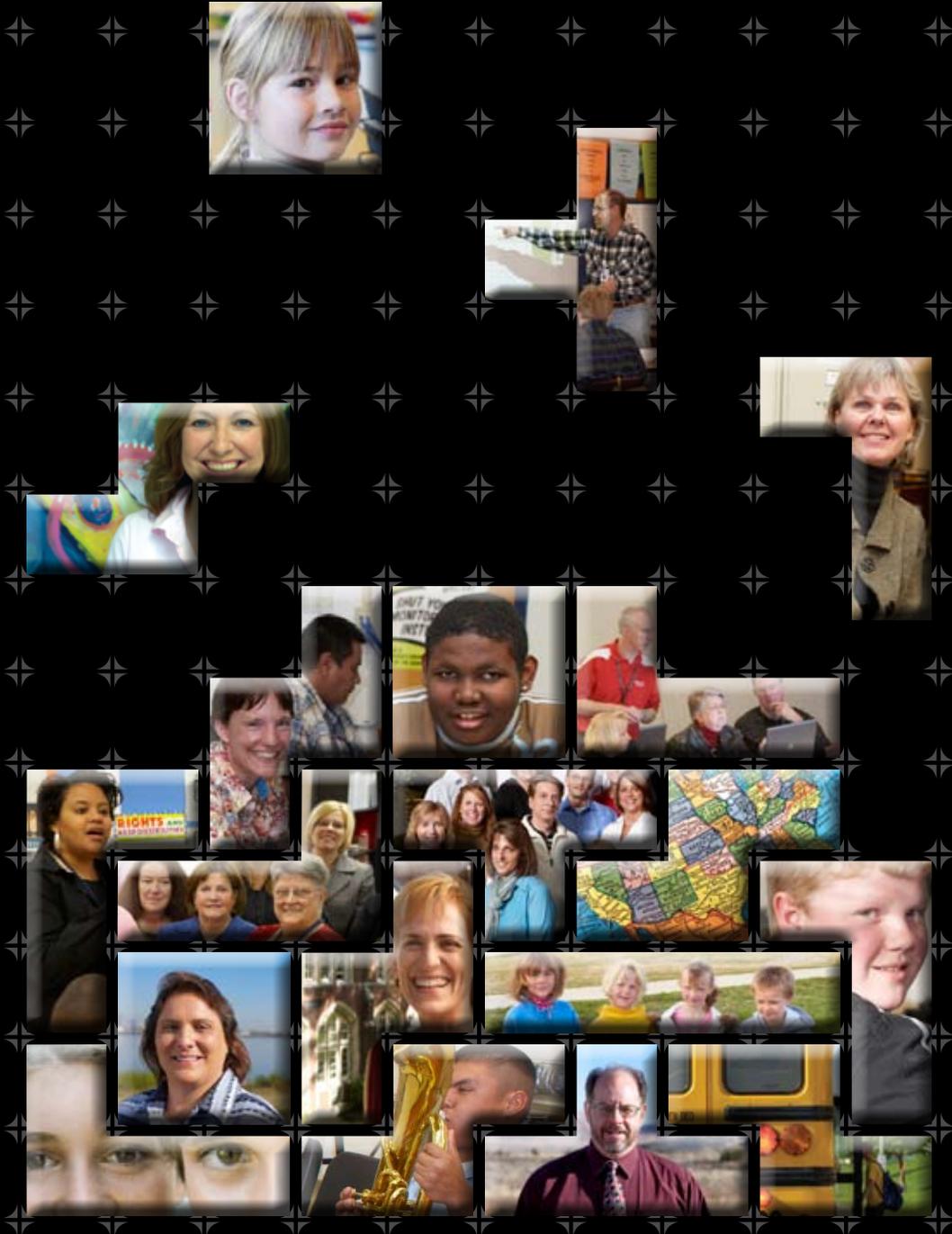


# The Infinite Campus

Spring 2009

[infinitecampus.com](http://infinitecampus.com)



**Campus Community**  
More Alike Than Different

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## ON THE COVER

### Tetris: An analogy

*Tetris is a puzzle video game originally designed and programmed by Russian Alexey Pajitnov in 1985. The seven distinct shapes are rotated and shifted until they align with the base group of shapes. They then drop into place, creating a unified group.*

*The Campus Community is a group of distinctly different users shaped by Infinite Campus technology and connected with a national community of users.*

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## Union Gives Strength

Liz Schmitt, Editor  
liz.schmitt@infinitecampus.com

**A**n old man on the point of death summoned his sons to give some parting advice. He ordered his servants to bring in a bundle of sticks, and said to his eldest son: "Break it." The son strained and strained, but with all his efforts was unable to break the bundle. The other sons also tried, but none of them was successful. "Untie the bundles," said the father, "and each of you take a stick." When they had done so, he called out to them: "Now, break," and each stick was easily broken. "You see my meaning," said their father. *Aesop Fable*

**ONCE AGAIN** I had the privilege to travel from coast to coast, meeting customers for these magazine stories. I was genuinely inspired by each visit and I am grateful for the time everyone took to share their experiences with me.



I felt a sense of pride that these people are members of the Campus Community; a group of individuals joined collectively by their fierce commitment to students and the realization that Infinite Campus is an essential tool to their success. As the fable suggests, a community has strength. It can endure challenging times and seek opportunity for change. It can provide leadership and shape the future. It can Transform K12 Education. I hope you take time to connect with other Campus Customers whenever you can. There is much we can learn from each other, and that makes us all better.



## Building a National Educational Network

By Charlie Kratsch  
The Benevolent Dictator, (a.k.a. Founder and CEO)

**W**e've all heard the phrase "It takes a village to teach a child." In this issue we take a look at a few of the thousands of villages that use Infinite Campus to teach their children more efficiently. Our customers form the Campus Community which reflects the diversity of America. You may have picked up from last fall's magazine that I am a huge Star Trek fan; our new building's design is inspired by and named after the Starship Enterprise. Part of being a Trekker [preferred over Trekkie] is understanding the Vulcan philosophy of Infinite Diversity through Infinite Combinations (IDIC). In public education as the universe, diversity is both a challenge and a strength.

I spent most of my childhood in a village on the northern edge of the Twin Cities. The day I graduated from

high school I vowed never to set foot in another school and I did not attend college. Ironically, after I left my last job 15 years ago I decided to get back into education and became the technology director for the district I attended. That experience has been invaluable in leading our company. I guess it goes to show that you should never say never.

One of the most enjoyable aspects of my job is visiting schools all over the country. Through my travels I have observed something important; while schools come in all shapes and sizes, educators face similar challenges. Budgets are stretched, regulatory oversight is stifling and kids (while trying at times) make it all worthwhile. Although it may not seem like it on the surface, we are more alike than we are different.

Everywhere I go I meet heroes. Principals who dare to break from the status quo. Teachers who create innovative lesson plans tailored to the students in their classes. Parents who take an active role in the education of their children and those of others. Technology can help everyone be a hero by making them more productive and allowing them to share ideas and build on each other's experience.

In the end it's all about creating a learning environment where administrators, teachers, parents and students have the tools they need to do great things. It is our commitment to build those tools and to unite individuals across the entire Campus Community.

**Ready? We are.**

Charlie with Centennial teachers:  
Left to right: Greg Schmidt, Charlie Kratsch, Mary Casareto, Robert Mangone, Kimberly Davidson, Kristen Jueckstock

# Community (ke-myü-ne-tē)

A body of people having rights, privileges, or interests, or living in the same place under the same laws and regulations: A number of people living with some apparent association of interests.



It is vain to talk of the interest of the community, without understanding what is the interest of the individual.

Jeremy Bentham (1748-1832)  
English jurist, philosopher and social reformer

# Heroes of Education

There are extraordinary people working in education today. Teachers, administrators, and support staff committed to student learning. Parents who really care and support the school and the student.

They are heroes. And it's an honor to work with them.

We are pleased that soon Infinite Campus technology can take the lessons learned from these accomplished people and share them with other Campus users. That is how our educational system will improve. That is how the students will best learn.

Together, as a community, we will make change. **Ready? We are.**

Learn more on page 7 ►



## Transforming K12 Education



# Technology

## Brings Communities Together

Educational communities have thrived with the advancement of technology for managing student data. As Infinite Campus technology develops into "The Next Thing," Campus Customers will have the advantages of a national community for sharing learning activities and individualizing education.

## Elements of a Community

(McMillan & Chavis theory)

### >> Membership

A sense of belonging and identification.  
Personal investment.

### >> Influence

Members have influence in the group and the group has influence on its members to obtain group cohesion.

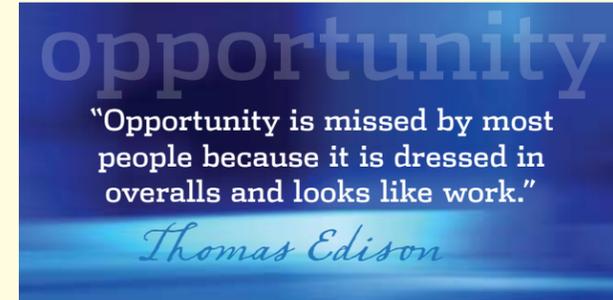
### >> Integration and fulfillment of needs

Members feel rewarded for their participation.

### >> Shared emotional connection

The definitive element for community;  
A shared history and shared participation.

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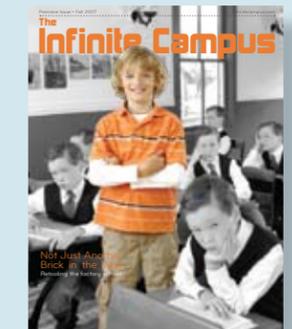


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## The Infinite Campus Magazine

The Campus Community is strengthened by shared information. This magazine is an important way for us to communicate to you. Stories focus on our direction for the future, share insights from other Campus Users and promote opportunities to connect with each other.

### Fall 2007 Not Just Another Brick in the Wall



The premier issue focused on how public schools founded on the industrial-age model are no longer relevant and must change. Technology, like Infinite Campus, is the catalyst for that change.

### Fall 2008 The Next Generation of Campus



This issue focused on the future of Infinite Campus. We are developing the third generation of the product (G3) that will connect technology and teaching to realize our vision of Transforming K12 Education.

