Quality Assurance Framework for K-12 Online Learning

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Introduction

The application of a provincial quality assurance framework will support the availability of consistent and effective online learning options for Saskatchewan students and help to ensure that online learning will support student needs and enable their success. All online learning schools will be required to adhere to this framework. In 1985, Saskatchewan's armorial bearings were completed by adding a crest, supporters and motto to the shield of arms.

Quality Assurance Framework

Purpose

This student-focused framework provides direction on the delivery of online learning for Saskatchewan students from Kindergarten to Grade 12.

Mandate

The Government of Saskatchewan recognizes the importance of offering education flexibility to Saskatchewan students. The Ministry of Education is committed to supporting Saskatchewan students, teachers, and caregivers by providing access to a broad range of learning options, including those that are online.

Mission

Students have access to high-quality online learning, no matter where they live in Saskatchewan.

Legal Authority

The delivery of online learning in Saskatchewan is subject to the following legislation and regulations:

- *The Education Act, 1995, Section 3.*
- *The Education Regulations, 2019*

Guiding Principles

The Saskatchewan education sector is committed to:

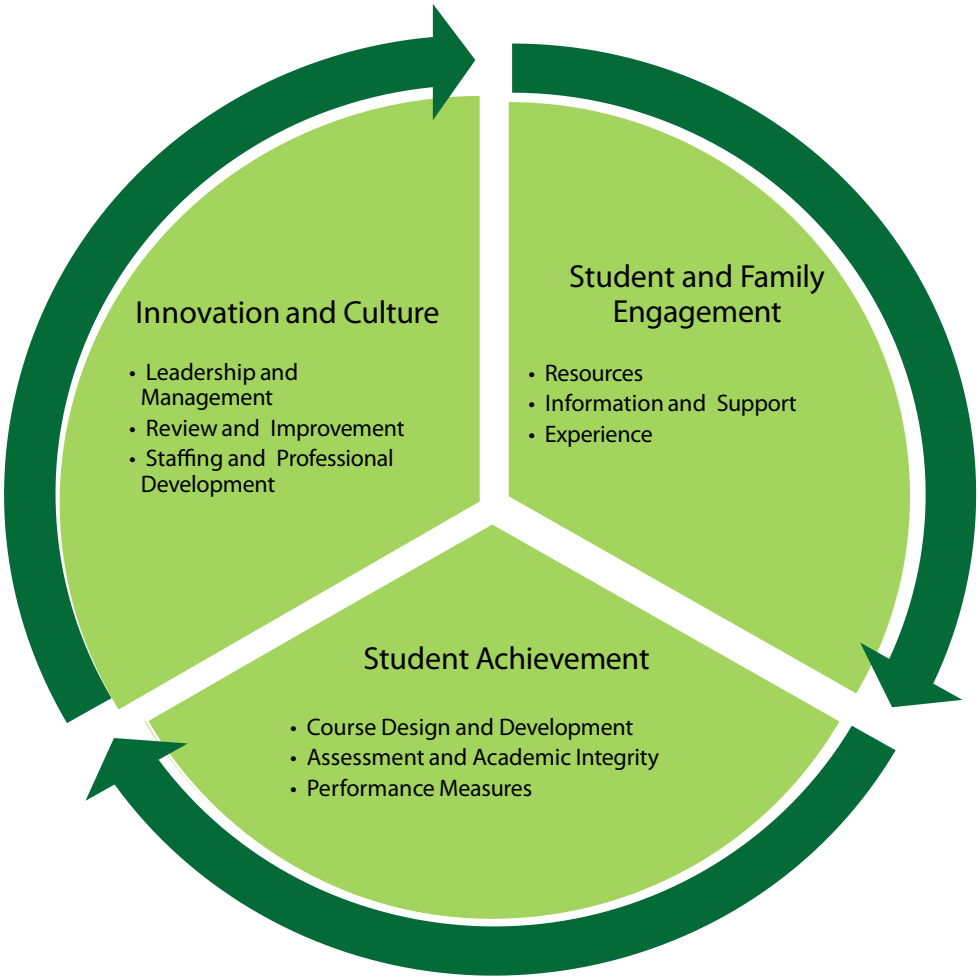
- **Equitable Access** – School-age students (up to 22 years of age) living in Saskatchewan may access K-12 online courses wherever they live in the province at no cost to the student.
- **Flexibility –** Students will have access to accommodate full-time, part-time and individual course options.
- **Connections and Support –** Online learning providers and home divisions/registered independent schools work collaboratively to ensure students have connections with other

students, educators, and extra-curricular activities. Students who require or would benefit from additional supports receive necessary accommodations and supports for learning.

