

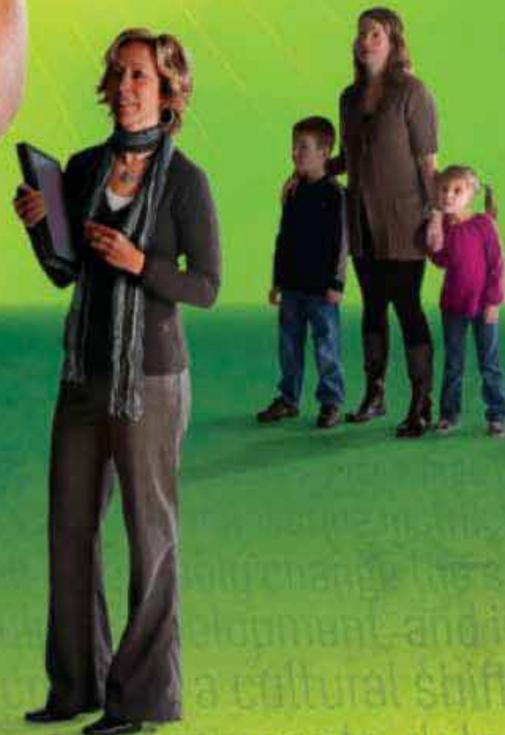
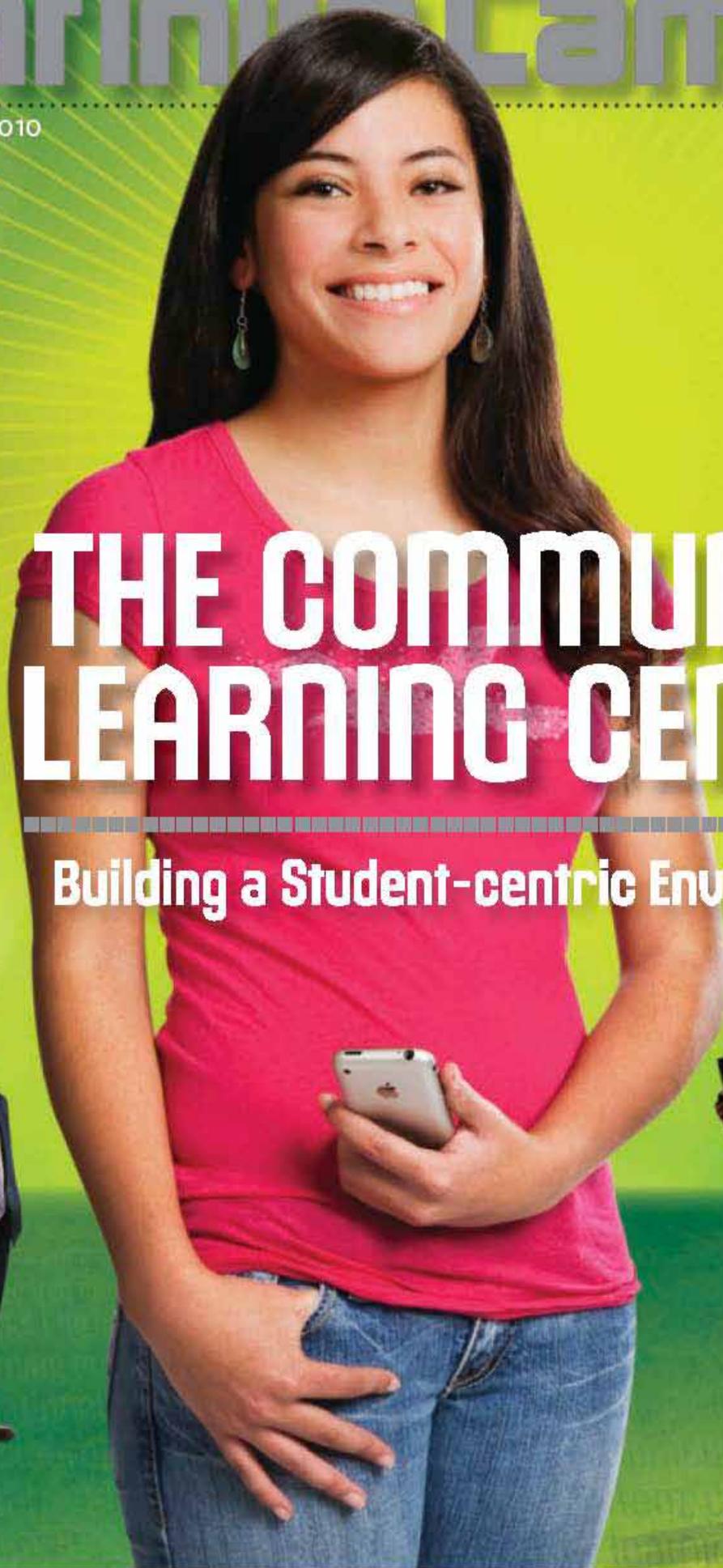
The Infinite Campus