To view these issues online, visit the Infinite Campus Web site: [www.infinitecampus.com/magazine](http://www.infinitecampus.com/magazine) or email [liz.schmitt@infinitecampus.com](mailto:liz.schmitt@infinitecampus.com).



# Heroes of Education

## Teachers Connecting With Technology

By Liz Schmitt

In the early years of American education, schools were established with a fierce sense of independence. They were structured as isolated entities, governed by local school board members, district personnel or state officials. This model of disconnected units has been relatively successful for many years, giving generations of students adequate knowledge and skills for getting and keeping jobs, or pursuing advanced studies.

There remains, however, an inherent flaw in this structure. Right now, great things are happening in individual classrooms throughout the country. But these acts of heroics are not being shared with other educators, and therefore go wasted. Teachers who could benefit from a successful pedagogy used by a teacher on the other side of the country may never learn of these opportunities and their students are at a disadvantage. Technology, however, is the solution that will bring communities together for a new era of educational success. >>



# information is power.

**“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”**

*Margaret Mead*

In his book, “Guns, Germs, and Steel: The Fates of Human Societies,” Jared Diamond discusses how civilization grew from the small, nomadic bands to tribes who settled in a village, to chiefdoms and eventually to states. Working together for a common good in a more stabilized environment, civilization thrived.

Campus Customers, using technology to work towards a common good, will see education thrive. Infinite Campus enables educators to shift from being isolationists to being members of a national community. Educators across the country can share collective knowledge, access information to support individualized learning, and provide a continuous improvement model for both students and teachers.

#### Bringing Community Together for the Individual Good

Do you remember a favorite teacher, even decades after graduating from school? Typically it was someone who knew you personally. Were you in choir? Did you play hockey? Could you handle the unabridged version of “War and Peace” or were you more of a Cliff Notes student? Regrettably, this personalized attention in which you thrived was often an anomaly in a system that encouraged uniformity, rather than individuality.

The current factory model school can no longer meet the needs of today’s society. A centrally planned curriculum (either by state or local school board) continues to serve the “average” student; there is no room for creativity, experimentation or individualization. However, districts that choose Infinite Campus realize that the information age is all about the individual, and Infinite Campus technology can make this possible.

Good teachers yearn for an easy, effective way to provide individualized instruction; to stimulate intellectual curiosity and teach

the benefits of deductive reasoning with an informed awareness of individual aptitude. And as we have seen, success in our current educational system relies on the heroics of individuals, and therefore does not work for the majority of students.

By using Infinite Campus to connect educators together, sharing successes, accessing suggested learning activities for individualized learning, and creating a massive virtual community, every student’s needs are better served. Isolationists will now belong to a national community that generates more learning activities that work and less of what doesn’t.

**“What the good men may do separately is small compared with what they may do collectively.”**

*Benjamin Franklin*

#### How Technology and Teaching Connect

How do teachers become informed about each student? There are statistical records that follow a student through the grades like classes taken, grades given, attendance, behavior and extracurricular activities. But if the student has transferred from another state, these records may be obscure and meaningless. Where does a teacher begin?

As a member of the Campus Community, educators have access to significant student information. If a student transfers from one Campus Community to another, anywhere in the U. S., that information stays intact and transfers to the new school system instantaneously.

Information is power. Technology provides that information. And the Campus Community has access to a million sources of data, readily available to inform, instruct and individualize.

Students will directly benefit from this shared community using one technology for access to pertinent information.

The Campus Community has realized the efficiency of an integrated system to streamline educational processes and provide real time access to data. They have achieved an increased level of stakeholder collaboration, not only within their district, but across all Campus districts.

And now, the Campus Community is seeing the potential for creative teaching and individualized learning that only a national community of members can provide. It is a time for transformation, and Campus Customers will make it happen.

#### Education Will Thrive

Why is Infinite Campus the largest American owned student information system company? Because Infinite Campus goes beyond providing a student information system. It has an eye toward the future; to develop technology that will lead schools down a new, innovative path of how education can work differently, and how it must compete in a continually changing environment.

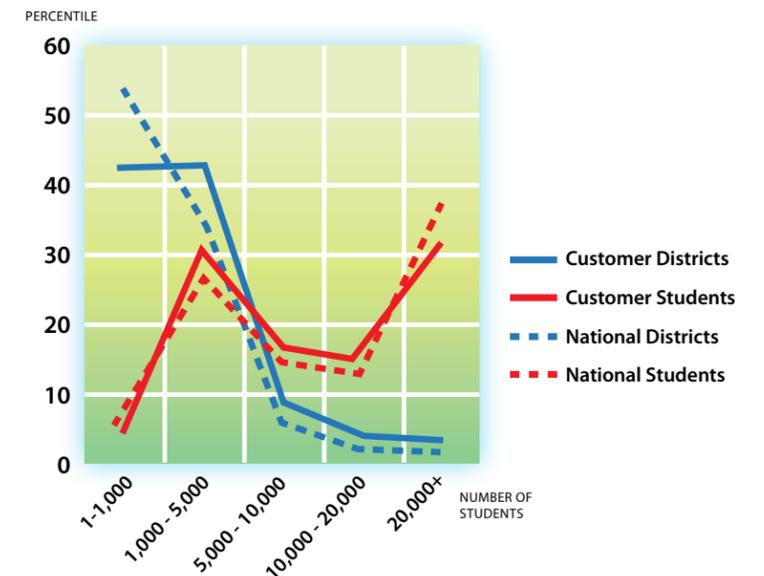
The Campus Community serves more than four million students in 42 states. These schools are realizing the strength in a community that uses advanced technology to access massive amounts of information to guide decisions. The Campus Community is leading the charge to empower teachers, support student learning, and increase academic achievement.

As the influence of the Campus Community increases across the country, a new era in K12 education will emerge.

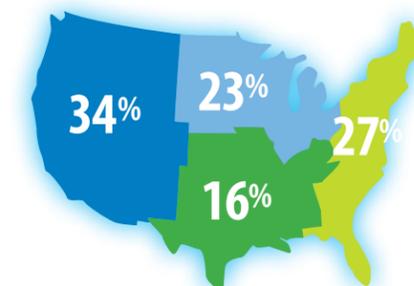
**Ready? We are.**

The percentage of Infinite Campus customers closely mirrors that of the national base. In addition, customers are evenly distributed across the country, showing both geographic and demographic diversity of customers.

#### Infinite Campus compared with national statistics.



#### Percentage of Customers across the U.S.





# Technology and Change

Once an inventor has discovered a use for a new technology, the next step is to persuade a society to adopt it. Society has been resistant to many inventions that are commonplace today, like an efficiently designed typewriter keyboard and even a long held resistance to electric lighting.

### What is it that promotes an invention's acceptance in society?



- Economic advantage compared to existing technologies.
- Social value and prestige, which can override the economic benefits.
- Compatibility with vested interests.
- The ease with which their advantages can be observed.

*(Guns, Germs, and Steel, by Jared Diamond)*

Transforming K12 Education

## Did You Know?



In the 5th-century BCE, Lao-Tse wrote "If you tell me, I will listen. If you show me, I will see. But if you let me experience, I will learn." And so began one of the first active learning philosophies.



In 300 BCE, Socrates engaged his learners by asking questions, allowing others to learn by self-generated understanding.



In 1909 author E.M. Forster wrote a story about an audio/video communication network used to deliver a lecture to a remote audience.



Of the 117 men who signed the Declaration of Independence, Articles of Confederation and Constitution, one out of three had only a few months formal schooling. They were educated by a community of parents, churches, tutors, and themselves.



In 1956, Benjamin Bloom published his Taxonomy that provides instructional developers a means to match subject matter and instructional methods.



In 1963, Ivan Sutherland developed the first graphical user interface for a computer. He published a description of it in his Ph.D. dissertation at MIT.

# CUSTOMERSTORIES ▶▶



# Campus Community: More Alike Than Different

## ▶ ROY, MONTANA

- **City Population:** 250
- **Enrollment:** 72 students
- **Primary Ethnicity:** Caucasian
- **Location:** Rural

### Similarities:

- Member of the Campus Community
- Dedicated teachers and staff
- Strong commitment to students

Flying into Billings, the expanse of land is breathtaking. "Big Sky Country" is an apt name for Montana. This is a landscape that has changed little from the time of Lewis and Clark. Heading 100 miles north towards Roy, the pavement stretches endlessly until it seemingly falls off the end of the earth.

Although Montana is the fourth largest state in the country, it has the third lowest population density. Its residents are predominantly Caucasian. They are cattle ranchers, raising 400-600 cattle over 15,000-20,000 acres of land. People in Montana are known to be hard working, down to earth people.

Turning left off the main road is Roy, current population 250. Past the restaurant and a few grain silos is Roy Schools. Enrollment ranges from 60-90 students for grades K-12. In 1921, 1945 and 1997, it had a graduating class of one student. [Read more about Roy on page 14.](#)

## ▶ ATLANTA, GEORGIA

- **City Population:** 5,000,000
- **Enrollment:** 50,000 students
- **Primary Ethnicity:** African American
- **Location:** Inner-City

### Similarities:

- Member of the Campus Community
- Dedicated teachers and staff
- Strong commitment to students

Anyone who travels has most likely flown to Atlanta, known to be the busiest airport in the U.S. It is an expansive metropolitan area boasting more than 5 million people. Between 2000 and 2006 it was the fastest growing city in the nation.

Atlanta ranks third in the number of Fortune 500 companies, behind New York and Houston.

Atlanta Public Schools (APS) enrolls more than 50,000 students. Parks Middle School is one of the 91 schools in APS. It is an inner-city school with 500 students, nearly all of whom are African American and low income.

In August 2008, APS went live on Infinite Campus. They use this technology tool to drive decisions, increase communications and ultimately improve student achievement.

[Read more about Atlanta Public Schools on page 16.](#)



Ms. Sturm teaching the 3rd and 4th grade students.

▲ Roy & Parks ▼



Ms. Smiley engages her 7th grade science class.



# A Staff With Many Hats: Technology Helps Roy Schools (72 students)



**D**usty Sturm is a busy guy. He is not only the superintendent of Roy Schools, he is also the superintendent of a neighboring district; plus, he is the high school girls' basketball coach.