- **Quality –** The quality of student achievement, instruction and assessment for online learning is comparable to the in-school learning environment.
- **Accountability** – Roles and responsibilities for schools, teachers and students are clearly established and procedures for accessing, providing and monitoring are clearly communicated and consistently implemented.

Elements of Quality Assurance

The quality assurance framework is comprised of three pillars to guide the delivery of online learning in Saskatchewan. These are the areas of practice that online learning schools must integrate and which the Ministry of Education will assess in relation to the delivery of online education.



Innovation and Culture

1. **Leadership and Management** – Actively support online education by developing operational plans, creating performance indicators and by influencing the culture of quality within an institution.
2. **Review and Improvement** – Data and a broad range of feedback from stakeholders, including students, contribute to planned annual reviews.
3. **Staffing and Professional Development** - Staff have the appropriate qualifications, knowledge and skills required to support student achievement.

Student and Family Engagement

4. **Resources** – Sufficient resources are available to enable the accessible and reliable provision of online education for all students.
5. **Information and Support** – Mechanisms to identify students requiring additional technical, educational, and personal support are implemented and monitored; students and families are aware of available supports. Information about online study is accessible, reliable, and regularly updated for both current and prospective students.
6. **Experience** – Each student has the opportunity to interact socially and academically with staff and other students. Ongoing feedback regarding the student experience is gathered and addressed as necessary.

Student Achievement

7. **Course Design and Development** – Learning experiences are aligned to curricular outcomes, and use a variety of high-quality resources and approaches in order to meet student needs.
8. **Assessment and Academic Integrity** – Students learning online are assessed and receive feedback which is meant to inform the student, the caregivers, and the teacher of the student's progress toward achieving the curricular outcomes. Such assessments provide information upon which instructional decisions and adaptations can be made.
9. **Performance Measures** – Performance measures are clearly communicated and feedback on student work is timely and supports student growth.

Quality Assurance Standards

All online learning schools must demonstrate to the Ministry of Education that they are meeting the following standards:

Innovation and Culture

1. **Leadership and Management**

Requirements	Effective practices
• Operational plans, annual reports, and other key documents include a vision for providing quality online education.	• As part of a cycle of continuous monitoring and review, leaders and managers receive regular reports to inform program improvement.

2. **Review and Improvement**

Requirements	Effective practices
• Data available through MySchoolSask is collected and analyzed according to schedules prescribed by the ministry and is used to inform improvement planning. • Improvement actions are publicly communicated in the entity's annual report.	• Planned review cycles and data collection periods feed into planning and reporting. • Feedback and data are used to inform changes and improvements within acceptable timeframes.

3. **Staffing and Professional Development**[1]

Requirements	Effective practices
• Teaching staff hold a Saskatchewan teacher's certificate issued by the Saskatchewan Professional Teachers Regulatory Board. • Policies and procedures for staff recruitment, training, and professional development opportunities are in place. • Institutional budgets allocate resources for teaching methods, technical support staff, and professional development.	• Teachers have ready access to opportunities for professional collaboration with other teachers teaching online courses and face-to-face courses, as applicable in the same subject areas and/or grade levels. • The impact of professional development is measurable in terms of the impact of student learning. • Staff develop and maintain an individual annual professional growth plan that is aligned with school goals.

[1] Staff include teachers and support staff.