Spring 2010

infinitecampus.com

THE COMMUNITY LEARNING CENTER

Building a Student-centric Environment



...change the se
...development and in
...a cultural shift
...environments, data-

The Infinite Campus

SPRING 2010

EDITORIAL

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ON THE COVER

The Community Learning Center is a student-centric environment, supported by administrators, teachers and family.

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EDITOR'S LETTER



COLORADO



KENTUCKY



FLORIDA



MINNESOTA

Above: Copper Stoll, Chief Academic Officer, Adams 50, CO; Math students at Jefferson County Public Schools, KY; Sandy Hollinger, Deputy Superintendent, Alachua, FL; Administrative leaders at Owatonna, MN

I would like to extend a special thank you to those individuals who set up interviews, escorted my photographer and me from hither and yon, and provided insight into how your district is reshaping education. It is a pleasure to share your stories.



NEW YORK

Visiting with the Covillon family in Carthage, NY.

Customers Begin Transformational Change

Liz Schmitt, Editor
liz.schmitt@infinitecampus.com

Large institutions, like education, often depend on incremental steps to make significant changes. Shifting away from the inadequate factory-model school to the 21st century Community Learning Center will not happen overnight. But it has begun. And it's exciting.

Forward-thinking customers, progressive district leaders and Infinite Campus are creating systemic changes in our schools. Many of these innovative models are pilot programs as a new culture for education is explored. It is our belief that these pockets of progress will lead the way toward a revolutionary shift in American education across the country.

I traveled to five states to interview administrators, teachers, parents and students from districts that have taken bold steps toward creating a Community Learning Center. After each visit I was more and more hopeful about the future of education.

Is your district moving toward the 21st century school?

I hope these stories will inspire you to examine your district's model of education and join the growing number of Campus Customers who realize the positive impact of the Community Learning Center. It's where learning is fun.

"The way to get started is to quit talking and begin doing."

WALT DISNEY

EDUCATION IN A FLAT WORLD

By Charlie Kratsch, Infinite Campus Founder and CEO

I had an interesting experience a while ago. My kids are into online games like World of Warcraft and Call of Duty: Modern Warfare 2 and I heard my youngest son, Sean (last issue's cover model), in his room talking via Xbox Live to what sounded like a bunch of older men. "Who are these guys?" I asked. "They're Marines stationed in Iraq," he replied. "Why are you playing with these guys and not your friends?" I inquired now even more curious. "They follow orders!" he exclaimed.

In his 2005 bestselling book "The World is Flat", Thomas Friedman writes about globalization. What Friedman meant by "flat" is "connected": how technology can give competitors equal opportunity regardless of location. This same paradigm shift is now just starting to hit education. My kids live in that flat world and public schools can either take advantage of it and flourish or fight it and perish. The trend has already begun and in many states the fastest growing schools are virtual.

So what can traditional schools do to be more relevant to today's students?