In Roy Schools, every person wears many hats. The school secretary manages everything from attendance and enrollment, to lunch count and state reporting, report cards and transcripts. The school counselor not only advises students, but is responsible for scheduling all students in grades 7-12. One teacher teaches five different science classes, ranging from chemistry to earth science.

Roy Schools enrolls between 60-90 students in any given year. In this environment, everyone is called upon to manage cross-functional activities. As an Infinite Campus customer, these multi-tasks are easy; teachers find the grade book a tremendous tool; and parents are better informed about student academic progress.

### How Students Learn

The one level building is "Home of the Pirates" where the hallway is a buzz of activity. In the classroom, seven third and fourth graders lean forward in their bright blue chairs, engaged in a discussion between a student and their teacher, Ms. Sturm. She is a strong advocate of using Infinite Campus, even with her small class sizes. It helps her keep parents in the loop on assignments and grades. She knows this communication has improved student learning.

The middle school science class has three students, but Mr. Fordyce pulls up Infinite Campus on his desk computer and takes attendance. He notes



Top: Mr. Sturm, superintendent  
Bottom left: Entering Roy  
Bottom right: First and second grade class

that one student is absent because she was needed on the ranch that day. But the student will be able to find tomorrow's assignment on the portal, so she will not fall behind.

Fordyce also teaches the high school science class, with eight students. Today they are eager for the hands-on lab to experience the force of volcanic energy. They pull on goggles and gather around the table,

happy for the active learning experience. The kids love it.

"Infinite Campus supports my heavy and varied schedule by allowing me to post assignments and grades from home," said Fordyce. "It fits right into my flexible teaching style. And,

of course, with such small classes I can teach to the individual student. Campus helps me track a student's strengths and weaknesses, as well as other achievement indicators like behavior, family situation, and health. Relying on technology for personalized information on every child is very helpful to me."

Roy is a close community that embraces innovative and relevant teaching methods, supported by its sophisticated student management system. Shop class is a hands-on learning environment practical for life on a ranch. Leather work, welding, and motor repair is offered in the new shop building - built by students and staff.

Sturm knows that Infinite Campus technology has helped identify struggling students, keeping them on track towards graduation, and connecting with parents, building a strong community of learners.

### Personalized and Professional

No student falls through the cracks at Roy Schools. Not because of its size, but because of its commitment to state-of-the-art student management.

Barb Solf is the counselor at Roy, as well as a neighboring district. She creates schedules, monitors graduation credits and grades.

"I use Infinite Campus every day," she said. "I am not always at Roy, and it allows me to have access to student records from anywhere."

Having electronic records that can be instantly accessed is a tremendous benefit for her. She is informed of potential problems early, and is consistently in contact with parents. Infinite Campus has improved her ability to do her job well.

No student falls through the cracks at Roy Schools. Not because of its size, but because of its commitment to state-of-the-art student management.

### Monitoring Student Progress

In fall of 2007, Sturm made it mandatory that everyone at Roy Schools use Infinite Campus.

"I am responsible for student progress and achievement," he said. "By having a system we all use, where we can all access information any time, I can better guide teaching and support district decisions."

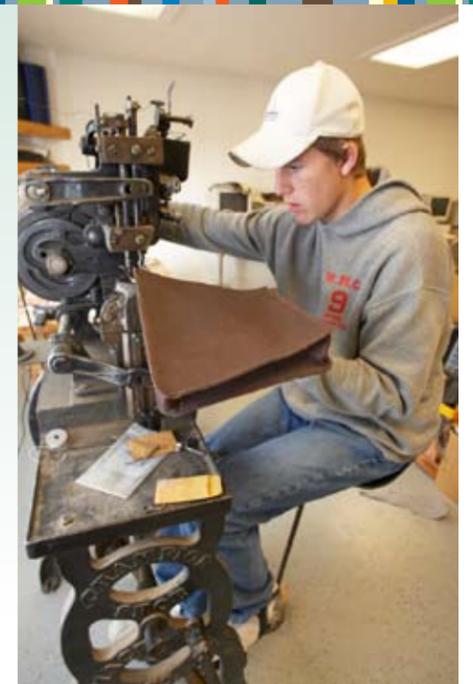
At first, teachers were a little apprehensive, but before long they realized the advantages of Infinite Campus. The integrated data kept teachers and parents informed every day, minimizing any surprise at conference time. Modifications to student learning could happen in real time, resulting in better academic work, and teachers could enter grades and assignments from the comfort of their home.

Because of the good work done by teachers and staff, and Roy's commitment to using technology, students have steadily improved their overall achievement test scores.

### Campus Community Benefits

The Montana Office of Public Instruction (OPI) uses Infinite Campus State Edition, so Roy finds state reporting is simplified. With minimal staff, easy data transfer is important.

"By using Infinite Campus, our data



Far Top: Mr. Fordyce teaches high school science. Above: Porter Sturm makes a leather pouch.

is more accurate and automatically uploaded to the state," said Sturm. "It's great that our system is compatible with the OPI."

The Roy staff attends the annual Montana Interchange. This community of users provides support to improve technical skills and share ideas for better teaching and learning.

But the bottom line is that being connected to Infinite Campus and other Campus Customers just works for Roy Schools.

"I see the benefits Infinite Campus has made at Roy," said Sturm, "and I am in the process of bringing the program into the other school district I supervise."

Campus Users will welcome them into their community.



# All Systems Go!

## Technology Helps Parks Middle School (500 students)



Mr. Waller, principal, proudly displays the data board, showing consistent student improvement.

Walking into Parks Middle School, you would never know that a few years ago it had been defined as a “Needs Improvement” school. It was a time when students were disruptive, sometimes violent and it was difficult to attract quality teachers and staff. With 94 percent of students below the poverty level, it was a stereotypical inner-city school in the worst sense.

Within the last few years, however, Parks has undergone an extreme makeover. Now the hallways echo with a low buzz of learning. Students are respectful of themselves and others. Teachers demand student participation - and get it.

Students have witnessed remarkable improvements in achievement.

Eighth grade math, which had been as low as one percent, is now as high as 82 percent. Reading rose to 94 percent and language arts up to 98 percent.

### Tough Decisions for Positive Change

Many factors contribute to this dramatic improvement in student achievement for Parks’ students.

First, Christopher Waller was hired as principal. He is a dynamic presence in the room; intense, with a kind smile and a fierce commitment to these kids. He leads the school with authority and enthusiasm. He is “someone to get people’s attention.”

He quietly slips off his suit jacket and dons a full bib apron with “Parks Middle School” screened on the top. Why?

“All staff have these aprons,” said Waller. “It reminds us that we are here to serve the students.” He leads by example and by expecting absolute adherence to the mission and goals of the school. And it’s working.

Then, Waller brought in a team of new leaders, committed to his vision and style for running the school. There is an energy about them, a sense of purpose and a drive to excel. They work well together and the students respond in kind.

And now Parks School staff have Infinite Campus to support its efforts to improve student achievement. Data such as attendance, behavior, family circumstances, economics, grades and more is tracked every day to inform staff of problems, successes and opportunities for change.

Parks is in “all systems go” mode to continue improving.

### Access to Information

Data is a critical tool to guide student success at Parks Middle School.

“I give data to everyone and they use it for instructional purposes,” said Waller. “Even the kids know their data. Data increases your awareness. You can’t know where you are going if you don’t know where you are.”

Data from Infinite Campus is used for planning and instruction and for regularly assessing how well students are learning. Teachers review these assessments and compile a summary of missed questions for each student and how these questions align with learning objectives. Students are then assigned to small groups based on the objectives they have not mastered. As students become proficient, they move to the next level.



Parks’ teachers look at student data to understand what is required to meet Adequate Yearly Progress. This way they know who and what is effective so lessons and teaching methods can be shared.

Left: Mr. Lewis helps 7th grade math students  
Top right: Ms. Phillips teaching 6th grade math  
Bottom right: Atlanta skyline

Infinite Campus supports this personalized teaching and learning. It is designed to collect and analysis critical data, so teachers are better informed and students have tools for success.

### Improve Attendance

It is widely recognized that non-academic issues can serve as barriers to student achievement. Tracking attendance, monitoring behavior, and understanding the circumstances of a home life are critical to the academic health of each student.

In the past, it wasn’t unusual for 20 percent of Parks’ students to miss at least 15 days per year. Now, only one or two students miss this many days. Information leads to proactivity and productivity. By tracking attendance in Infinite Campus and catching red flag issues early, staff members have time to remedy the problem before it gets out of hand.

### Develop Individualized Instruction

Atlanta Public Schools emphasizes data driven instruction to support student achievement. Parks’ teachers look at student data to understand what is required to meet Adequate Yearly Progress. This way they know who and what is effective so lessons and teaching methods can be shared.

In 2006-07, Parks began to break down the data for each student, creating prescriptive Individual Learning Plans. Each student has an academic chart displaying strengths and weaknesses so teachers and tutors can target instruction.

“It’s like when you go to the doctor,” said Waller. “When we give them individual instruction based upon their chart, we are able to work on their individual deficiencies.”

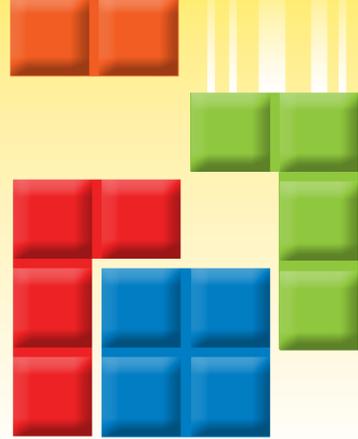
Infinite Campus is well prepared to support this forward-thinking use of data to drive instruction. A district with this commitment to students is capable of realizing the Infinite Campus goal of individualized learning.

Parks Middle School has already realized a transformation in student achievement. As a member of the Campus Community, it will serve as an example to others to achieve the same success.

### Campus Community Benefits

Customers from coast to coast echo similar reasons for choosing Infinite Campus: true integration, real-time access to information, parent communication, data analysis and ease of use. Regardless of size or location, collecting and using data is essential for student success.

