

LIBERTY HIGH SCHOOL BLENDED/HYBRID LEARNING POLICY
v 1.0 Jan 2024

Table of Contents

***LIBERTY HIGH SCHOOL BLENDED/HYBRID LEARNING POLICY*..... 0**

***Liberty High School Blended/Hybrid Learning Policy*..... 3**

***I. Introduction*..... 3**

***II. Curriculum and Instruction* 3**

 Ontario Curriculum Alignment: 3

 Integrated Learning Design: 3

***III. Technology Integration and Access* 3**

 Digital Learning Platforms: 3

 Technology Equity: 3

***IV. In-Person Instruction*..... 3**

 Classroom Engagement:..... 3

 Safe Learning Environment: 3

***V. Online Instruction* 3**

 Interactive and Engaging Content:..... 3

 Flexibility and Accessibility:..... 3

***VI. Student Support and Engagement*..... 4**

 Academic Support:..... 4

 Monitoring Engagement: 4

***VII. Assessment and Feedback*..... 4**

 Holistic Evaluation:..... 4

 Feedback Mechanisms: 4

***VIII. Special Education Considerations* 4**

 Accommodations and Modifications: 4

***IX. Professional Development*..... 4**

 Training for Teachers: 4

***X. Parental Involvement* 4**

 Engaging Parents:..... 4

***XI. Policy Review and Improvement*..... 4**

 Continuous Improvement: 4

XII. Roles and Responsibilities..... 5
Educators:..... 5
Students: 5
Parents/Guardians:..... 5

Liberty High School Blended/Hybrid Learning Policy

I. Introduction

In accordance with Ontario's educational standards, Liberty High School's Blended/Hybrid Learning Policy outlines our approach to combining online and in-person instruction. This policy ensures that blended learning at our school provides a balanced, engaging, and effective educational experience, leveraging the strengths of both traditional classroom teaching and modern digital learning environments.

II. Curriculum and Instruction

Ontario Curriculum Alignment: Both in-person and online components of the blended courses strictly adhere to the Ontario curriculum, ensuring a seamless and consistent educational experience.

Integrated Learning Design: Blended courses are thoughtfully designed to integrate online and face-to-face learning activities, maximizing the benefits of both modalities.

III. Technology Integration and Access

Digital Learning Platforms: Utilizes robust and user-friendly online platforms for the delivery of digital content, assignments, and assessments.

Technology Equity: Ensures all students have access to necessary technology and internet connectivity for the online components of their courses.

IV. In-Person Instruction

Classroom Engagement: In-person sessions focus on interactive learning, group discussions, hands-on activities, and individualized support.

Safe Learning Environment: Adheres to health and safety guidelines for in-person instruction, ensuring a safe learning environment for students and staff.

V. Online Instruction

Interactive and Engaging Content: Online instruction includes a mix of live (synchronous) teaching, recorded (asynchronous) materials, and interactive digital resources.

Flexibility and Accessibility: Online components offer flexibility for students to access learning materials and complete assignments at their convenience.

VI. Student Support and Engagement

Academic Support: Provides additional academic support for both online and in-person components, including access to teachers and resources for individual assistance.

Monitoring Engagement: Tracks student engagement and participation across both online and in-person elements of the course.

VII. Assessment and Feedback

Holistic Evaluation: Assessments are designed to evaluate student learning across both online and in-person components, ensuring a comprehensive understanding of student progress.

Feedback Mechanisms: Timely and constructive feedback is provided to students to support their learning journey.

VIII. Special Education Considerations

Accommodations and Modifications: Ensures students with Individual Education Plans (IEPs) receive necessary accommodations in both online and in-person settings.

IX. Professional Development

Training for Teachers: Ongoing professional development opportunities are provided for teachers to enhance their skills in delivering blended learning effectively.

X. Parental Involvement

Engaging Parents: Encourages parental involvement in their child's education and provides guidance on how to support students in a blended learning environment.

XI. Policy Review and Improvement

Continuous Improvement: Regularly reviews the blended learning policy to incorporate feedback, address challenges, and integrate new educational technologies or methodologies.

XII. Roles and Responsibilities

Educators: Responsible for delivering high-quality instruction in both online and in-person formats and providing support to students.

Students: Expected to actively engage in both components of the blended courses and manage their time effectively.

Parents/Guardians: Encouraged to support their child's learning and stay informed about the course requirements and their child's progress.

Liberty High School's Blended/Hybrid Learning Policy reflects our commitment to providing a versatile and dynamic educational experience. By effectively combining in-person and online learning, we aim to cater to the diverse needs and learning styles of our students, preparing them for future academic and career success.