Student and Family Engagement

4. **Resources**

Requirements	**Effective practices**
• Policies and procedures for the use of technology are in place. • Institutional budgets allocate resources for appropriate technical infrastructure, hardware and software to support online learning. • Online learning is offered through Moodle platform, or a platform approved by the Minister. • A suitable space is designated in each school for students accessing online learning. This space supports the use of online technology, including adequate outlets for charging devices and reliable wireless network connections.	• Purchased and locally-developed resources supporting online learning are shared through the Centralized Resource Centre.

5. **Information and Support**

Requirements	**Effective practices**

• Policies, procedures, and guidelines are established and consistently implemented regarding the following:
  ○ to determine when and how interventions are implemented to support students before they are at risk of failure or discontinuation of studies;
  ○ to foster positive interaction through Codes of Conduct or guidelines for online student expectations, behaviour, and etiquette; and,
  ○ to moderate the use of online features (e.g., chat room).
• In every school, where students are accessing online learning, a designated staff member (or a parent or guardian for students who are not in a school building) is identified to provide on-site supervision and technical support (i.e., teacher or educational assistant).
	• Data on student access and performance is collected and used to ensure students are actively engaged in learning and caregivers are aware of student progress.
	• Students and caregivers have opportunities to share learning needs and provide feedback and input to support planning and instruction. These opportunities include hearing from students who have left an online learning program or course.

6. **Experience**

Requirements	Effective practices
• Consistent course design is used across each grade level, no matter the course students take. • Regular updates and communications are posted, sent and received between school staff, students and caregivers. • A secure platform or system monitoring student interaction is in place to provide appropriate ways for students to be able to have appropriate access to other students' contact information (e.g., photo, first name). Exceptions to this may be granted for students whose parents or guardians request the contact information remain private.	• Opportunities for interactive user interface are embedded in the course design and are supported by the digital platform. • Digital platforms are designed to balance teaching methods and social aspects of the student experience. • Student evaluations of online learning include feedback about their overall learning experience. • Make supervision arrangements to have the student work at lunch or after school if the student is falling behind.

<u>Student Achievement</u>

7. **Course Design and Development**

Requirements	Effective practices
• All courses adhere to approved provincial curricula, courses, and programs. • Course content and assessments are based on curricula and curricular outcomes, the Adaptive Dimension, standards, and other requirements. • Course development and assessment policies, documentation and processes clearly articulate intended learning outcomes. • Course development aligns with provincial policies and procedures. • Course development committees or equivalent have members who can effectively assess the quality of online programs. • Course design, including instructional and assessment approaches is flexible and is responsive to student needs. • Course design (i.e., resources and instructional approach) considers and accommodates the	• Online learning activities are interactive, collaborative, culturally affirming, and engaging.

range of technology available to students across the province.	

8. Assessment and Academic Integrity

Requirements	Effective practices
• Policies and procedures that govern online assessments, including academic integrity are developed, shared, and enforced (see *Academic Integrity and Student Responsibility Guidelines, 2011*). • Student assessment data is collected, analyzed, and validated to ensure that each student who completes a course has demonstrated the program learning outcomes.	• Online learning schools respond to student and/or parent/guardian feedback and concerns about an issue with student assessment. • Standards are developed to promote and engage parents and guardians through two-way communication using platforms, software, or tools on student assessment.

9. Performance Measures

Requirements	Effective practices
• Online learning student outcomes are included in the school board's operational plans. • Data demonstrates online students are attaining suitable levels of achievement.	• A means of tracking and reporting student success in online learning is established, including success with Indigenous students, students with disabilities and diverse abilities, and children and youth in care. • Cohort analysis is undertaken to determine the performance and progression of students studying in online environments. • A rigorous process is in place to monitor and analyze achievement data for continuous improvement purposes. • Online students participate in provincial, national and international assessments and data collections.

Roles and Responsibilities

A clear understanding of all roles and responsibilities is fundamental to policy direction and effective governance. A high-level overview of roles and responsibilities within this framework include:

- **Ministry of Education** – responsible for quality assurance, including approving schools and monitoring adherence to the framework.
- **Saskatchewan Distance Learning Centre and approved online learning providers** – responsible for providing online learning and adhering to the quality assurance standards.
- **Home divisions/registered independent schools** (where a student is enrolled) – responsible for facilitating access to online learning opportunities.
- **Students** – responsible for fulfilling online learning course requirements.

