



Hybrid Addendum

Hybrid Addendum for ACSI *Inspire*

General Instructions

This addendum is designed to supplement the *Inspire* protocol, providing information specific to hybrid education programs. This addendum will identify:

- *Modifications* to *Inspire* indicators that are required for all [hybrid programs](#). If something doesn't apply, the indicator may be marked N/A (not applicable to hybrid programs)
- *Additional Indicators* to be addressed that are not found in *Inspire* and are unique to hybrid programs
- *Evidence* that is specific to the hybrid program (beyond that which is indicated by the Evidence Guide)

How does a school know if they need to use this addendum?

A [Hybrid Program](#) or [University-Model®](#) school is a Christian, college-preparatory school which blends aspects of private and homeschooling. Students meet on campus two or three days per week, and complete lessons at home on alternate days under the direction of professional teachers, with parents serving as [co-teachers](#) or educational partners. [Hybrid programs](#) are schools that employ systems similar to the University-Model® but may not follow their prescribed system. It may not be called a University-Model® program unless it is registered under that name and belongs to that association. See the article by [Dill](#) (referenced below) for benefits of [University-Model®](#) schools that would apply to [Hybrid Programs](#) as well.

For the remainder of the document, the term “Hybrid” will be used to encompass programs that are officially recognized as University-Model® programs as well as those that are not. This document was not created for use by [independent study](#) programs. Additionally, this document was not created for use by homeschool umbrella programs or homeschool support co-ops. Unique standards and indicators will help schools determine if they are truly teacher-directed, using effective educational strategies for the non-traditional schedule, and have appropriate supports in place for this type of program. If the school is primarily a [hybrid program](#) or has an attached hybrid program, then this addendum should be used at the time of the next accreditation visit.

Please note: If a school substantially changes its delivery of education between accreditation visits, ACSI reserves the right to ask the school to complete either a special report and/or have a special purpose visit regarding the new delivery system. A school should notify ACSI if such a substantial change is made.

Program Types

There are a range of schools (or programs) that might be using this document. They will be categorized in three main groups as described below.

[Attached Programs](#): In the case of a [hybrid program](#) that is attached to a [brick-and-mortar](#) school, the *Inspire* protocol will be supplemented by this addendum for the grades or division of the school where the hybrid program is in place. A separate [hybrid subcommittee](#) will need to be formed that will address the modified and additional indicators, and those requiring specific evidence, for the hybrid program.

[Fully Hybrid Schools](#): If a school is fully hybrid, this addendum and its modified, additional indicators, and additional evidence will be in place for the whole school along with the rest of the *Inspire* Protocol. These schools will note several indicators that will not be relevant because they are written to address the relationship between a [traditional](#) school program and a [hybrid program](#) that co-exist. Several of these indicators will note that fully hybrid schools should simply mark those indicators as N/A.

Dual Accreditation

A school in either of the categories above may want to be dually accredited with another accrediting agency. The agreements with these agencies vary in terms of whether they are willing to be the “lead

agency” or whether they will work cooperatively with ACSI in the “second position.” Contact your accreditation director with the specific organization you have in mind and ACSI will do everything possible to work with the other organization to make dual or joint accreditation possible.

Self-Study

Attached Programs:

If it is determined that the school needs to complete the Hybrid Addendum, traditional schools with an [attached hybrid program](#) will create Domain subcommittees as outlined in the *Inspire* School Coordinator Handbook, as well as a [hybrid subcommittee](#) to adequately evaluate the [hybrid program](#) as part of the self-study.

Specific sections will be made active in the digital platform for schools to address the *additional* and *modified* indicators. There will also be an area for the additional evidence for the [hybrid program](#) with each indicator listed. Each Domain will have a textbox similar to those for the main *Inspire* protocol, allowing those who work on the hybrid addendum to identify strengths, areas for improvement, and a general reflection that helps explain any distinctives, challenges, or context for the visiting [team member\(s\)](#) reviewing the hybrid portion of the report. Those who are working on the hybrid addendum will identify prioritized goals resulting specifically from the hybrid addendum and then share those with the Steering Committee.

All hybrid programs rate the indicators that are *additional* and *modified* along with the rest of the *Inspire* indicators. See the *additional* and *modified* indicators under each Domain on the pages that follow.

For the indicators where only evidence is listed, the [hybrid subcommittee](#) should look at the rating that the [traditional](#) school’s subcommittee gave that indicator. If they see a significant difference once they look at the hybrid evidence, they should note that in the textbox provided.

A few general questions will be asked at the beginning of the hybrid learning section in the digital platform. These are needed to provide context for the [team member\(s\)](#). More information will be provided with the prompts in the digital platform.