Schools must recognize they don't have a monopoly on learning. Include parents in the planning, learning and evaluation processes. Give students credit for skills gained outside of the classroom. My kids already know how to use computers and have played organized football since kindergarten. Don't waste your time and theirs requiring them to sit through "Intro to Computers" and endure yet another touch football unit in Phy Ed. Give them a test and move on.

Schools should embrace new technologies. Instead of banning laptops, cell phones and digital media players, why not figure out how to incorporate them into the learning process? Studies show that more than 75 percent of middle and high school students already have one or more of these devices. And for those who truly can't afford basic technology, give it to them. It's cheaper than textbooks.

Schools can learn from each other. We can no longer afford to allow teachers to struggle alone in the classroom or to simply follow the one-size-fits-all lesson plans laid out in textbooks. Not only do they need to be able to learn from and share with other teachers in their school or district, they need to be able to connect with educators all across the country. Location should not limit a student's learning opportunities.

For students to thrive in this flattened world, they need to learn how to learn. For public schools to survive in this flattened world they need to teach students how to learn. Technology has created the challenge of a flattened world and technology will provide the tools to take advantage of it.

Ready? We are.

Ian and Sean Kratsch immersed in an online game.



ON EDUCATION:

So, let's sit down as a society and say, teachers, parents, people outside...

» How do we **completely** rethink this?

Alvin Toffler, futurist

A DAY IN THE LIFE OF A TYPICAL FACTORY-MODEL HIGH SCHOOL

Linda Darling-Hammond; *The Right to Learn*

What would your job be like if it mirrored a student's typical school day?

When you arrive at the office, you are seated at a desk and start working; 45 minutes later a bell rings and you jump up! You've got to go to your next job.

So you run to another desk in another part of the building with a new boss, who has different rules and different expectations - and a different agenda for you. You sit down and try to figure out how to do the job for 45 minutes, and another bell rings.

You jump up and run to another part of the building, and do another job for another

boss with different rules and expectations for 45 minutes. You do this seven or eight times a day.

And you are supposed to figure out for yourself what your boss cares about and what she will really care about when evaluating your work.

Most of your bosses don't know you well, because they see 30 or so employees every 45 minutes and rarely get to talk to any of them one-on-one. If you get confused, most of your bosses will say, "Don't talk to your co-workers. That's cheating. Do your own work."

» How productive would you be?



CHANGE

In *Out of Our Minds*, Sir Ken Robinson shows the pace of change. Imagine the past 3,000 years as the face of a clock with each of the 60 minutes representing a period of 50 years.

Think about the major innovations in communication in the past 200 years, and how the gap between them has shortened:

- » 3 minutes ago Morse Code;
- » 2 ½ minutes ago the telephone;
- » 2 minutes ago the radio;
- » 90 seconds ago the television;
- » 1 minute ago the fax;
- » 25 seconds ago personal computer;
- » 12 seconds ago the Internet; and
- » 6 seconds ago the mobile phone.

BUILDING A STUDENT-CENTRIC ENVIRONMENT



FACTORY SCHOOL	21ST CENTURY SCHOOL
Time based	Outcome based
Focus: memorization of discrete facts	Focus: What students know, can do and are like
Text driven	Research driven
Passive learning	Active learning
Learners work in isolation within four walls	Learners work in collaboration with classmates and others around the world
Teacher centered	Student centered; teacher as guide
Based upon needs of employers for the Industrial Age of the 19th Century	Global model, based upon the needs of globalized, high-tech society.

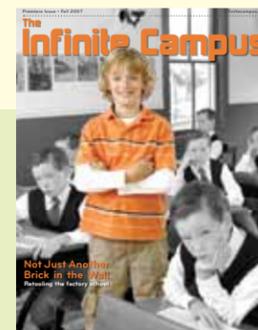
21centuryschools.com

Education must provide for self-fulfillment; it can at best provide a rich and challenging environment for the individual to explore, in his own way.