Appendix B identifies a comparison of roles and further responsibilities across the nine quality assurance domains: Leadership and Management, Review and Improvement, Staffing and Professional Development, Resources, Information and Support, Experience, Course Design and Development, Assessment and Academic Integrity, and Performance Measures.

Qualifying Students

Online learning schools may:

- enrol students who are ordinarily resident in Saskatchewan;
- enrol students located outside the province but ordinarily resident in Saskatchewan in online learning schools or programs

If schools wish to offer online learning to students who are ordinarily resident in Saskatchewan but living in another Canadian province or territory, the school is required to establish a residency policy consistent with *The Education Act, 1995*, ministry legislation, policy and this framework. Schools are not eligible to receive provincial operating grant funding for 'out of province/international students'. Provincial education funding will not be provided for these students.

For further information on student enrolment as it relates to residency and tuition status, see the Immigration Quick Reference Chart on the Ministry of Education Student Data System page.

Student Residency Verification

Online learning schools may consider various kinds of evidence from the student, parent, or legal guardian to determine if they are ordinarily resident in Saskatchewan. Reference to evidence used to establish residency should be kept in the school or student's file, updated annually and be readily available for reporting purposes.

The term ‘ordinarily resident’ is used to establish criteria for determining whether a person is ordinarily resident for the purpose of receiving public education. The term can be assessed whereby the applicant has:

- A ‘settled purpose’ for taking up residence in the community.
- Sufficient continuity of residence, despite temporary absences for no more than six consecutive months.

To meet these requirements the applicant must show, on the basis of tangible objective evidence, that they have established a regular, habitual mode of life in the community with a sufficient degree of continuity which has persisted despite temporary absences. It is not enough to qualify for public education that the applicant has taken up residence for the ‘settled purpose’ that the children of the family receive public education.

Online learning schools are entitled to scrutinize the purpose for which the person or family has established its residence in the community to prevent an abuse of the system under which higher fees may lawfully be charged for out of province/international students.

Consideration of the following indicia of ‘ordinary residence’ may assist the Saskatchewan Distance Learning Centre (Sask DLC) and approved online learning providers in making the determination of whether a person is ordinarily resident in Saskatchewan. Evidence is strongest when using paper-based or tangible supporting documents rather than verbal confirmation of indicators. While each of these indicators alone is not enough to establish residency, the larger the number of positive indicators as set out in the first list below, the more likely it is that the student qualifies as a resident of the province for the purpose of receiving public education.

- Ownership of dwelling or long-term lease or rental of dwelling
- Residence of spouse, children, and other dependent family members in the dwelling
- Legal documents indicating Saskatchewan residence
- Provincial driver’s license
- Employment within the community
- Parent or guardian filing income tax returns as a Saskatchewan resident
- Provincial registration of automobile
- Canadian bank accounts or credit cards
- Links to community through religious organizations, recreational and social clubs, unions, and professional organizations
- Subscriptions for life or health insurance
- Business relationships within the community

Again, while none of the factors alone are sufficient, the larger the number of negative indicators as set out below, the more likely it is that a student will not qualify for public education:

- For the school-aged child, residence of the parents and/or family home in another jurisdiction, even if the student has a Saskatchewan guardian

- Existence of another dwelling outside of Saskatchewan where the person and/or their family regularly resides
- Foreign bank accounts or credit cards
- Parent or guardian's employment in another jurisdiction
- Parent or guardian filing income tax return in another jurisdiction
- Identification documents from another jurisdiction
- Substantial ties with former country or place of residence

Procedures

To become an approved online learning provider, Saskatchewan separate school divisions, the Conseil des écoles fransaskoises and registered independent schools must submit an application form to the Ministry of Education by **December 31** (see Appendix C for application form).

Approved online learning providers will:

- comply with the requirements outlined in the *Quality Assurance Framework for K-12 Online Learning*;
- comply with the monitoring procedures outlined in this document;
- comply with ministry policies and procedures;
- accommodate fluctuating demand for student enrolment; and,
- deliver instruction to qualifying students requesting instruction through online learning.