Fully Hybrid Programs:

Fully hybrid programs will create a Steering Committee and Domain subcommittees as outlined in the ACSI *Inspire* School Coordinator Handbook. These programs will not have a separate hybrid subcommittee, as each Domain subcommittee will review all indicators as well as the *additional* and *modified* indicators with their hybrid program in mind.

Specific sections will be made active in the digital platform for schools to address the *additional* and *modified* indicators. There will also be an area for the additional evidence for the [hybrid program](#) with each indicator listed. Each Domain will have a textbox similar to those for the main *Inspire* protocol; however, fully hybrid programs may simply use the main *Inspire* self-study to articulate distinctives, challenges, or context for the visiting [team members](#). Each Domain subcommittee will identify prioritized goals related to their Domain and present those to the Steering Committee.

All hybrid programs rate the indicators that are *additional* and *modified* along with the rest of the *Inspire* indicators. See the *additional* and *modified* indicators under each Domain on the pages that follow. Fully hybrid schools will omit the *Inspire* indicator for which there is a corresponding specific *modified* indicator in this addendum.

A few general questions will be asked at the beginning of the hybrid learning section in the digital platform. These are needed to provide context for the [team members](#). More information will be provided with the prompts in the digital platform.

Outline of the Hybrid Report

- I. Provide **demographics** (numbers by grade/division and descriptions) of the students in the [hybrid program](#) (including if this is an attached or fully hybrid program)
- II. Describe the **history and administration** of the program, including how the program came into existence, the leadership structure, and how it operates in relation to the [brick-and-mortar](#) school, including the financial viability of the hybrid program (if an [attached program](#)).
- III. Describe the **schedule** for the method of delivery (days of the week, time per day, grades, etc.)
- IV. Describe the type of **curriculum** used, courses purchased, other external entities such as online courses used (developed in-house, purchased, specific company?)
- V. List the **personnel** who work with the [hybrid program](#), along with their roles: teachers, monitors, advisors and any other significant positions. Describe the cooperation between teachers and parents/guardians.
- VI. Describe **infrastructure used to support** hybrid students and develop school culture such as counselors, Bible studies, chapel, [co-curriculars](#), clubs, resources for tech support, etc.

Readiness Checklist for the Hybrid Program

Approximately eight weeks prior to the team visit, the team chair and at least one hybrid [team member](#) will perform a visit readiness check to determine if the visit can go forward. That check may be virtual or in-person. They will be looking for a basic level of compliance or effectiveness on the *Inspire* indicators and the addendum components. Especially if it is a first visit, the [hybrid program](#) will not be expected to have the level of maturity of an established program.

[Attached programs](#) The visit readiness check will be completed along with a [Standard 11 Checklist](#). Standard 11 Checklist items do not require many modifications for hybrid programs. However, the school's [hybrid subcommittee](#) should obtain appropriate documents and be prepared to submit them for their program.

Evidence

The school will need to provide evidence that pertains specifically to the [hybrid program](#) for all indicators that are *additional*, *modified*, or marked for additional evidence. The visiting [team member](#) for the hybrid program will review the evidence to determine if the hybrid program is effectively meeting each indicator. If an *Inspire* indicator is not listed in the Hybrid Addendum, no evidence needs to be provided that is specific to the hybrid program (for [attached programs](#)). For fully hybrid programs, all evidence included for the *Inspire* indicators as well as the addendum indicators will be related to the hybrid program.

Composition of the Team

For [attached programs](#), the chair of the combined visit will be appointed approximately 12-18 months prior to the team visit. That person will be an expert in the *Inspire* standards and indicators. An additional [team member](#) (or members, depending on size of the program) will be appointed to focus specifically on the Hybrid Addendum. The hybrid team member will assist the chair to assess the overall readiness of the program for the visit. He or she will also serve as the contact or resource person for the [hybrid subcommittee](#) as they prepare the self-study in preparation for the team visit. For fully hybrid programs, the entire team will be chosen based on their qualifications and experience.

Team Visit

The hybrid team member(s) will observe classes in whatever way works best. That may include live sessions when classes are in session. It also may mean that the observer meets with parents as they describe how they support the teaching and learning process at home. Since teaching days are limited

during a hybrid visit, recorded sessions may be used to get a good cross section of classes that observers may not be able to view in person.

Team member(s) will rate the *additional* and *modified* indicators, evaluate the additional evidence, and contribute to the team report during the visit. The team will complete a reflection for each domain in which they will comment on their observations and additional evidence. A school may receive commendations or recommendations that pertain specifically to the hybrid program.

Icons used throughout this Addendum:

Please note: When there is a specific hybrid indicator, hybrid schools and [hybrid programs](#) should rate the *additional* and *modified* indicators and **not** the original Inspire indicators.