Noam Chomsky, author and professor of linguistics and philosophy at MIT

The Infinite Campus Magazine

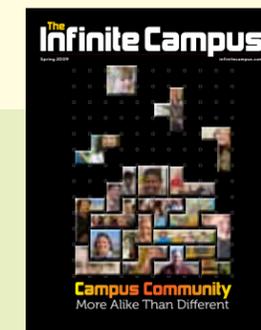
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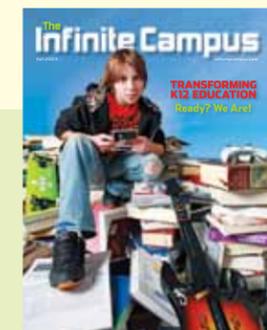
FALL 2007
Not Just Another Brick in the Wall



FALL 2008
The Next Generation of Campus



SPRING 2009
More Alike Than Different



FALL 2009
Transforming K12 Education



EFFECTIVE ADMINIS- TRATORS



DATA is used for accountability and informed instruction

PAGE 10



EMPOWERED TEACHERS



ACTIVE LEARNING, online mentoring and technology redefine teacher roles

PAGE 14



ENGAGED PARENTS



CONNECTING parents and kids from anywhere in the world

PAGE 18



ENTHUSIASTIC STUDENTS



STUDENT-CENTRIC classrooms where learning is fun

PAGE 22



BUILDING THE COMMUNITY LEARNING CENTER



WELL

Customers Who Dare to Change

By Liz Schmitt, communications manager/editor

Campus Customers are breaking down the factory-model school and introducing the Community Learning Center (CLC) concepts into their districts. They are seizing the opportunity to be different – and better. They have a strong sense of optimism, a fierce commitment to their cause, and a willingness to abandon outdated models. They provide inspiration and a glimpse into what's possible.

CLC

GLIMPSE INTO WHAT'S POSSIBLE

Systemic change is underway. Student-centric learning environments, data-driven curriculum development, and innovative instruction are trickling into our educational system, creating a cultural shift that will irrevocably change the status quo.

What is the CLC?

The Community Learning Center is a dynamic, interactive, cooperative community. There are individualized learning plans for every student. Parents actively participate in overseeing their child's experience and teachers redefine their roles as guiding instruction and enabling discovery. Curriculum decisions are based on data analysis and students are fully engaged in their learning.

Scheduling is flexible. Proficiency levels indicate mastery. Standards are the constant and time is the variable. Outside experts become partners. Learning is self-paced.

All Community Learning Centers have the same foundational tools that culminate into a quality experience. They are:

EFFECTIVE ADMINISTRATORS

Use data-driven decision making

EMPOWERED TEACHERS

Master teachers redefine their role and invite community participation

ENGAGED PARENTS

Parents are actively participating in educational decisions

ENTHUSIASTIC STUDENTS

Students have fun learning

DATA for accountability and instruction

Alachua County Public Schools (Florida) has implemented a data-driven curriculum and instruction model using Infinite Campus. Superintendents and principals actively participate in weekly "On Track" groups that monitor continuous assessments every nine weeks. The data is used for professional development, as well as student achievement, and already has made a major impact in the classroom.

"I've been rewarded for going against conventional logic ..."

When I was a teacher, I realized I could only teach a subject I was enthusiastic about because what happens in the classroom isn't teaching, it's learning. So if I'm enthusiastic about something, people will say, let's give it a listen." **Sting**, musician, activist, former teacher

ACTIVE LEARNING results in better grades

Louisville Male High School in Jefferson County Public Schools (JCPS) (Kentucky) has redefined the classroom. Clustered in small groups, students teach each other, guided by the expertise of a master teacher. They use technology to expand the learning experience beyond four walls. It's fun and students are getting better grades.

Another JCPS school, Phoenix School of Discovery, adopted a community outreach program with students from Indiana University. Education majors serve as online mentors for a language arts class. It is a successful collaboration of in-class and virtual learning.