Atlanta Public and Parks Middle School have joined the community of successful Campus Customers. As fellow members of the Campus Community, we all take pride in the tremendous accomplishments of one of our own.



# Campus Community: More Alike Than Different

## ▶ WINGATE, NEW MEXICO

- **City Population:** 1,364
- **Enrollment:** 500 students
- **Primary Ethnicity:** Native American
- **Location:** Rural

### Similarities:

- Member of the Campus Community
- Dedicated teachers and staff
- Strong commitment to students

It is a two hour drive west of Albuquerque to Wingate Schools.

The Bureau of Indian Education manages K12 institutions, like Wingate Schools and dormitories are located on 63 reservations in 23 states across the United States, serving approximately 60,000 students representing 238 different tribes.

Wingate is a traditional dormitory school, presenting unique challenges to track student information. Wingate High School is 9-12 grades, serving 500 students. Currently, a new facility of dorms and classrooms will accommodate the growing population of residential students.

At Wingate, students may not see their families for months. The Campus Portal is a critical connection for teachers, students and parents to keep in the loop on academic progress.

[Read more about Wingate High School on page 20.](#)

## ▶ ST. PAUL, MINNESOTA

- **City Population:** 275,150
- **Enrollment:** 48,000 students
- **Primary Ethnicity:** Diverse - 70 languages and dialects spoken
- **Location:** Inner-City

### Similarities:

- Member of the Campus Community
- Dedicated teachers and staff
- Strong commitment to students

As the capital of Minnesota, St. Paul is the second largest city in the state. Yes, for half the year there is snow and frigid weather, but the hearty people of St. Paul embrace winter by holding the Winter Carnival, complete with an ice castle, parades, and ice fishing contests.

St. Paul Public Schools serves more than 48,000 students who speak more than 70 languages and dialects. Murray Junior High is one of 12 middle schools in St. Paul Public Schools, and is a math and science magnet school for seventh and eighth grades.

Campus Portal is a tremendous asset to teachers, parents and students. It brings everyone together to support students towards the goal of graduation.

[Read more about Murray Junior High School on page 22.](#)



Mr. Neff directs band practice.

## ▶ Wingate & Murray ▼



Ms. Thrasher works with a student.



Top: Mr. Viekman, NASIS administrator  
Bottom: Wingate Rodeo

# Portal to the People Power to the People

## Campus Portal at Wingate Senior High, New Mexico

By Eileen Hughes, client executive

Located among the high, flat mesas and red rock of northwestern New Mexico, Wingate High School sits at an altitude of more than 7,000 feet and serves students primarily from the Navajo Nation. The high school operates a dormitory for its boarding students, most of whom live in relatively isolated areas far away from school. Campus Portal is essential to connect parents, students and the school.

### 515 Miles From Home

Wingate began using its version of Infinite Campus – the Native American Student Information System (NASIS) about two years ago and opened the portal mid-year, a few months after Campus implementation. Dick Viekman, Wingate’s Network Administrator and the NASIS System Administrator, explains that several parents, accustomed to using the school’s

former portal, quickly requested accounts. One of the first in line was the parent who lives the greatest distance from the school – 515 miles to be exact, if you take the Interstate.

If you don’t take the Interstate, you’re likely to run into some difficult geography. Given the rugged terrain and the remoteness of many homes, it is a challenge to connect with parents.

“Easy access has been difficult to create,” says Viekman. “A significant portion of our school households don’t have telephones, much less Internet access.” Portal accounts are available on a by-request basis, and the school sets up a portal information booth during school registration. Currently Wingate is focused on finding an expanded methodology to help more parents get connected.

Despite the challenges, staff and parents of Wingate are committed to greater information access to monitor

student progress. The fact that Wingate’s residential students make up 60 percent of its student body offers an additional incentive to use the portal effectively. For parents of residential students, checking the portal may be the only access to their student’s day.

What about the parent living 515 miles away in southern Arizona? Viekman says “She’s a deeply-involved parent, and stays on top of her child’s progress.” The portal helps her do that.

### Increased Parent Communication

For the Wingate school community, the portal offers student information on a real-time basis, and provides a way for parents to communicate with teachers directly and in a timely manner. Parents need not wait for parent-teacher conferences to get in touch with teachers and to follow up on relevant issues.

Ms. Gramer teaches Shakespeare.

Again and again, teachers point to the communication of information to parents – assignments, grades, and behavior – as the essential aspect of the portal, because that leads to concerted action to help students.

According to Deborah Gonzalez, who teaches tenth grade English/language arts, although parents contact teachers primarily to check on missing assignments, the portal has also greatly increased parent-teacher communication – sometimes in unexpected ways.

“One parent recently emailed and related that she has breast cancer and is undergoing various treatments, which certainly occupies the thoughts of her daughter, my student,” says Gonzalez. “And it provides me with insight as to why an A student is currently distracted and not earning the grade she is capable of.”

Polly Macias, world history teacher, appreciates the possibility the portal offers for quick communication with

a parent. Again and again, teachers point to the communication of information to parents – assignments, grades, behavior – as the essential aspect of the portal, because that leads to concerted action to help students.



### Teachers Meet Grading Deadlines

For other teachers, such as Gabe Shrager, the use of the portal encourages him to grade assignments more quickly, since he knows parents are monitoring their student’s progress.

“I like the extra layer of accountability placed on the teachers,” says Shrager. For most teachers, the portal challenges them to keep assignments consistent so when there is make-up work to do or when parents feel they need to intervene on behalf of their student, it is easy to explain assignments and easy for parents to explain and encourage a lagging student.

Students learn the art of weaving.

# shush

Home of the Bears

### Team Work Approach to Student Learning

The commitment to expand parent access to the portal reflects a larger shift that is happening at Wingate High School. They are trying to find new ways to create a team work approach to student learning.

“As a school we are moving away from the paradigm of teacher as sovereign king in his classroom towards one of us all working together – this extends out to the parents,” says Viekman. “Teachers are not fully autonomous – now there is another stakeholder to whom they are accountable.

“Parents are giving us a trust by placing their students in our school. They have a right to give input and the portal allows them to do that.”

For students who may live hundreds of miles from their parents, this connection between their school and their parents is a critical part of their academic success.



Above: Mr. Svenson guides students through a math problem.  
Left: Kyle checks his grades on Campus Portal.

# A Triangle of Mutual Accountability and Empowerment

## Campus Portal at Murray Junior High School St. Paul, Minnesota

By Eileen Hughes, client executive

Visit Murray Junior High School on any given day and you'll encounter the usual bustle of kids heading to class. On weekends, as expected, the school lies quiet, nestled at the base of a hill just down the road from the University of Minnesota's St. Paul campus. The apparent quietude is deceiving, however, because during off-hours, the Campus Portal is humming with activity.

### Teachers Required to Use Grade Book

An early adopter of the Campus Portal in the St. Paul Public Schools District, Murray required all teachers to use Campus Grade Book. This ensured student assignments and grades were accessible to parents and students via the portal at all times.

Dr. Tucker, principal, under the flags of the world in Murray's entrance.

For some teachers, the initial shift to an electronic grade book with real-time accountability was difficult. "Now it's the norm," says Dr. Winston Tucker, principal at Murray. "Using the portal is not really even questioned or discussed."

The portal provides a triangle of mutual accountability and empowerment. Parents, students, and teachers are the sides of the triangle and the portal gives them access to the same student information.

"In the past, the teacher's grade book was a mystery to parents and students," Tucker says. "Kids weren't aware of missing assignments; they didn't know their grades. This is huge for junior high students because they are not always organized."

Teachers agree. Ah Yang, a seventh grade social studies teacher, used to print out and post a list of grades and missing assignments every week. Not anymore. Now all her assignments are posted on the portal.

"Kids can log on any time and they know what is needed. M is for missing, O is too late," Yang says. "Kids see an M, and they get it in right away!"

### Parents Work With Teachers

Yang receives plenty of feedback from parents, too. She gets three or

four emails a day regarding class assignments and positive comments on her lessons.

"Parents find the portal helpful," says Yang. "And it makes me more accountable, which makes me a better teacher."

David Svenson, a math teacher, also sees an enhanced level of communication because of the portal. "Parents are more informed," says Svenson. "Those who ignore this opportunity are giving up a resource that could enhance student success."

### Better Support For Students

Murray is piloting an after-school tutoring program for academically at-risk students. Although teachers provide direct assistance about assignments to Cindy Thrasher, the tutoring coordinator, the students can access their information directly on the portal. This helps tutors identify the status of assignments, areas for improvement, and, of course, it provides a place for students to check their own progress.

"Often students say an assignment is done, but if it's not on the portal, we can follow up. It gives us the chance for dialogue," says Thrasher.

Erik Stoeckeler, a tutor in the program, agrees. "I know if a student needs help in French because I can see their grades and assignments right there. A lot of kids do care about

their grades," he says. "They say, 'Oh it was a C+, now it's a B-.' They like to check it on their own."

### Students Check the Portal Daily

Kyle Kottke, an eighth grader at Murray, reports that by the end of the trimester, he was checking the portal daily, to make sure all his assignments were complete.

Report cards are no surprise; he already knows his grades. What's the best part of the portal? "The grades are up as soon as the teacher enters them," says Kottke, "and I can double-check my scores."

Kyle doesn't seem to mind that his parents check his grades on the portal. "Sometimes my mom checks with me about why an assignment is missing," he says, noting, "Sometimes the teacher is late posting the grade." Again, the portal provides a triangle of accountability and empowerment.

### Parents Are Involved

Kyle's mother, Jill, agrees that the portal provides a way for her son to stay organized and keep on top of his assignments, while helping her to track his progress, check on his lunch balance, and be informed about school activities.

"It's easy to watch his progress," she says, "and ask where he may need help or even better, praise him after a

grade is posted."

As an active member of the Murray Parent Association, Kottke sees the power of the portal to enhance parent involvement with the school.

"At a minimum, the portal connects parents to the school and provides information," she says. "Perhaps parents feel more connected to school because of the portal, and they may want to get involved with their student's school."

### Increases Student Achievement

Tucker believes the portal has greatly increased the amount of communication among all parties – students, parents, and teachers. He notes that teachers have been receptive to parent inquiries, preferring to deal with issues in the early stages, and having parents as partners in both the behavioral and academic arenas.