Application Procedures

Applications are subject to review by the ministry and require approval of the Minister.

Application Procedures – Key Dates

December 31	Completed application submitted to the Ministry of Education
April 1	Ministry informs applicant of status of application

See Appendix C for the application form. For questions on the application process, please contact the Programs Branch programsed@gov.sk.ca.

Monitoring Procedures

The Sask DLC and all approved online learning providers are subject to monitoring by the Ministry of Education. The monitoring process creates an accountability mechanism to ensure quality assurance related to online learning delivery.

The approved online learning provider will be subject to an annual monitoring cycle. A breakdown of required actions within the annual monitoring cycle:

Date	Approved Online Learning Provider (School Division or Registered Independent School; educational deliverer)	Saskatchewan Distance Learning Centre (Treasury Board Crown)
By August 30	Approved online learning providers and the Sask DLC each submit an operational plan for the year.	
October	Following the receipt of the operational plan and/or annual report, the ministry may arrange for meet with any of the leads of the approved online schools and the Sask DLC as required.	
By August 8 the first week August	Submit the year-end annual report	
Within 90 days of the end of the preceding fiscal year		Submit to the member of the Executive Council responsible for the Crown Corporation a report on its business for its preceding fiscal year and a financial statement showing its business for its preceding fiscal year in any form that may be required by the Treasury Board.

Through the above established monitoring procedures, the Ministry of Education may determine an educational authority's compliance with the *Quality Assurance Framework for K-12 Online Learning*. Where an educational authority is not deemed to be in compliance, the Ministry of Education may establish a probationary period that is applicable for one full cycle (one year) during which the educational authority will be subject to further monitoring. The probationary period serves as an opportunity for the educational authority to increase compliance and demonstrate commitment to and fulfillment of quality assurance standards. Beyond the required actions within the Monitoring Procedures, additional actions may be identified at the discretion of the Ministry of Education. Additional monitoring actions may include, but are not limited to:

- development and submission of a remediation plan outlining corrective actions and targets during the probationary period; and,
- meetings at designated intervals between the lead of the approved online school or the Sask DLC and ministry officials.

If the educational authority does not demonstrate improved compliance with the *Quality Assurance Framework for K-12 Online Learning* during the probationary period, determined by the Ministry of Education, the ministry will revoke the educational authority's approval to deliver online learning. The educational authority will be required to reapply to become an approved online learning provider, per the procedures outlined in this framework.

Appendix A: Terminology

Terms are provided as a reference:

Approved online learning provider means any of the following approved by the minister to offer, and that does offer, online learning as some or all of its educational programming: (a) a board of a separate school division; (b) the conseil scolaire; or (c) a registered independent school.

Asynchronous learning is distance learning where communication between teachers and students is not scheduled to occur at the same time.

Blended learning consists of a combination of face-to-face teaching and online instruction. It requires students and teachers to be physically present in a classroom part of the time, while the online instruction may occur outside the classroom, providing students some element of control over time, path and/or pace.

Distance learning occurs when teachers and students are separated by space and/or time and students learn outside of the traditional classroom setting (i.e., face-to-face instruction). This learning can be facilitated through paper-based courses or online learning.

Online learning means learning where all of the learning activities, including collaboration, sharing, communication and learning resources, between each of the pupils and the teacher are primarily done by means of the internet or any other digital platform and does not require pupils to be face-to-face with each other or with the teacher.

Ordinarily resident means a student who is temporarily out of the province for no more than six consecutive months, but who are ordinarily resident in Saskatchewan.

Synchronous learning is online learning in which a class is taught live to students at a regularly scheduled time. All students are expected to attend and interact with their teacher and classmates.

Appendix B: Table – Roles and Responsibilities

Note: It is anticipated that roles will shift as the education sector continues to work towards higher student achievement.