CONNECTING families from around the world

Carthage Central School District (New York) has more than 60 percent of the parents in the military. Access to real-time student information is critical to stay connected with their child's activities. Using the Campus Portal, parents can check on assignments, grades and much more from anywhere in the world. They have ongoing communication with teachers and keep well informed about their child's progress, whether they are at home, the workplace or a tent in Kuwait.



STUDENT-CENTRIC learning models CLC

Adams County District 50 (Colorado) was facing the possibility of being placed on academic watch. Dramatic change was needed. In response, Adams 50 adopted the standards-based education model (SBE). The classroom instruction is a complete departure from the factory-model school. There are proficiency levels instead of grade levels. Alpha grades are replaced by numeric indicators of mastery. Students as young as kindergarten create their own goals and select their learning tools. Having used this model in the elementary schools, it's now being introduced into the high school, with a great deal of excitement.

Owatonna High School (Minnesota) realized the traditional model of education was not effective for all students. They wanted to offer a personalized learning environment that included community participation,

experiential learning, flexible class structures and creative teaching. Top administrators, teachers and students have come together to create a school within the school. Owatonna Options will provide non-traditional methods of learning. It will open fall 2010.

BUILDING the CLC Today

There are more and more Campus Customers incorporating the concepts of the CLC into their districts. The changes are small and isolated at this time, but as Infinite Campus continues to develop its third generation system (G3), the fully matured CLC will become a reality and the factory-model school will be relegated to a trivia question in history class.



transform data

Alachua County Public Schools, Florida



>> Alachua County Public Schools doesn't just collect data. They use it. Administrators have created a new culture where data informs instruction and has already increased student achievement. Using data effectively is a foundation for building the CLC.

into insight

Creating a new school culture

Creating Culture Change

In a misconstrued sense of accomplishment, districts collect enormous amounts of data, adding more and more to the heap every day. Much of this is sent to the state for accountability purposes, but the golden nuggets of data often remain dormant. "Reporting Out" is not analysis and has minimal impact on academic success.

When Sandy Hollinger, Alachua's Deputy Superintendent for Curriculum, began reviewing a change in the district's student information system, she knew the time was perfect for evaluating how the district used data. It had to be a vital part of curriculum development, classroom instruction and formative assessments. Alachua wanted accurate and substantive data to determine how to enrich, modify and/or change instructional practices.

"When we chose Infinite Campus, we made a conscious decision to get a data management system that could be based in curriculum, because that drives everything," she said. The core group of decision makers was expanded beyond the IT professionals to include the directors of elementary and secondary education and the director of research and evaluation.

Before Infinite Campus, each school chose different strategies and assessments for predicting the readiness of students for successful achievement on Florida's state



Left: Principal Chet Sanders reviews data. Above: Deputy Superintendent Sandy Hollinger discusses the data chart with Principal Shane Andrew.

DATA REPORTS

>> INDIVIDUAL SCHOOL RESULTS

>> DISTRICT TRENDS

>> COMPARATIVE DATA

assessment. Data was collected at the school sites and decisions were made at individual schools. Sharing of effective programs, strong instructional practices, and rigorous assessments had no commonality; thus the pooling of resources and talent was random. Because these are "high stakes" assessments, it was critical to have a relevant curriculum focus. With its comprehensive database and ad hoc reporting feature, Infinite Campus provided the foundation for Alachua's new initiative titled *On Track*.

On Track data is used to analyze instructional practices and make changes as needed.



Alachua County Public Schools, Florida

Each principal goes back to their school with a ready-made presentation:

**WHERE ARE WE,
AND WHERE DO
WE NEED TO GO?**

Alachua "On Track"

On Track is Alachua's assessment program to track student achievement in the core subjects (reading, math and science). The assessments, developed by district staff and teachers, are scored at the district level. The assessment data is then imported into Infinite Campus, and specific reports are generated showing individual school results (by teacher and class), as well as district trends and comparative data. Baseline formative assessments occur during the first three weeks of school, with additional district assessments each grading period.