"We've had numerous instances of frustrated parents whose student is not succeeding. Then we introduced the parents to the portal, and they can keep up-to-date with their child's academic work."

That kind of involvement, support and partnership among students, parents and the school has resulted in improved student achievement. People at Murray Junior High School can't imagine a day without it.



## FACTOIDS

# G3

How Generation 3 (G3) will Connect the Campus Community

### National Records Exchange

Allows district-to-district student data transfers anywhere in the U.S. among Infinite Campus Customers

### Universal Data Warehouse

Leverages data from Campus Customers to predict trends and provide in-depth analysis.

### Activity Bank

Stores relevant learning activities for teachers.

### National Standards Redefined

Infinite Campus is ready to drive the effort to develop a set of national learning standards that can be used to assess student work.

## 1899

The year Charles H. Duell, Commissioner, U.S. Office of Patents, said "Everything that can be invented, has been invented."

## 1961

The year the first Sci-fi video game (Spacewar!) was created by a group of MIT students.

## 1985

The year Alexey Pajitnov designed the puzzle video game Tetris. The name is a combination of the Greek numerical prefix tetra- and Pajitnov's favorite sport, tennis.

## 2004

The year Facebook started on the Harvard campus.

## 5000

The number of hours an average 21 year old spends playing video games.



The pound key symbol's true name is octothorpe.



## Special Nature of Community

Definitions of community as "organisms inhabiting a common environment and interacting with one another," while scientifically accurate, do not convey the richness, diversity and complexity of human communities. Their classification, likewise, is almost never precise. Untidy as it may be, community is vital for humans.

**"There can be no vulnerability without risk; there can be no community without vulnerability; and there can be no peace, and ultimately no life, without community."**

M.Scott Peck, M.D., author



Campus Community: **More Alike Than Different**

# Post-Katrina Jefferson Parish Brings Community Together

On August 29, 2005, a category 5 hurricane hit the gulf coast and caused severe destruction from central Florida to Texas. The most severe loss of life and property damage occurred in New Orleans, which flooded as the levee system catastrophically failed.

Eighty percent of New Orleans and surrounding parishes was flooded. More than 1,800 people lost their lives, making it the deadliest U.S. hurricane since 1928. Jefferson Parish Public School System (JPPSS), a Campus Customer since 2003, took bold steps to get their district back on its feet – with the help of Infinite Campus. >>



**Top left:** The JPPSS technology team are a close-knit group committed to quality service and support.

**Top:** New Orleans, hardest hit by Katrina.

**Middle:** Flooded streets of New Orleans.

**Bottom:** JPPSS purchased this generator after Katrina, and passed its test during the Gustav power outage.

**“We’ve arranged a civilization in which the most crucial elements profoundly depend on science and technology.”**

Carl Sagan



Ms. Labruzzo, assistant director/student information systems, stands beside the mighty Mississippi.

### Protecting Data

JPPSS was at the mercy of Katrina as the schools closed and students dispersed. Campus staff watched the hurricane warnings and immediately started to back up data every four hours. They were in constant contact with JPPSS and within an hour of the school closing, Campus Hosting had the JPPSS site running at the Campus Data Center, safe from the extreme damages that followed.

“To prepare for Katrina, JPPSS called Infinite Campus to provide a disaster recovery solution. This included data backup and restore to the Campus Hosting site in Minnesota,” said Kris Labruzzo, assistant director/student information systems. “Since JPPSS staff was focused on the evacuation of their families, the Campus Hosting solution was invaluable.”

A neighboring Parish was not a Campus Customer, and the National Guard traveled from building to building to collect servers, many of which were already underwater. JPPSS made a good choice with Infinite Campus and its hosting model.

In spite of all the damage, when JPPSS was ready to reopen, they could immediately access student data and begin the required state reporting with no loss of student information.

### A True Sense of Community

Prior to Katrina, JPPSS had 49,150 students in 84 schools. After “The Storm”, JPPSS opened with an enrollment of 26,000, the total destruction of two schools and many employees not returning to work.

The committed JPPSS staff understood the importance of opening school. Children were living in hotels, on cruise ships and in trailer parks. JPPSS ordered RV trailers from Texas for their use. Within days, 100 trailers were purchased on the district credit card and delivered to the area to serve as housing, offices and classrooms. Vendors provided emergency food and JPPSS staff united in one common goal: getting the schools open. Infinite Campus was pleased to be part of the community that supported JPPSS during this time.

classrooms. Vendors provided emergency food and JPPSS staff united in one common goal: getting the schools open. Infinite Campus was pleased to be part of the community that supported JPPSS during this time.

### Come One, Come All

It took five weeks for JPPSS to open its schools. “School brings stability,” said Dionne Alario, JPPSS SIS Administrator. “The community could not get back up and running without school opening.”

JPPSS invited any child in the area to attend their school, regardless of where they had previously attended. Registration was interesting. Most students didn’t even know their address. No documentation was required, so assigning students to a



Temporary offices in FEMA trailers, kept for future emergencies.

grade and class was challenging. One student, fearful of not being placed as a senior, dug through the rubble of his home to find the badge that proved his status.

Alerting parents that JPPSS was open and all children were welcome to attend, regardless of where they attended before, was a challenge. The staff contacted local papers, television stations and put notices on the state’s Web site to get the word out.

The students began to return. Providing more than daily routine in this devastating time, JPPSS provided two meals a day, guidance and support for the children, and a sense of community for everyone involved.

### Prepared for the Future

It’s been nearly four years since Katrina battered Louisiana with its fierce winds and flooding. Emotions are still raw as the staff from Jefferson Parish remember so much loss of lives, property and friends. But life is returning to normal. Enrollment in October 2008 has grown to more than 44,000, making it the second largest district in the state of Louisiana.

It took an heroic effort to get the district functionally back to pre-Katrina. When Gustav hit New Orleans in 2008, JPPSS was prepared. It installed a generator for power outages. It kept 20 trailers for emergencies and 100 cots ready. It closed for only four days with Gustav, and again, their data was safe and ready for them when they returned.

“After our experience with Infinite Campus during Katrina, it is reassuring to know that our student information is stable and reliable for any future disasters,” said Labruzzo.

Disaster can hit anywhere, any time. Keeping the schools running is essential to a stable community. Customers who are hosted by Infinite Campus have the assurance that they are not alone, and their data is protected and secure, to get them back on track quickly. ☺

# CUSTOMER CONNECTIONS ▶▶



# Bringing The Campus Community Together

- > CAMPUS CUSTOMERS
- > CAMPUS CORPORATE
- > CHANNEL/ESA PARTNERS

## INFINITE CAMPUS

has a commitment to bring us all together as a community. Read more about who we are, and the many ways we work to bring you opportunities for learning, sharing, understanding and improvement.

- > When are the professional development seminars? [Page 36-37](#)
- > What are the new training opportunities? [Page 38](#)
- > Who are those Campus Developers? [Page 40-41](#)
- > What's new with "The Next Thing" in G3? [Page 44](#)
- > Can you explain Campus Technology? [Page 46-47](#)

## National Client Executive Summit

Oct. 23, 2008 · Infinite Campus National Headquarters

### Everyone's on the Same Page

The Client Executive Summit was the first time client executives from both the corporate office and channel partners met to share ideas, hear updated corporate policies and discuss innovative ways to provide outstanding service for you.

The agenda included:

#### >> Hosting

**Bob Killian**

Update processes, server maintenance and the escalation process

#### >> Support

**Mike Rhodes**

Support policy and procedures

#### >> Business Analyst

**Michael Stokes**

Localization process and expectations

#### >> Client Services

**Julie Holmes and Donna Kiewel**

How to establish effective user group meetings

### Attending the Client Executive Summit were:

#### Channel Partners

Mark Richardson - Computer Information Concepts

Ray Scott - Custom Computer Specialists

Brock and Brandie Wilson - K-12 Solutions Group

Mike Ludwig - Optimal Solutions

#### Infinite Campus

Stephanie Bach, Darryl Fruchter,

Julie Holmes, Donna Kiewel,

Sal LaFond, Stephanie Mrachek,

Dan Orlando and Lisa Rhoton

#### How You Benefit

Brandie Wilson, account manager with K-12 Solutions Group, knew customers would immediately benefit from this summit.

"The meeting allowed us to get a better perspective of how Infinite Campus interacts with customers and client executives. I gained a tremendous amount of knowledge in best practices for supporting our K12 Solutions customers."



From left to right: Julie Holmes, Donna Kiewel, Stephanie Bach, Sal LaFond, Mike Ludwig, Stephanie Mrachek, Mark Richardson, Lisa Rhoden, Darryl Fruchter, Brandie Wilson, Ray Scott, Brock Wilson

The Client Executive Summit is now an annual event as we continue to share, learn and grow in providing service to you.

"The meetings were invaluable to me as the director of Campus Client Services," said Julie Holmes. "It was a chance for us to exchange ideas and to learn from each other the processes and tools that we use to serve our customers." 

**IT'S ALL ABOUT SERVICE.** It's about having a real person on the phone when you call with a question or concern. It's having someone help set up user groups, communicate Infinite Campus updates, and be an advocate, when necessary.

Infinite Campus views you, our customer, as partners in achieving our mission. Acknowledging the importance of sustained customer loyalty, Infinite Campus hires client executives to build and maintain strong working relationships with you. It is a valued role in our company and one that grows stronger as our customer base increases.

# Campus Champions Leaders With Vision



Good ideas can always be made better. That's why the Campus Champion program was created.

Bringing innovators with expert experience together with the Campus Genesis group (includes research and development, sales, and marketing; led by Charlie Kratsch, Founder and CEO) creates a forum for realizing the vision of Infinite Campus.

A select group of customers, Campus Champions are technology leaders in K12 education who partner with Infinite Campus to help us reach our mission of Transforming K12 Education. In the future, Infinite Campus

*"For me, it's all about student achievement. When I learned more about Infinite Campus, I knew I wanted to be involved. It's about transforming K12 education – one kid at a time."*  
David Williamson  
Chief Information Officer  
Boulder Valley Public Schools (Colorado)

hopes to add educational diversity to the group, including superintendents, curriculum directors, and other district leadership.