Role	Ministry of Education	Saskatchewan Distance Learning Centre(Treasury Board Crown)	Approved Online Learning Provider (School Division or Registered Independent School; educational deliverer)	Home Division or Registered Independent School (where a student is enrolled)	Student
Leadership and Management	• Establish legislation and policy direction. • Set vision, principles, and outcomes. • Set standards, regulations, guidelines and effective practices. • Establish curriculum and conduct research. • Approve online learning schools. • Establish process and measures to monitor quality assurance by approved online learning providers.	• Adhere to standards, regulations, guidelines and effective practices. • Identify administrative staff responsible for the delivery of online learning. • Develop administrative procedures. • Hire qualified staff to deliver online learning.	• Adhere to standards, regulations, guidelines and effective practices. • Apply to become an approved online learning provider. • Identify administrative staff responsible for the delivery of online learning. • Develop administrative procedures. • Hire qualified staff to deliver online learning.	• Develop and implement administrative procedures related to student participation in online learning outside of the school division or registered independent school.	

Review and Improvement	• Monitor online schools to ensure compliance with the Quality Assurance Framework. • Comply with auditing requirements to ensure quality assurance oversight of online schools.	• Comply with reporting requirements of *The Crown Corporations Act, 1993*. • Report student data in MySchoolSask (see Registrar's Handbook for details). • Conduct monitoring and reporting to inform continuous improvement. • Post operational plans publicly. • Create opportunities for staff feedback.	• Report student data in MySchoolSask (see Registrar's Handbook for details). • Conduct monitoring and reporting of quality assurance. • Post operational plans publicly. • Create opportunities for staff feedback.	• Report student data in MySchoolSask. • Create opportunities for staff feedback.	• Provide feedback when requested.
Staffing and Professional Development	• Operational funding is provided to approved online learning providers for the provision of online learning. • Set quality assurance standards for qualifications.	• Work with staff to develop and maintain an individual annual professional growth plan. • Provide staff with professional development opportunities supporting online learning delivery. • Inform staff about institutionally supported education technologies and the selection and use of available tools.	• Work with staff to develop and maintain an individual annual professional growth plan. • Provide staff with professional development opportunities supporting online learning delivery. • Inform staff about institutionally supported education technologies and the selection and use of available tools.		

Resources	• Establish a provincial approach to develop and share supports related to curricula. • Plan, fund and implement provincial infrastructure in support of equitable access. • Provide funding to set up and support the digital learning platform, and software subscriptions and licences. • Manage provincial subscriptions or licences to online education resources and software tools.	• Develop and maintain the Centralized Resource Centre, making it available to all approved online learning providers. • Report to the ministry the course offerings per semester/school year. • Establish a contingency plan for the continuance of online education and services in the event of prolonged service disruption. • Provide technical assistance to staff during online teaching. • Promote the availability of resources and support material to students and families through the Centralized Resource Centre.	• Report to the ministry the course offerings per semester/school year. • Establish a contingency plan for the continuance of online education and services in the event of prolonged service disruption. • Provide technical assistance to staff during online teaching. • Promote the availability of resources and support material to students and families through the Centralized Resource Centre.	• Provide technical assistance to students during online teaching. • Facilitate the provision of print support material to students through the Centralized Resource Centre, as required. • Designate a space in each school for students accessing online learning. • The designated space at school includes adequate hardware (e.g., wireless network connection, devices, electrical outlets). • Make available and maintain adequate technological infrastructure at school for learners accessing online learning.	• Seek out technical assistance when needed.
Information and Support	• Establish parameters for infrastructure. • Set policies for appropriate use of provincial infrastructure. • Provide provincial coordination and facilitate linkages	• Implement support documents for teachers who have a student with intensive needs in the classroom (Supporting All Learners Blackboard page). • Use a tool to assess	• Implement support documents for teachers who have a student with intensive needs in the classroom (Supporting All Learners Blackboard page). • Use a tool to assess	• Provide student support services to part-time students. • Ensure a designated staff member provides on-site supervision and technical support.	• Provide feedback to share learning needs and preferences to support planning and instruction. • Comply with guidelines for online student expectations,