School principals are key players to the *On Track* strategy. Formative assessments are loaded into Infinite Campus and every nine weeks principals receive a district assessment report. They can view how their school compares to others in the district, teacher effectiveness, student success rates, and an analysis of student achievement, benchmark by benchmark. Campus Ad Hoc allows principals and teachers to view the data and begin discussions on what's working and what isn't. These are called "Data Chats."

Data Chats are held at the end of each grading period with the admin-

istrative support team, individual teachers and teacher cohorts. Data Chat portfolios and other *On Track* data within Infinite Campus is used to analyze instructional practices and make changes where needed. It is the expectation that all staff development, both district-wide and individual schools, aligns to outcomes of state and *On Track* assessment results.

Instructional Calendars

With the initial implementation and analysis of *On Track* assessments, Alachua saw randomness in the prioritization, pacing, teaching and re-assessment of state benchmarks.

Affected by a high mobility rate among at-risk students, Alachua decided to implement district instructional calendars in core teacher areas so the *On Track* data could "zero in" on instructional intervention strategies.

Teachers use the district instructional calendar to guide their lesson planning and pacing of instruction. The calendars ensure that all students, regardless of mobility, will have access to the state benchmark standards. With the instructional pacing calendar aligned to the *On Track* assessments, the district substantially improved the quality of the Data Chats and conversations about student improvement.

This protocol is particularly helpful in supporting teachers as they analyze their students' data for the re-teaching and re-assessment. All district curriculum specialists are trained in retrieval of Infinite Campus data reports and strategies in conducting meaningful data conversations with teachers and administrators.

Using the Data

Teachers have always assessed the progress of their students both formally and informally. By bringing in district assessments, Alachua is no longer waiting for the state test results to evaluate student progress.

"Our significant challenge as school administrators and teachers is not the collection of data, but how to use it as the springboard for meaningful change in instructional practices," says Hollinger.

The critical component in implementing data-driven instructional change is the communication with teachers and their access to the data reports of their individual students. Using Infinite Campus, the data reports are constantly updated and expanded based on input from schools.

Alachua uses the data collected from Infinite Campus to plan their administrative meeting at the beginning of the school year. Using historical data and the data reports, Hollinger and her staff make a presentation to all administrators and the school board. Each principal goes back to their school with a ready-made presentation on "Where Are We and Where Do We Need to Go?"

In addition to the school action plan, all teachers develop data-based professional development plans for the year. Using the data - collected from all levels, district to classroom - has become the driving force for change in professional development for teachers and staff.

Alachua County is no longer in the "we think this is happening" mode. Rather, it is in the "data tells us" mode. This is an exciting move towards increasing accountability, improving student achievement and creating a student-centric Community Learning Center.



Alachua County is no longer in the "we think this is happening" mode. Rather, it is in the "data tells us" mode.



Top: Liz Coleman-Hayes works with math students. Bottom: Don Lewis, Principal, Lincoln Middle School; Sandy Hollinger, Deputy Superintendent; Janet Shaw, Media Specialist; and Lawson Brown, Assistant Principal, Lincoln Middle School discuss *On Track*.

a different

Jefferson County Public Schools (JCPS), Kentucky

classroom model

Pilot programs advance the CLC environment



It's not business as usual in the 180 Degree Classroom. Under the guidance of Mr. Alfaro, students take ownership of their learning.

Active Learning Environment

Jose Alfaro's precalculus class breaks the barriers of a traditional classroom. It is a pilot project called "180 Degree Classroom" (because it is a 180 degree transformation from what most people experienced in high school). The classroom has an undercurrent of quiet disruption as students huddle in small groups; focused, inquisitive and intent on learning. iPods dangle from ears and electronic tablet PC's replace sheets of lined notebook paper.

Alfaro roams through the maze of students, stopping to answer questions, giving clarity to a problem, or offering praise for hard work. Within this learning environment, his students have shifted from passive learners to engaged participants. They have become their own problem solvers, risk takers and creative thinkers.