Meeting twice a year, this group is given the opportunity to influence product direction, build a close relationship

with Charlie and other Infinite Campus leadership, and build a network with other K12 technology leaders across the United States.

Campus Champions also review product enhancement concepts, beta test new products, speak at conferences, and serve as references, and story profiles for sales and marketing.

We thank them for their time and commitment to Infinite Campus.

*"What attracted me to Infinite Campus from the onset was their edginess. It's refreshing to work with a company that stays ahead of where even you envision what the product might be."*  
Bailey Mitchell  
Chief Technology and Information Officer  
Forsyth County Schools (Georgia)

## 2008 Campus Champions

Craig Barnum  
Director of Technology  
College Community Schools  
Cedar Rapids, Iowa

Steve Beatty  
Chief Information Officer  
Rockwood School District  
Eureka, Missouri

Dennis Crowe  
Director of Technology  
Gorham School Department  
Gorham, Maine

Craig Garrison  
Manager Advanced Systems  
Jefferson County Public Schools  
Louisville, Kentucky

Bailey Mitchell  
Chief Technology and Information Officer  
Forsyth County Schools  
Cummings, Georgia

Norma Morganti  
Executive Director  
Auburn Career Center  
Concord Township, Ohio

Rachel Moseley  
Chief Information Officer  
Scarsdale Public Schools  
Scarsdale, New York

David Williamson  
Chief Information Officer  
Boulder Valley Public Schools  
Boulder, Colorado

## What Is A Campus Champion?

Campus Champions are current customers who are innovators; some may say risk takers. They pursue new technology products aggressively and seek them before a formal marketing program has been launched. They are technology enthusiasts and key influencers within their market.

Campus Champions are well connected leaders in their industry and are committed to the Infinite Campus vision.

Front row: Norma Morganti, Craig Garrison, Bailey Mitchell  
Back row: Craig Barnum, Rachel Moseley, Dennis Crowe, David Williamson  
Not pictured: Steve Beatty

# Local Support for Customers Infinite Campus Partners

Our Channel Partners and Educational Service Agency Partners (ESA) are Campus experts who extend personal support to customers. Customers benefit from their expertise at the local and regional levels for services and additional products to enhance their investment of Infinite Campus. Infinite Campus handles customers not assigned to a regional partner.

## Channel Partners

Channel Partners act as a “mini” Infinite Campus, hiring staff to acquire new customers, as well as an in-house client services staff for support. They are already in the business of adding value to K12 education and experienced in delivering software solutions to customers in their region.

### Computer Information Concepts

Greeley, Colorado  
800.437.7457  
Customers: Colorado, Iowa, Illinois, Kansas, Missouri, Nebraska, Wyoming

### Custom Computer Specialists, Inc.

Hauppauge, New York  
800.598.8989  
Customers: Connecticut, Maine, Massachusetts, New York, Pennsylvania, Rhode Island, New Jersey, New Hampshire

### K-12 Solutions Group

Commerce, Georgia  
800.915.1671  
Customers: Georgia

### Optimal Solutions

Wyoming, Michigan  
888.832.3499  
Customers: Michigan, Ohio

## ESA Partners

Educational Service Agencies (ESA) provide educational support programs and services to local schools and districts. ESA's have many names in various parts of the country, including Board of Cooperative Educational Services (BOCES), Cooperative Education Service Agency (CESA), and Regional Education Service Agency (RESA).

Infinite Campus decided to categorize this broad group under the ESA name.

### Colorado

Centennial BOCES, Pike's Peak BOCES

### Michigan

Ottawa Area ISD, Clinton County RESA, West Shore Schools Business Group

### Minnesota

Arrowhead Regional Computing Consortium (ARCC)

### New York

Eastern Suffolk BOCES, Mohawk RIC, Monroe 1 BOCES, Nassau BOCES, Southern Westchester BOCES, Wayne Fingerlakes

### Texas

Region 10

### Wisconsin

CESA 1, CESA 5, CESA 7

Building strong partnerships makes a great company even better.



Channel Partners

Channel Partners:  
left to right  
Alan Lacher, Custom Computer Specialists  
Brook Wilson, K-12 Solutions  
Michael Ludwig, Optimal Solutions  
Steve Bohlender, Computer Information Concepts



ESA Partners

ESA Partners:  
left to right  
Jim Livesay, ARCC  
Greg Shepard, Ottawa ISD  
Marv Roberts, ARCC  
Kari Krakow, CESA 5  
Randy Sumrall, Region 10




Customers learn new skills using Campus.

### Change Comes to Interchange

Interchange: Inspire has been a tremendous success in 2008. It was great to see all of you who attended. However, 2009 has brought many challenges to districts. Therefore, we've redesigned Interchange events for Spring 2009 to make it easier to get the training you desire at a cost you can afford.

#### UPCOMING INTERCHANGE EVENTS

Texas	April 2, 2009	Richardson, TX
Montana	April 8-9, 2009	Billings, MT
Minnesota	April 22-23, 2009	Blaine, MN
New England	May 6-7, 2009	Portland, ME
Michigan	May 27-28, 2009	Grand Rapids, MI



Barry Brahier leads a hands-on session.



Jim Metz and Beth Schanzenbach work the support lab at the Iowa Interchange.

### Change in Interchange

Interchange now has a one-day design so you don't have to stay overnight, while still having the Interchange experience. If you desire the full-fledged Interchange, the add-a-day option will maximize your value. Infinite Campus is also cutting many extras provided at prior events to offer a much lower conference fee.

One day tracks will be offered for these district groups:

- ▶ Teachers
- ▶ Technology staff
- ▶ Student support staff
- ▶ Anyone interested in reporting and analysis

We feel by offering a one day, action-packed event focused on what each audience really wants to know, attendees will receive valuable information they can use immediately.

REGISTRATION and cost details about upcoming Interchange events can be found at [infinitecampus.com/Interchange](http://infinitecampus.com/Interchange) or email [interchange@infinitecampus.com](mailto:interchange@infinitecampus.com)

“Exactly what I was hoping to learn.”

**But wait, there's MORE!**

**YES**, there is much more to Infinite Campus than you probably realize. Fully utilizing your Campus investment isn't always about knowing where to point and click, it requires expanding how district leaders think. These three conferences are designed to bring your district leaders to the next level. District-based teams of instructional leaders from across the country will participate in these conferences. Each conference brings together nationally known thought leaders and Campus Customers to learn skills that can profoundly alter student achievement.

## 2009-2010 ADVANCED LEARNING EXPERIENCES

### Save the dates...

Begin planning now to send teams from your schools to participate in these advanced learning opportunities from Infinite Campus. Attend one or all three conferences - it's up to you. These conferences are designed to teach you new concepts and build your skills in scheduling, mapped curriculum support, and using data to make decisions. These will be affordably priced so your teams can attend as a group. Watch the April Campus Connections e-newsletter for pricing information.

#### Master(ful) Scheduling

November 17-19, 2009  
Special Guest Leader: J. Richard Dewey, Ph.D.  
Principal/Owner - Education Solutions, LLC

This conference provides building principals and their teams the skills needed to create a collaborative environment that promotes student and teacher learning through the most effective use of time, space, and motion.

#### Supporting a Mapped Curriculum

April 27-29, 2010  
Special Guest Lecturer: Heidi Hayes Jacobs, Ed.D.  
Founder and President, Curriculum Designers, Inc.

Curriculum directors, principals and department heads will benefit from the opportunity to redesign their curriculum from the assignment level up and network with other districts engaged in transforming their schools the same way. The implications of a mapped curriculum in Campus will be examined, challenges defined, and the knowledge to meet those challenges will be co-created.

#### Seeing Data: Understanding Through Visualization

Feb. 9-11, 2010  
Special Guest Lecturer: Scott McLeod, J.D., Ph.D.  
Associate Professor, Iowa State University

This conference will help you understand the power and limitations of using data to transform schools. New tools will be showcased and best practices will be shared to change data into useful information.

### For more details:

- G3@infinitecampus.com
- www.infinitecampus.com/g3

### REGISTER TODAY

**Curriculum Mapping**  
June 16-18, 2009  
Infinite Campus  
National Headquarters  
Blaine, MN

Curriculum leaders can leverage Infinite Campus instructional planning, communication and analysis tools to design and distribute a standards-based set of lessons, assessments and scoring criteria. Session descriptions and registration is found at Infinite Campus University site:  
<http://icu.infinitecampus.com>  
or contact Laurie Kasel at [laurie.kasel@infinitecampus.com](mailto:laurie.kasel@infinitecampus.com)

### Rave Reviews

*“ This conference was mind blowing and challenging. Not what I expected from a technical seminar. Thanks for the great three days. ”*

# Campus University and You

Campus University has created two new opportunities to help you take advantage of advanced product features and continuous learning at an affordable cost.

## NEW: Process Consulting

**What is it?** This service goes beyond implementation training. Consulting provides customized assistance in the following areas:

### Advanced features of the product

Fully using the advanced features of the system include tracking curriculum, assessment reporting and analysis, individualized learning plans, etc.

### Current workflow practice analysis

Analyzing the current workflow practice include managing Campus Census data, attendance processing, tracking student progress, and much more.

### Report gap analysis

Facilitation of a report gap analysis is used to determine if needed reports exist or can be built using Infinite Campus, or if a third-party tool is needed.

### Technical consulting

Campus Product Consultants will also engage the necessary technical staff at Infinite Campus as resources to complete your project.

**Why?** Customers often request assistance in making the most of the system.

**What?** Campus Process Consultants provide deliverables representing the work provided, including:

- >> A written report of observations and interviews regarding business practices and workflow.
- >> A timeline of consulting activities if the work is expected to have multiple deliverables.
- >> Best practice recommendations in the product and/or process consulting work.
- >> A written report of the gap analysis work completed



Stephen Hallman, Campus Process Consultant

**Where?** Process consulting may take place online, on conference calls, or onsite at your location.

**When?** This service is available now.

**Who?** Stephen Hallman is the new Campus Process Consultant. Stephen is first an educator, having taught in Apple Valley, Minn. for six years. He has a B.A. in elementary and special education and a M.A. in education.