Modifications to Inspire for Hybrid Programs



Additional Indicators required for Hybrid Programs



Additional Evidence needed: These notes apply to both fully hybrid schools and [attached programs](#). For fully hybrid schools, this clarifies what the evidence should include. For attached programs, this clarifies what specific evidence is needed for the addendum in addition to the evidence the school's subcommittees provided for regular sections of Inspire.



Definitions

This Hybrid Addendum is intended to be used as a side-by-side document with Inspire.

PURPOSE DOMAIN



Additional Evidence

Indicator 1.2: Evidence for this indicator may be slightly different for [hybrid programs](#). The focus of the indicator is still that the mission and other documents are “written, reviewed for effectiveness, and communicated.”

Indicator 2.2: Evidence of mentoring, discipleship, and outreach is needed specific to the hybrid program.

Indicator 3.1: Evidence should demonstrate that the school is clearly committed to the unique hybrid model and sees it as a way to achieve the school’s mission. Orientation and professional development for the governing body should include information related specifically to the hybrid model.

Indicator 3.2: For [attached programs](#), evidence is needed to show that all aspects of 3.2 involve the hybrid program and that strategic planning specifically includes the hybrid program. (For fully hybrid programs, this would be N/A.)

Indicator 3.5: Evidence should show that while the governing body provides direction to the hybrid program, the leader of that program has the necessary autonomy to pursue goals to accomplish the student outcomes. (For fully hybrid programs, this would be N/A.)



Additional Indicators

HP Indicator 3.7 The school has clearly defined policies, standards, and procedures for how the hybrid program relates to the rest of the school if it is an [attached program](#). This includes when students are allowed to move from the hybrid program into the [brick-and-mortar](#) program, what they are eligible for, and vice versa. (For fully hybrid programs, this would be N/A.)

HP Indicator 3.8 The governing authority establishes and assesses policies and procedures for validating the authenticity of student performance, awarding course credits, and meeting graduation requirements (including 25% of courses required for HS diploma completed at the school).

RELATIONSHIPS DOMAIN



Additional Evidence

Indicator 4.2: Evidence should be provided that demonstrates that a structure operates effectively in the [hybrid program](#) providing students with adult support.

Indicator 5.1: Examples provided for evidence should include two-way communication specifically from families in the hybrid program.

TEACHING AND LEARNING DOMAIN



Additional Evidence

Indicator 7.1: Evidence for the [hybrid program](#) demonstrates that essential learning outcomes are the same for courses, including those focused on biblical worldview, whether they are a part of the [brick-and-mortar](#) program or the hybrid program (if an [attached program](#)). Courses chosen for the hybrid

program should be shown to be virtually equivalent to the school's regular curricular offerings, including the development of a biblical worldview. (For fully hybrid programs, this would be N/A.)

Indicator 10.3: Evidence should demonstrate professional development and teacher evaluation processes that prepare faculty to work effectively in the hybrid environment. This training should include induction, mentoring, and coaching, as needed.



Additional Indicators

HP Indicator 7.7: The [hybrid program](#) uses a variety of well-chosen active, interactive, and reflective learning projects that cover a broad range of learning levels (Blooms, Depth of Knowledge) and use a wide variety of learning methods. These learning activities are designed to be shared or extended between the school and home environments to best utilize the hybrid instructional partnership.

HP Indicator 7.8: The hybrid program ensures that services or coursework from external sources will be monitored for perspective, rigor, and biblical worldview such that they would be similar to instruction provided in-house.

HP Indicator 7.9: The hybrid program validates the authenticity of student work completed on days students are not in class.

HP Indicator 7.10: Policies and procedures define expectations for student engagement and course completion including a minimum of two full days of on-site instruction (or more, if required by the state). This includes awarding course credits and grades based on clearly defined policies that address both content knowledge and skill competencies.

EXPERTISE DOMAIN



Additional Evidence

Indicator 12.2: In addition to the qualification requirements, evidence should demonstrate that teachers are prepared to work effectively in the hybrid environment. The school may wish to complete the School-Based Professional Development or certification charts together or separately for [attached programs](#).

Indicator 13.2: Evidence should provide examples of career exploration and academic counseling specifically from the [hybrid program](#).



Modified Indicator

Modification for Indicator 13.3: The hybrid program has processes in place to identify and meet individual student spiritual, academic, social, emotional, and physical needs, as can be accommodated by the technology, resources, and personnel of the program. (See also Indicator 1.3, 4.1, and 7.3)

RESOURCES DOMAIN



Additional Evidence

Indicator 14.2: The budget should demonstrate that the [hybrid program](#) is equitably resourced, appropriate to its needs. Examples provided for evidence should demonstrate that input is given, and student outcomes are considered for the hybrid program. (For fully hybrid programs, this would be N/A.)



