

**B.I.**


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**From:** Charla Hannigan [Charla.Hannigan@LegacyK12.org]  
**Sent:** Thursday, October 11, 2007 6:37 PM  
**To:** B.I.  
**Cc:** John Bleich; Kurt Malerich; Matt Swanson; Fred Crofford; Krystal Kroeker; LegacyAcademy  
**Subject:** RE: Distance learning

Mr. Imperial,

The on-line courses that we are using this year are from Colorado Online Learning and each course has its own on-line teacher that the students communicate with through email. We have assigned a teacher to be the on-line coordinator (Mr. Taylor) and his job is to get the students enrolled in the course, check to see that assignments are being submitted on time, keep an eye on the overall grade, and get the grades from the on-line system to enter in our reporting system. Students are expected to go to the coordinator if they are experiencing technical difficulties of any kind and he will assist in solving the problem. Students are working with a self-motivated approach in the library and have remained focused and on-task. You pose an interesting point about students' accountability and the mechanical structure that safeguards against cheating. I'm sure that it not as secure as in a traditional classroom but we do expect our on-line students to be honorable in their work and responsible in the course requirements. I can tell you that the on-line students have done a fine job so far and have been a trustworthy, dependable group. (I hope that last statement didn't jinx the current good behavior from these kids. HA!)

You are correct in saying that there should not be a need for an in-house parallel teacher. The classes that we are purchasing (the reasonable fee to sign up for a course is \$200 for one semester or ½ credit) are not offered in-house and we do not have a teacher qualified to teach them, such as German II and computer programming. Actually LA used COL classes last year for two students to enroll in German I; they are now taking German II. We can immediately offer and are offering on-line courses; I have talked to several high school students about taking on-line course this year and in the future. Distance learning is definitely a viable option for most students; I believe that next year and the years to come the students moving into our high school will be asking for the upper level AP courses – on-line curriculum is a way to increase our offerings while we are going through some growing pains. I know that the comment about needing 3 years to develop an in-house program did not mean that we won't do anything to provide courses immediately because we are already looking at how the on-line courses can meet these needs.

I hope this clarifies some of the comments you are asking about and the discussion that we had on this issue at the board meeting. If not then let me know and we can talk again. Hopefully we will experience growing pains in the high school in the next few years. Then not only will we have curriculum challenges but we will have extreme facility challenges!! I always say that our challenges are really opportunities in education. Thanks Mrs. H.

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**From:** B.I. [mailto:brooks@forethought.net]  
**Sent:** Thursday, October 11, 2007 3:36 PM  
**To:** Charla Hannigan  
**Cc:** John Bleich; Kurt Malerich; Matt Swanson; Fred Crofford; Krystal Kroeker; LegacyAcademy  
**Subject:** Distance learning

Dear Mrs. Hannigan,

10/11/2007

I wanted to clarify my questions about distance learning the other evening at the board meeting.

Before I do that let me tell you where I'm coming from. I attended an internet law school -- Concord University -- for 3 years a few years ago. After the first year, I passed the California First Year Law School Exam (FYLSE), a pre-bar exam given to all 1st year law students in unaccredited colleges. The average pass rate back then was like 18% and I got decent scores. Distance education works extremely well, particularly for courses that are verbose in nature. I was in a 4-year program and I quit after 3 since I was not planning on practicing and had no interest in moving back to California, a requirement for practice. So I have fair bit of first-hand distance learning experience in a rigorous field.

At the LA board meeting, it sounded to me like there was a linkage between on-line courses the school sponsors or might sponsor, and having parallel in-house teaching capacity. If that linkage indeed exists, I think it's unnecessary.

Provided that the on-line program is mechanically structured to safeguard against cheating, and provided student accountability to the on-line mechanics can be verified, I don't see a need for parallel in-house teaching capacity. At Concord anyway, the program included means to contact various professors and counselors who's job it was to respond to student questions and lead students to resolve their issues. I would expect any high school program worth it's salt would have a similar mechanism.

No doubt, over the longer term LA should develop on-site in-person curriculum offerings for non-standard and advanced classes. Meanwhile, the school could immediately offer an extremely enriching on-line curriculum to augment what's available in-person to students who can handle the medium. This idea of waiting 3 years while the school ramps up an in-person program seems unnecessary to me. LA could buy a program tomorrow and be in a sound transitional mode, if not a permanent mode, for advanced course offerings in very short order.

I think the school should embrace distance learning now and make available whatever enriching courses are necessary to qualify the school as college prep for the more demanding college entrance requirements that Dir. Campbell discussed at the board meeting.

Sincerely Yours,  
Brooks Imperial