**How?** To learn more contact [icu@infinitecampus.com](mailto:icu@infinitecampus.com)

## NEW: Distance Learning

**What is it?** Online training will provide courses designed to meet the needs of new and experienced building and district staff offered at an affordable rate with no travel expenses required.

**Why?** Time is precious. Distance learning will increase your knowledge of the Infinite Campus system and maximize your valuable time. Refresher training, sessions for new hires, and advanced training, including certification, will be offered through the Web.

**Where?** Online training can be taken from just about anywhere. Yes, even from the comfort of your couch; and progress through the instruction at your own speed.

**When?** A full list of course offerings will be available fall of 2009.

**Who?** Michelle Olson, is the new Campus Distance Learning/Development Specialist. Michelle is a former media specialist and educator with the Minneapolis Public Schools. She has a B.A. in social studies education and experience in developing computer based curriculum and assessments.

**How?** To learn more contact [icu@infinitecampus.com](mailto:icu@infinitecampus.com)



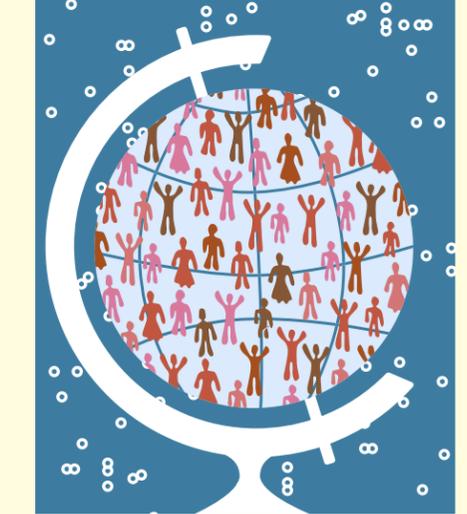
Michelle Olson, Campus Distance Learning/Development Specialist



# engage learners

“Teachers and students, as well as administrators and communities need to develop systems that engage learners as they construct knowledge and skills. Schools and learning centers must move out of instructional environments and into learning environments.”

Roberto Muffoletto, associate professor in educational technology, Appalachian State University



Transforming K12 Education

## Infinite Campus Core Beliefs

- 1** Public education exists to serve society, its customer. All aspects of society are being transformed by information technology.
- 2** In order to prosper, educators must employ modern information technology to meet the demands of its new customer, the information society.
- 3** Information technology should streamline administrative tasks while enabling new and innovative educational processes.

Develop new features to bring schools into the future of "The Next Thing."

Or focus on the core product?

Customers want both.

Josh and Dan work together to bring both stability and new features that customers can't wait to get into the product.

# >> Dueling



Josh and Dan face off.

## Shiny New Things

By Josh Metcalfe, Equilibrium Development Manager, Enhancements

Most children look forward to celebrations like their birthday and family feast days, such as Christmas or Hanukah. Why? They get shiny new things. Few things excite a child more than a new toy. Infinite Campus has continued to add shiny new toys into our application. Why? To "Transform K12 Education," fulfilling our mission statement.

**A Shiny Past**  
Infinite Campus has a history of introducing groundbreaking technologies. Our first version offered a web-based interface, district-wide census and parent portal. We have been the market innovator from the beginning.

A few years later, South Dakota had faith in our fledgling company and together we created the first district-to-state integrated product. This would

become the Infinite Campus State Edition (ICSE), now used by four states and the Bureau of Indian Education. After a period of adding functionality, we overhauled our architecture to prepare for what was to come. With the release of Campus 2005, code named Mobius, for our Matrix fans, we rebuilt our database. We created our own frameworks for consistency in the user interface and simplicity of accessing data coming from our business logic layer. And we didn't stop there.

**A Shiny Present**  
Next, we constructed the ICSE on top of our new solid foundation. Prior to the ICSE, most states had used a file import system that was updated a few times a year. Now, state reporting is up-to-date every day and has been simplified to XML messages exchanged between our two product editions.

ICSE paired with the Infinite Campus District Edition (ICDE) offers more shiny features: student state ID generation, a student locator and district-to-district record transfers. More recently we extended this capability to all ICDE customers with the Campus National Records Exchange.

**A Shiny Future**  
What's next? In our previous magazine, you were introduced to G3, our third generation product and a peek at "The Next Thing." Today, we're building a bridge to G3. At the state level, we're enhancing our support of federal reporting including NCLB, EdFacts and graduation rate calculations. At the district level, we're continuing to improve modules like scheduling, health, and assessments. Of course creating shiny new features can introduce new bugs. But that's a different matter. Bugs aren't shiny.

**Shiny Things vs. A Shiny Product**  
Bugs in software is a lot like not sweeping your floor for two weeks. You don't want to look at it and you certainly don't want to step on it. However, keeping vigilant about regular cleaning makes it shine and that makes you feel good, too. Developing shiny new things isn't more important than cleaning up bugs. They're both important to customers. The development department understands this. We work together to balance the creation of much anticipated enhancements with managing the daily task of cleaning out bugs. Our customers benefit from both services.

# Developers

## Fix It—With a Focus on the Future

By Dan Sweet, Equilibrium Development Manager, Core Product

There's a coffee ring on the conference room table and I set my cup inside it. Josh Metcalfe rolls in one of the large, roving monitors and plugs it in. I review the notes on my laptop from my weekly meeting with Campus Support. It is a list of things we could fix that would make a majority of our customers happy and reduce the number of support calls. Most of them deal with scheduling, since our districts will be doing that soon.

The big monitor screen flashes and I look up. After a few seconds, it decides what it really wants to show us and the flickering stops. We're looking at "The Next Thing" - the future of Infinite Campus. We've been talking about it for months. Customers are just now hearing about it. Most of them are going to love it. Some won't notice it. A very few, we realize, may not like it. Change is sometimes scary and "The Next Thing" means change. Without it, though, we'll never realize the Infinite Campus mission.

With all the things we want to fix or put into our product right now, the discussion is interesting. We need to find any overlap between "The Next Thing" and what we plan to fix. We discuss how to make some of the customers who might not like it as comfortable as possible by minimizing its impact on existing districts. Finally, we need to

figure out how we're going to get it all done with the resources we have. Tensions tend to run high. First, we tackle the overlap and contradiction. We were planning a pass through on the Campus Census by the Campus Core Product Team to fix a number of bugs and make some usability improvements. It appears that in order to get "The Next Thing" done, it will need to be modified anyway, although there are only a few minor contradictions. Part of "The Next Thing" makes a couple small improvements irrelevant. We can relax a little. Next we move onto minimizing impact, perhaps the most difficult. It isn't our first discussion about this. We've met with developers, product analysts and quality assurance.

We've talked to support, client executives, trainers and project managers. Everyone has come to an uneasy peace. We'll need to roll some new things out as optional, change a little of the core product to make it support a piece of "The Next Thing," and finally hold off on another small part of "The Next Thing" until the next release to make the transition more gradual. A good discussion has led to good decisions.

Finally, we discuss who is best suited to do everything. We're being ambitious. We bring our packed project calendars. Bai will be freeing up some time to work on "The Next Thing" in about a month. It looks like Erik

is booked solid for the next year and a half. Andrew may have some breathing room in three months. He might be able to lend a hand for awhile, at least until we hit our back-to-school reporting. A couple of the newer developers should be up to speed by then, too. It looks like we'll be able to meet our deadline if everything goes perfectly. It's a battle of needs and wants; setting priorities for now while looking to the future. I fold up my laptop and cruise to my desk before I head to another meeting to knock out a series of bugs that seem completely unrelated, yet have everything to do with each other. It's a constant balancing act. It is never an ordinary day. And it's fun!



At the end of the day, a great team!



# A Day in the Life of a Developer

By Tina Pogatchnik, Software Engineer I  
Localization Group

## It Takes a Team... A Really Good Team...

Walking into work at 7:30 a.m. (a bit earlier than the normal developer), I have a solid plan for my day. There is this one case sitting in my queue, a state needing something changed for their state reporting. As I head for my desk, the solution is the only thing on my mind. I'm going to finish that case today.

Arriving early gives me a jump start. Within the first hour after 8 a.m., the place comes alive and a zillion questions start rolling in. First it may be a quality assurance (QA) person, asking for a clarification on how a case is supposed to be tested. Often, they are just missing a little thing and the answer is easy. I'm glad when they stop by and ask me questions. It helps to reinforce the logic used in the case.

Next comes the email from Qingqi (our database guy who checks our scripts to validity). He's wondering why my script is written a certain way. Am I sure we need to do this? Wouldn't it be better written another way? After a thorough discussion, we come to a good solution to the problem. Qingqi approves the script and the case I finished yesterday moves on its way for testing and retesting, before it is eventually released to the customer.

I start back on my original plan for the state reporting case when Josh, the manager for software development, stops by my cube. "I have a case that must go out in an emergency patch," he says.

He knows I have many other cases on my plate right now, but we both understand how to prioritize. We bump this one to the top of the pile. The rest of my day will be committed to finishing this case so students from this district will be counted correctly, which will ensure the district gets the funding they need. I turn to my computer and dig in.

At 11 o'clock, I relax a little. Lunch! My break for the day. It's almost as if a bell has rung, just like when I was in school. I head down to the Campus Restaurant with most of the other development team for a healthy lunch, and much needed break.

After lunch, I'm ready to return to the emergency case. I soon realize that something doesn't seem

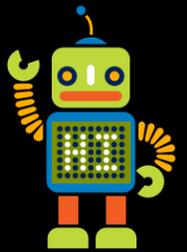
right. It's been quiet around here. Too quiet. Sure enough I get hit with IMs from five people at once. Questions from BAs (business analysts) and QAs, and my team neighbor is wondering my opinion on a code they are writing. After responding to the BAs and QAs, I turn my attention to my teammate who has a question on some logic they are working on.

We discuss it and discover a few different solutions, debating which is best. Before we finish our discussion, our attention moves to my emergency case, and we brainstorm a few ideas for that one, as well. When we both feel confident we've found the best solutions, we turn back to our computers and get to work. I smile, knowing I have such a great team working with me.

At this time, another BA's message pops up on IM. Instead of texting back, I decide to walk to the east wing to talk with them in person. Meeting face to face is often the best way to get all questions asked and answers clarified. The BA and I will talk for awhile, and occasionally get the QA or even another BA involved, who may have had a similar situation in another state. It's a team effort - working together with knowledgeable, experienced people helps to get things done...and done correctly.