	with partners and school divisions. • Develop and maintain a centralized catalogue of course offerings publicly available online.	and gauge a student's readiness to learning online. • Support student and caregiver onboarding. • Report student enrolment data to the ministry. • Ensure a means of tracking and reporting student success in online learning, including success with Indigenous students, students with disabilities and diverse abilities, and children and youth in care. • Provide full-time students with access to student support services. • Establish clear standards for staff engagement and expectations around online teaching (e.g., response time, contact information). • Moderate the use of online features (e.g., chat room). • Provide opportunities to students and caregivers opportunities to share learning needs,	and gauge a student's readiness to learning online. • Support student and caregiver onboarding. • Report student enrolment data to the ministry. • Ensure a means of tracking and reporting student success in online learning, including success with Indigenous students, students with disabilities and diverse abilities, and children and youth in care. • Provide full-time students with access to student support services. • Establish clear standards for staff engagement and expectations around online teaching (e.g., response time, contact information). • Moderate the use of online features (e.g., chat room). • Provide opportunities to students and caregivers opportunities to		behaviour and etiquette.

		provide feedback and input to support planning and instruction. These opportunities include hearing from students who have left an online learning program or course. • Foster positive interaction through Codes of Conduct or guidelines for online student expectations, behaviour and etiquette.	share learning needs, provide feedback and input to support planning and instruction. These opportunities include hearing from students who have left an online learning program or course. • Foster positive interaction through Codes of Conduct or guidelines for online student expectations, behaviour and etiquette.		
Experience	• Ensure that the digital platform offers an interactive user interface suitable for K-12 students.	• Accommodate fluctuating demand for student enrolment. • Embed interactive student opportunities as supported by the digital platform and course design. • Balance teaching methods and social aspects of the student experience. • Support staff and students in the development and use of technologies and skills. • Provide students with access to information prior to	• Accommodate fluctuating demand for student enrolment. • Embed interactive student opportunities as supported by the digital platform and course design. • Balance teaching methods and social aspects of the student experience. • Support staff and students in the development and use of technologies and skills. • Provide students with access to information prior to	• Support staff and students in the development and use of technologies and skills. • Ensure communication with the online teacher (e.g., health or family issues). • Involve the school administrator and caregivers if the student is not communicating or doing the required work.	• Attend class regularly and keep up with course work. • Students have access to minimum technology skills and equipment required before starting an online course. • Regularly communicate with the online teacher.

		starting a course, including books and supplies, technical and assessment requirements, and support services for full-time students. • Work with school administrator and caregivers if the student is not communicating or doing the required work.	starting a course, including books and supplies, technical and assessment requirements, and support services for full-time students. • Work with school administrator and caregivers if the student is not communicating or doing the required work.		
Course Design and Development	• Develop and implement applicable ministry policies and procedures. • Develop and support implementation of new curricula, courses and programs.	• Use Saskatchewan curriculum, courses and programs authorized by the Minister. • Refer to curricula and curricular outcomes, *The Adaptive Dimension for Saskatchewan K-12 Students (2017)*, standards and other requirements throughout course content and assessments. • Articulate the intended outcomes throughout course development, assessment	• Use Saskatchewan curriculum, courses and programs authorized by the Minister. • Refer to curricula and curricular outcomes, *The Adaptive Dimension for Saskatchewan K-12 Students (2017)*, standards and other requirements throughout course content and assessments. • Articulate the intended outcomes throughout course development,	• Comply with all ministry policies and procedures.	

		policies, documentation and processes. • Comply with all ministry policies and procedures. • Respond to student needs through flexible and responsive course design, and instructional and assessment approaches. • Accommodate the range of technology available to students across the province. • Assess the quality of online programs by a course development committee (or equivalent). • Use a course development process and/or quality standards during the development of new online courses. • Create engaging opportunities in the course design for both staff and students.	assessment policies, documentation and processes. • Comply with all ministry policies and procedures. • Respond to student needs through flexible and responsive course design, and instructional and assessment approaches. • Accommodate the range of technology available to students across the province. • Assess the quality of online programs by a course development committee (or equivalent). • Use a course development process and/or quality standards during the development of new online courses. • Create engaging opportunities in the course design for both staff and		

