

Educational Services

TERMS OF REFERENCE

Services d'accueil et de soutien à l'apprentissage du
français (SASAF)

1. PRINCIPLES OF ACTION

- Adopt a systemic vision.
- Intervene in a structured and effective manner.
- Act preventively.
- Act in concert.
- Collaborate with family and partners.
- Be open.

2. COMMON MANDATES OF ALL STAFF MEMBERS

- All school staff members play a key role, according to their respective responsibilities, in the integration process, which has three important dimensions:
 - **A linguistic dimension** that encompasses the acquisition of both the language of communication and the language of instruction, thereby enabling students to engage effectively in all academic subjects.
 - **A pedagogical dimension** that necessitates careful planning of teaching and learning strategies, allowing educators to implement necessary actions and interventions on a daily basis to support student progress;
 - **A social dimension** that involves establishing meaningful connections with the school, which has its own codes, norms, and values, as well as fostering integration into Quebec society, as represented locally by the surrounding community and its cultural references;
- Staff members facilitate access to the values of Quebec society. They enhance students' interest in and openness to Quebec culture and the French language by fostering an environment conducive to intercultural dialogue.

It is the responsibility of all the staff of the educational institution to contribute to the integration of students who have recently arrived in Quebec. In preschool, elementary and secondary education, teachers in regular classes, school principals, professional staff, support staff and teachers who work to support the learning of French in the reception classroom or according to the various existing models must share, each according to his or her role and functions, the responsibility to integrate these students (MELS Policy, 1998).

3. RECEPTION PROCEDURE

Student registration

The registration process for newly enrolled students typically takes place at their local village school. Parents are required to communicate with and report to the school's administrative office. They should bring all necessary documentation for their child's registration, including information relevant to the immigration or citizenship process, the birth certificate, and the school records. All submitted information will be forwarded to the school organization technician, who will complete the registration process.

The Intake Interview

The initial interview is designed for **parents** registering their children in a Quebec school for the first time in French or those who have recently relocated to the service centre's territory.

The purpose of this meeting is to establish initial contact with the family, build a trusting relationship, gather information about their migratory journey, and create an initial assessment of the student's needs to facilitate the provision of necessary support services.

Additionally, this meeting serves as an excellent opportunity to address any questions parents may have while sharing valuable information about the school.

Posture : The initial interview is a two-way process.

Terms:

- Both parent and child must be present;
- The initial interview is conducted by staff determined by the school principal;
- Provide an interpreter or a technological tool to assist with translation (as applicable) to promote communication and intercultural alignment.

The student's profile

The initial assessment of French language proficiency comprises two components. The first part evaluates oral communication skills, while the second focuses on assessing the student's reading and writing abilities, particularly for those who have shown proficiency in spoken communication.

At every stage of the initial assessment, the designated teacher must support the student throughout the process, collecting all pertinent information to accurately identify the student's needs. Based on this information, the teacher should draw conclusions and provide recommendations to the principal concerning the appropriate services to be offered. It is essential that this information is documented and maintained in the official records.

Assessment for students who are very late in school

During the initial interview, we may observe certain indicators suggesting that the student could be experiencing significant academic delays. In such cases, it may be necessary to validate the student's academic records to confirm this possibility. A newly enrolled student is considered to be 3 years or more behind the standards of the Quebec school system. Therefore, the student must be at least 9 years old.

3. ORGANIZATION OF SERVICES

The service models provided by the service center, along with the student's profile, evaluations, and available resources, will inform how the service is updated, its nature, and its intensity. **The student's age typically dictates their academic level, with exceptions made in specific circumstances**, such as certification of studies or unique academic needs.

One file per student is given to the staff concerned in accordance with the confidentiality standards in effect established by the MEQ.

Documents that may constitute the student's file:

- Initial interview with the family;
- French language assessment;
- Reading and written assessment (if applicable);
- Assessment in mathematics;
- Previous report cards (if applicable).

4. SERVICES D'ACCUEIL ET DE SOUTIEN À L'APPRENTISSAGE DU FRANÇAIS (SASAF)

The *Services d'accueil et de soutien à l'apprentissage du français* are for elementary and secondary school students whose language skills in French do not allow them, **temporarily**, to complete all learning in this language or to fully demonstrate it. The objective of SASAF is to reduce the gap between the French language skills of students targeted by these services and those normally expected of students of the same age.

Possible values¹ for student reporting

Value 10

A value of 10 is reported for students who are not receiving any reception and support services for learning French or a supplementary language support service.

When francization services are not or are no longer required and the student is being taught in French, the value 10 must be indicated until the end of his or her schooling.

Value 11

A value of 11 is reported for students who receive support for francization (SLAF). The student receives services according to his or her needs and the organization of the school's services. This support is generally intended for students for whom the acquisition of the language is already well underway.

Value 22

The value 22 is declared when the student:

- Spend more than 50% of teaching time in regular classrooms;
- Receives at least one period per day from SASAF, or equivalent;
- Is exposed to the linguistic, educational and social integration program (ILSS).

¹ The values are found in the GPI system.

Value 32

A value of 32 is reported for a student who:

- Is in a situation of significant academic delay;
- Spend more than 50% of teaching time in regular classrooms; Receives at least one period per day from SASAF, or equivalent;
- Is exposed to the linguistic, educational and social integration program (ILSS).

5. ORGANIZATION OF SERVICES

The organization of services according to francization objectives:

- Individualized or small group intervention;
- In or outside the classroom;
- Intensive services of a few weeks.