The day winds down and I prepare to leave. I realize my plan for the day was barely touched. Wondering what happened, I think back and realize, even though I didn't resolve that particular issue I had planned, I surely accomplished a lot. I finished the emergency case, I answered tons of questions, I moved another case forward after ironing out the script, and I got a pretty good start on what I had planned for the day. Tomorrow my day will start similarly, with a plan, knowing even more items will be added to my list.

But, in a day in the life of a developer, it is always important to expect the unexpected. That's what keeps the job interesting. That, and working closely with the other developers, the QAs and BAs. Together, we will provide the best solutions for our customers. Because, it really does take a team.



Campus Developers are assigned to one of six different areas: Core Product, Enhancements, Integration, Food Service, Localization and Special Education/Learner Plan.

The localization team keeps current on state reporting requirements and other state specific areas in the product. For example, enrollment and immunizations need to be compliant to state regulations.

# Toward a Less Sticky GUI

By Karl Beach, Research and Development Team Member

Infinite Campus enables the full range of stakeholders in an educational community to securely access a vast array of information and do important work in ways previously not possible.

Because Infinite Campus was built as a fully integrated system, our design goal is not to ensure each Campus component works better than our stand-alone competitors. Instead we build each component to leverage our other integrated components. The whole of Infinite Campus is deliberately greater than the sum of its parts.

We've had success in the marketplace as educational communities realize the value of appropriately shared information. Our competitors have moved toward our way of thinking as a result. In the U.S., competition is deemed a good thing and competing companies make each other better because of it. However, competition presents a unique challenge to us as the market leader.

One important aspect of a market leader is its ability to recognize the value of existing ideas and improve

## What can we tell you about our new GUI?

- **It will be intelligent.** It will utilize what the system "knows" about the individual and tailor itself to his/her abilities and needs.
- **It will be adaptive.** It will introduce users to complex operations at a simple level, guide them, and gradually unveil complexity as the individual grows in skill and confidence.
- **It will be obvious.** It will walk the individual through multi-step operations according to a logical work flow and minimize, if not eliminate, the need for tedious "push this button next" training.
- **It will be fun.** Not in the sense of "video game fun" but in the sense of "BMW M3 versus Ford Taurus" fun. It will be intuitive, dynamic, fluid and ultimately rewarding.
- **It will be efficient.** Bottleneck operations will be distributed to authorized stakeholders in order to make the entire system work better.
- **It will be important.** As Charlie has noted, we're betting the company on this effort. That's also the American way.

upon them. So who is Infinite Campus watching for important new ideas? Not our competitors. They aren't breaking meaningful new ground. For example, the overhaul of an electronic grade book to behave in a more traditional manner is not an innovation we will imitate. So, who are we watching?

Consider your own definition of "educational community." Then consider Apple Computer, Inc. and Worlds of Warcraft. When Apple Computer is at its best, powerful new technologies are presented in elemental, intuitive, easy-to-use ways that empower ordinary people to do extraordinary things. An enthusiastic user community quickly coalesces because of this empowerment.

When people enter the imaginary Worlds of Warcraft, no formal training is required. They are electronically joined with other people and, together, they grow in competence as the game incrementally reveals itself to them. An enthusiastic user community

forms around shared problem solving.

At Infinite Campus, we realize we have reached the limits of our current GUI even as our competitors strive to emulate it. Our integrated system has grown so complex that people get lost in it. Lost is the opposite of empowered. We know that if we try bolting bits and pieces of "the next big thing" onto our existing system, it will more likely foment chaos than promote community and nurture transformation. Our advanced development team is borrowing basic ideas from Apple Computer and online role playing games to create our next GUI.

Why bother when our existing GUI gets the current job done? Before we can unleash "the next big thing," we must invent and bring you a user interface that allows a wide range of people, as a community, to interact with a massively complex "total learning system" in a simple and natural way. Our new GUI must gently guide your community, not puzzle it. ☺

### The R&D Mascot

SIRRUSH



The Infinite Campus GENESIS advanced development team works in the physical and mental dimension of "Sirrush" (pronounced "lamb chop", a.k.a. "neoteny"). They are responsible for analyzing and creatively extending educational best practices and, along with Charlie, inventing new core technologies that will lead to the development of future generations of the Infinite Campus system.

# What Lies Beneath FOR THE REST OF US

by Kim Schroeder, Director of Marketing, Infinite Campus

Building on the database tier presented in the last issue, here's a description of the next tier of Infinite Campus architecture – the business logic. This tier is sometimes referred to as the “middle layer” acting like the middleman managing the requests made by you on your computer and the database.

The business logic is where the real magic happens and is an area of technology full of jargon. So for the rest of us, here's a layperson's explanation of the Infinite Campus business logic.

## Business Logic

Business logic is a non-techie term used to describe what happens behind the scenes when you use an enterprise software solution like Infinite Campus. Business logic can be compared to what happens when you turn on a light in a dark room. You flip the switch and the light goes on. That's all that matters to you – the wiring, electricity and lamp technology needed to light the room doesn't concern you – unless of course you're an electrician.

The same idea applies to the business logic. You change a student's phone number and the system is updated. That's all that matters to most of us – the data entry interface, security, and Java coding needed to make the phone number change doesn't concern you – unless of course you're a developer.

The business logic is what turns on the light so to speak. The magic is how the business logic “instructs” the database to make data changes or answer an inquiry and deliver it to your desktop. In other words – the business logic “rules!”

## Object-based Design

The business logic uses objects to make inquiries of the database and deliver the requested data to you. Look around right now and you'll find many examples of real-world objects – a computer, desk lamp or phone.



Real-world objects share two characteristics: they all have a state and a behavior.

- **The state defines the object** – the phone has a color, an earpiece and buttons
- **A behavior, called a method in programming language, causes an action or change in the current state of the object** – the phone has ring tones, dial tones and voicemail options.



For example, the phone object can have a state of being a black, 12-button system with both a hand piece and speakerphone. The phone can change its behavior when a certain ring tone is selected – instead of the standard ringtone, you select the Chewbacca ring.

Identifying the state and behavior of real-world objects is a good way to think of object-based programming. Java is the type of object-based programming language we use at Infinite Campus.

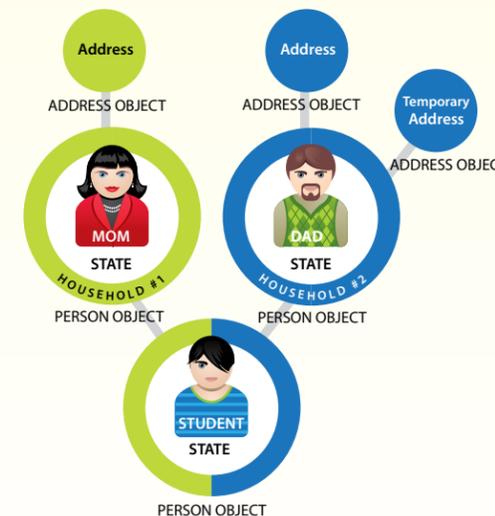
## Gimme My Java

Java objects within Infinite Campus are a person, their household and their address.

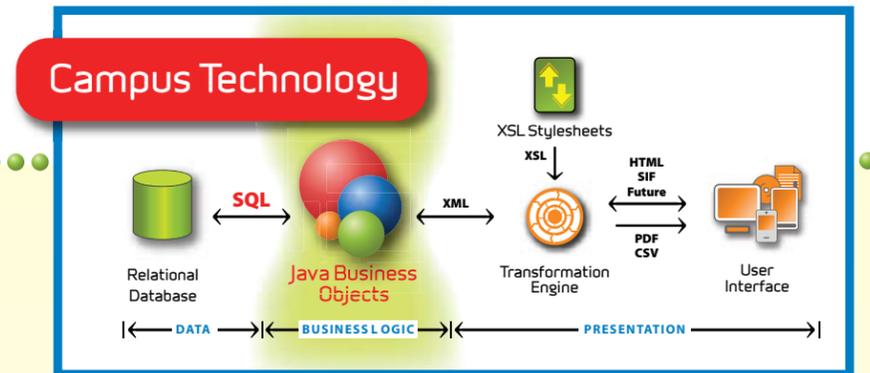
For example, in the Campus Census structure, an individual person (person object) can belong to one or more households (household object). A household has one or more temporary or permanent addresses (address object). With these simple object “building blocks,” complex family structures can be accurately represented.

These objects stand guard between you and the database to protect it against errors. Java objects use prescribed instructions (methods) to interface with the database using Java Database Connectivity (JDBC). JDBC is used to query, modify and manage data within the relational database used by Infinite Campus. (See *The Infinite Campus* magazine fall 2008 for details.)

This layer enforces how the person object is connected to the appropriate household(s) object and address object. This type of technology design lets the business logic reflect the way we naturally think- so we don't have to think like a software developer or like the electrician in the example. The business logic just takes care of how these things work behind the scenes.



Java objects within Infinite Campus are a person, their household and their address.



## Protect My Data

Java objects protect the system too by providing object and group-based security options. You are assigned to a person object and are also typically assigned to a group object within Infinite Campus.

For example, you work in the district as the school secretary (person object) but you may also be the attendance clerk needing rights to the attendance group (group object). The group is then assigned rights or methods to the system to read, write, add or delete.



The method allows the person or group object to only see the data associated with your tool rights. When access is requested from a non-conforming object or non-approved object, it is rejected because Java is standing guard.

## Why Java?

To avoid the pitfalls associated with proprietary technologies, Infinite Campus selected Java technologies to architect its system. Java is an open standard, open source, and industry-standard. This lets us develop the most cost effective tools for you to use. And many technologists know Java so the system can be extended for use in ways to meet the specific needs of your district.

## WHY DO DEVELOPERS LIKE JAVA?

“Don't have to mess around with code I've already tested, just to add a new feature.”

“Reusing code in other applications. When writing new code, I can make it flexible enough to be used in something new, later.”

“Java is easier to learn than other programming languages and still gives us the power of “older” programming technologies like C++ and Fortran.”





**Campus Community - Transforming K12 Education**