Additional Indicators

HP Indicator 17.4 – If the [hybrid program](#) has unique technology-based systems for instruction, the hardware, software, infrastructure, and [learning management system](#) used are adequate to support quality teaching/learning for all students enrolled. Those systems are adequately backed up in the event that any critical systems experience technical difficulties.

HP Indicator 17.5 - Incoming students and their families are prepared for the unique hybrid learning environment through required orientation sessions.

WELL-BEING DOMAIN



Additional Evidence

Indicator 18.2: There must be clearly defined harassment, bullying, and conduct expectations for students, staff, parents, and volunteers. In a [hybrid program](#), evidence will need to demonstrate that the campus and applicable technology infrastructure support students' ability to study in a safe environment regardless of the variable on-site schedule.

Indicator 18.3: Child safety policies and procedures should be specific to the hybrid program. Examples provided for evidence should be specifically from the hybrid program.

Indicator 19.1: Evidence should include specific examples of a Christ-centered working environment in the hybrid program.

Indicator 20.1: Examples of the school promoting an emotionally healthy environment should come from hybrid students and their experiences.

Indicator 20.3: Evidence for hybrid programs should demonstrate a unique, Christ-honoring, school culture through on or off campus activities promoting spiritual formation, friendship, fun, and service. [Attached programs](#) should include information about eligibility for sports, clubs, and activities related to the [brick-and-mortar](#) program.



Glossary of terms for the Hybrid Addendum

Attached program – a [hybrid program](#) that has a significant connection to a brick-and-mortar school. The school and the attached program may share services and students, or they may simply have grown up together and share a common history. Some attached programs may be so independent that it would be best if they pursued separate accreditation because they have become a completely separate entity.

Brick and mortar school – a common way to refer to a traditional school where students attend face-to-face classes.

Co-curricular – activities that normally fall outside the regular classes. Examples are sports, clubs, National Honor Society, student government, volunteer opportunities, ACSI student activities, and similar types of programs.

Co-teacher or educational partner – usually a parent or guardian working with the student at home to support the school's educational plan on the days the student does attend classes in the school building. He or she ensures that there is an environment conducive to learning; implements the school's curriculum; and, depending on the age of the student, provides direct instruction, coaching, or reinforcement when needed.

Expected Student Outcomes – what the school intentionally targets for all students to know, believe, understand, prefer, and be able to do after their tenure in the school. Outcomes are based in the philosophy of the school as well as its statements of mission and vision and then personalized to the lives of students.

Hybrid programs - college-preparatory school which blends aspects of private and homeschooling. Students meet on campus two or three days per week and complete lessons at home on alternate days under the direction of professional teachers, with parents serving as co-teachers.

Hybrid subcommittee – a group of individuals at a hybrid school or attached hybrid program who are tasked with evaluating the hybrid program or some portion of it. They should have firsthand knowledge of how the program operates and how it accomplishes its objectives.

Independent Study Programs – most often dictate the curriculum and direct the student's activities with frequent check-ins. For a school to include an independent study course for credit under their school's accreditation, they must be able to show that the course of study for that student was generally equivalent to the content, skills, and rigor of any other student taking that course through other modes of delivery. Independent study courses are not included in ACSI's understanding of a hybrid program.

Learning Management System (LMS) – most often web-based software for the delivery of an online course or digital content. Usually manages the presentation of material, organization of modules, calendar, grading, discussions, resources, assessments, etc. In a hybrid program, this may be used to manage some of the work completed at home.

Modified Indicator – an *Inspire* indicator that requires a slightly different focus or minor alteration for application to hybrid programs

Team member (or visiting team member) – individuals assigned to represent ACSI in validating the school's self-study with a goal of providing commendations and recommendations for the school in order to help it continue to improve. The team makes a recommendation about whether or not the school should be accredited to the appropriate commission.

Traditional school (see Brick-and-mortar)

University Model Program – like the hybrid definition above, it is a program that meets both on campus and in homes, sharing the instructional responsibilities between home and school. However, the instruction is primarily directed by the school. This name is registered to the National Association of University-Model® Schools (NAUMS, Inc.). The organization was founded to assist existing and developing University-Model® schools.

References

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[https://en.wikipedia.org/wiki/National Association of University-Model Schools](https://en.wikipedia.org/wiki/National_Association_of_University-Model_Schools)

[Dill S. \(2014-2015\). A Different Approach to Christian School Partnership: The University-Model Approach. CSE 18\(3\), 12-13](#)