		• Support teachers in designing and creating online learning activities that are interactive, collaborative, culturally affirming and engaging. • Deliver online learning using the approved digital learning platform. • Embed interactive student opportunities as supported by the digital platform and course design.	students. • Support teachers in designing and creating online learning activities that are interactive, collaborative, culturally affirming and engaging. • Deliver online learning using the approved digital learning platform. • Embed interactive student opportunities as supported by the digital platform and course design.		
Assessment and Academic Integrity	• Develop, share and enforce policies and procedures about online assessments, including academic integrity.	• Develop, share and enforce policies and procedures about online assessments, including academic integrity. • Collect, analyze and validate student assessment data to ensure that each student who completes a course has demonstrated the program learning outcomes.	• Develop, share and enforce policies and procedures about online assessments, including academic integrity. • Collect, analyze and validate student assessment data to ensure that each student who completes a course has demonstrated the program learning outcomes. • Respond to	• Provide a designated staff member to oversee the student in class. • Request from the student and/or the online teacher a copy of the course outline, outcomes and course due dates. • Ensure in-person supervision during assessment. Procedures are followed, as outlined by the online teacher.	• Communicate regularly with the online teacher.

		• Respond to student feedback and complaints about assessment. • Provide course outline, outcomes and course due dates to home division/registered independent school. • Provide student assessment instructions and materials to home division/registered independent school including facilitation, supervision and timelines. • Communicate consistent, accurate and meaningful information between students, teachers and caregivers on assessment and evaluation. • Communicate timely information on student assessment and evaluation results that allows caregivers to anticipate strengths and areas needing improvement.	student feedback and complaints about assessment. • Provide course outline, outcomes and course due dates to home division/registered independent school. • Provide student assessment instructions and materials to home division/registered independent school including facilitation, supervision and timelines. • Communicate consistent, accurate and meaningful information between students, teachers and caregivers on assessment and evaluation. • Communicate timely information on student assessment and evaluation results that allows caregivers to anticipate strengths and areas needing improvement.		

Performance Measures	• Undertake cohort analysis to determine the performance and progression of students studying in online environments compared with face- to-face students.	• Monitor and analyze achievement data for continuous improvement purposes. • Participate in provincial, national and international assessments, and data collections.	• Monitor and analyze achievement data for continuous improvement purposes. • Participate in provincial, national and international assessments, and data collections.		

Appendix C: Application Form

Please see the Procedures section of the *Quality Assurance Framework for K-12 Online Learning* for further information. For questions on the application process, please contact the Programs Branch, programsed@gov.sk.ca.

Educational Organization Information

Application Date	
Name of School Division or Registered Independent School	
Name of Online Learning School(s)	
Street Address	
Contact Name	
Role in the Organization	
Phone Number	
Email	

Program Overview and Services

1. Describe your online learning school's program and how it aligns with the Quality Assurance Standards.

2. Describe your ability to scale up and provide province-wide equitable access and support services for all learner needs, including (but not limited to):
    - clear policies for both student onboarding and needs assessment processes;
    - the ability to provide flexible/creative programming, and culturally and linguistically sensitive supports;
    - the ability to assure equity and achievement for all learners; and,
    - demonstrated knowledge/experience, resources, and capacity to address vulnerable learner needs.

Current Practices

1. Describe your online learning school's course development capacity and practices.
    - Does your online learning school have dedicated staff for course development and for course delivery?
    - Which platform(s) will your online learning school use for course delivery?

Additional Information

1. Set out any additional information that you would like to provide about your online learning school.
    - Programs, e.g., French minority language education, French second language instruction (i.e., French Immersion, Core French)
    - Current and projected program capacity

Course Offerings

Please list the courses your organization intends to deliver and the semester or school year where it will be delivered. This information will become available in the catalogue of online course offerings. Appendices may be attached if needed.

Course Name	Offered	Course Description (Please provide further details such as asynchronous/synchronous delivery)

Disclaimer and Signature

By signing the field below, the educational authority and its online learning school(s) agree to comply with the *Saskatchewan Quality Assurance Framework for K-12 Online Learning*.

Please submit this application form by **December 31** to the Ministry of Education at programsed@gov.sk.ca.

Name	Position in the Organization
Signature	Date