6. TOWARDS A COMMON VISION OF OUR SERVICE CENTRE, SOME KEY MESSAGES:

- Have objectives and actions for the overall integration of the student;
- Have equal access to complementary services for all students;
- A student may benefit from the SASAF for more than one school year;
- The right service for the specific need/review expectations regularly;
- Promote access to regular pathways throughout integration;
- Flexibility in the organization of services.

7. ROLES AND RESPONSIBILITIES OF ALL STAKEHOLDERS

The Principal

- Schedule the initial meeting with the student and their parents (see Appendix 1);
- Notify teachers about available resources;
- Follow up with teachers regarding evaluation;
- Collaborate with Educational Services to ensure the effective implementation of language support services;
- Offer specialized support for certain teachers or stakeholders;
- Work together with remedial teachers to monitor students who may have a learning disability;
- Implement any additional measures deemed appropriate to support the student.

Classroom teachers

- Promote the reception and integration of the student;
- Promote Quebec culture in all relevant contexts;
- Conduct follow-ups with the francization teacher and during multidisciplinary meetings as appropriate;

- Implement pedagogical differentiation by adapting learning activities, teaching vocabulary relevant to the discipline, and utilizing visual aids;
- Set personalized objectives for the student and recommend customized tasks that will support their progress in accordance with their abilities and skill development levels;
- Suggest modifications to expectations concerning program requirements, which will influence the grading or percentage assessment for each subject (for each term);
- Perform more in-depth observations and gather additional traces for students suspected of having learning disabilities;
- Work in conjunction with the remedial education teacher to implement appropriate support measures if any learning difficulties are identified;
- Collaborate with psychosocial workers when a student exhibits signs of emotional and social vulnerability, especially in cases involving students who have faced challenging migratory experiences;
- Maintain communication with parents in any exceptional circumstances;
- Implement any additional measures deemed appropriate to support the student.

Other Staff Members (resource teacher, special education technician, special education worker, educational services professional, etc.)

- Assist the student in successfully integrating into the school environment;
- Schedule an initial meeting with a teacher who has not yet had the opportunity to welcome a student from an immigrant background to discuss relevant themes in a thorough and thoughtful manner;
- Engage with the family to follow up on the student's integration in collaboration with the teacher;
- Implement any additional measures deemed appropriate to support the student.

Francization Teacher

- Educate and assess the linguistic, academic and social integration program for students with a value of 22;
- Offer supplementary language assistance to students, with value 11;
- Maintain communication with teachers regarding student progress;
- Participate in planning, organization and implementation of intercultural activities;
- Collaborate with the Health Social Worker designated for students from immigrant backgrounds, if applicable;
- Carry out targeted scale-up in sub-groups of needs;
- Perform more in-depth observations and gather additional traces for students suspected of having learning disabilities;
- Work in conjunction with teachers and/or remedial teachers if a learning disability is identified;
- Follow up with teachers on students;
- Communicate with the family in collaboration with the teacher;
- Implement any additional measures deemed appropriate to support the student.

Remedial Teacher

- Provide guidance and support to the teacher on pedagogical differentiation;
- Offer advice to the teacher regarding evaluation;
- Conduct observations of a student in classroom who is suspected of having a learning disability;
- Utilize appropriate assessment tools to evaluate the student;
- Analyze the collected data and recommend assistance and support strategies;
- Assess the effectiveness of the implemented assistance and support measures;
- Implement any additional measures deemed appropriate to support the student.

Pedagogical Advisors

- Collaborate with remedial teachers and speech-language pathologists for more complex cases;
- Provide individualized support to a teacher;
- Advise and accompany the francization teacher;
- Advise and accompany the teacher welcoming a student from an immigrant background;
- Advise and support school principals;
- Maintain current knowledge of effective practices relevant to this clientele;
- Implement any additional measures deemed appropriate to support the student.

Social Worker

- Accompany students identified as needing assistance;
- Increase awareness among staff and principals;
- Collaborate with staff to meet their needs;
- Collaborate with the family;
- Implement any additional measures deemed appropriate to support the student.

APPENDIX

Legal frameworks

Refer to document SASAF/Encadrements_MEQ_février 2024 (French only)

Welcome the student and their family

Planning the first meeting	
Who	Actions to take
The Principal	Schedule a meeting with the family and the student.
Meet the student and their family	
Who	Actions to take
<ul style="list-style-type: none"> • The Principal • Teacher • Interpreter (if necessary) • Childcare Coordinator 	<ol style="list-style-type: none"> 1. Welcome the student and their family to the administrative office: <ul style="list-style-type: none"> • Assist parents in completing the registration form, the health form and any other necessary documentation required for the registration process. 2. Visit the school: <ul style="list-style-type: none"> • Library; • Gymnasium; • Bus parking; • Bathrooms; • Class; • Lockers; • Childcare service... 3. Conduct the Parent Interview; 4. Generate the student's profile (initial assessment); 5. Outline the services to be implemented.
After meeting the student and his family	
Who (suggestion)	Actions to take
Designated Staff	<ol style="list-style-type: none"> 1. Welcome the student to school during their first days and pair them with a peer for support; 2. Assist students with transitions and organizational arrangements; 3. Revisit important areas of the school during the first week.
Childcare Coordinator	<ol style="list-style-type: none"> 1. Pair with a student who also attends daycare, if necessary.