disabilities and Diverse Abilities

Students will develop an understanding of the nature and characteristics of students with disabilities and diverse abilities. Students will learn about students with who have disabilities of an intellectual, physical, sensory, emotional, or behavioural nature. 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 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: 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; 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.

REAP 220: Nonviolent Crisis Intervention

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: 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 be introduced to the basic elements of literacy and numeracy learning. Students will also 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 the role of an EA as a member of a behaviour change team.

REAP 400: Practicum One

Students will participate in a three-week, full-time practicum segment 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 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 also 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: Current Issues in the Education of Students with Disabilities and Diverse Abilities

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 diverse abilities 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 600: Practicum Two

Students will integrate and apply the theoretical concepts from their coursework in a final four-week practicum segment 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 descriptions, please contact our REAP Administrator, Kathleen Champion at kchampion@sd38.bc.ca

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 or using Artificial Intelligence (AI) such as ChatGPT or other essay writing AI programs to complete assignments
- (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

DISTRICT CODE OF CONDUCT

HOW WE LEARN AND WORK TOGETHER

The Board of Education recognizes its obligation to provide all members of our school district community with a positive climate and a safe, healthy environment.

As we learn and work together, we will...

- 1** Show respect for the diversity of the members of our school and district community.
- 2** Behave in a safe, considerate and courteous manner.
- 3** Not threaten, harass, intimidate or assault, in any way, any person within our school district community, through physical violence, print or electronic media.
- 4** Not be in possession of weapons, dangerous articles, alcohol or illegal drugs while in school or work.
- 5** Show respect and pride in our school district buildings and equipment through care and appropriate use of school district property.
- 6** Respect the non smoking environment of our schools and school district facilities.



Our expectations for how we learn and work together shall apply to everyone in our schools and at school functions.

The complete code of conduct is available online at:
sd38.bc.ca/codeofconduct