"My students teach each other; they take ownership in the delivery of the math lessons," said Alfaro. "I still teach, but I do not have to be in front of the group at all times.

I introduce the topic and share my experience, but then let students find more creative ways to visualize the learning process."

Students initially found the different format a lot more work. "It makes me think, so at first it was harder," said one student. However, the group agreed they have become better students. "This type of learning helps me get better grades," said another student. "It reinforces what I'm learning when I have to explain it to someone else."

You will not find a student sleeping nor working on another subject. They feel the importance of the concepts of the subject. Alfaro has witnessed how the students' learning has improved. "They are more confident and take pride in showing what they have learned," he said.

Alfaro admits the class can be challenging with computer problems and noise level from discussion. But these are small hurdles in comparison to the huge benefits of the program. "Students are not just learning math, they are learning communication skills, problem-solving strategies,

group work, and ways to apply technology in their learning process."

Students in 180 Degree Classroom are an example of how a different model of classroom instruction can produce enthusiastic students. JCPS is expanding this model to two additional classrooms next year.

Within this learning environment, students have shifted from passive learners to engaged participants.

03

At JCPS, three pilot programs begin to shift the teaching and learning environment.

- >> **180 Degree Classroom** redefines the role of teacher and learner with the aid of technology.
- >> **Online mentoring program** brings community to the classroom.
- >> **Formal technology training for teachers** includes real-time classroom observation.



<<< College mentors assist writing students via online technology >>>



Teachers watch a demonstration classroom to learn instructional practice with technology.

Jefferson County Public Schools, Kentucky

Community Collaboration

The Community Learning Center is not confined to four walls of brick and mortar. Learning happens anywhere and outside participation is welcome and encouraged.

At the JCPS Phoenix School of Discovery, Ms. Verwest's 7th grade writing students have a unique partnership with Indiana University Southeast (IUS) education majors. The IUS/Phoenix eMentoring Project provides middle school students with free professional help with their writing assignments and gives IUS mentors experience in learning effective teaching tools.

"We were looking for a real-world audience for our students," said Deborah Schweitzer, technology coordinator. "As a result of this community outreach, our students have become better writers and IUS mentors learn more about the classroom experience. It's a win-win for everyone."

Using JCPS Online, the IUS mentor and the Phoenix student continue their one-on-one dialogue for several weeks, until the writing piece is close to completion, when it is then handed to Ms. Verwest for the final assessment.

Students have described this experience as having their own personal teacher. It's cooperative and collaborative with the in-classroom teacher. The quality of interaction between the mentor and student is personalized, relevant, and timely.

"The IUS/eMentoring Program is probably the most effective way to engage our middle school students in a writing activity," said Schweitzer. "They benefit from the interaction of another caring adult who is closer to their age and with whom they feel they can communicate on a different level."

Phoenix School of Discovery recognizes that we live in a global community. Teachers must consciously



Teachers learn how technology supports instruction.



create a classroom that encourages partnerships from outside organizations. Collaborative efforts like this one will encourage students to be more globally aware and better prepared for their future.

Preparing CLC Teachers

Kids are tech savvy at an early age and bored using out-dated learning tools. Teachers must be adequately trained to determine when and how classroom technology is effective.

JCPS THEORY IN ACTION –
PREPARE ALL STUDENTS TO:

ACHIEVE THEIR GOALS

FOLLOW THEIR DREAMS

CREATE A MORE JUST SOCIETY

JCPS has established a satellite training lab and demonstration classroom at Roosevelt-Perry Elementary School. Teachers attend a series of lesson studies focused on integrating 21st century technology into the classroom.

Sharon Shrout, JCPS Computer Education Support, says, "We remind teachers that the future of teaching isn't about the technology. It's about using technology to support good instruction and improve student achievement."

Amy Colucci, JCPS Technology Integration Specialist, begins by describing the lesson, instructional practice and technology used. Then teachers move to the demonstration classroom across the hall to observe a teacher model the lesson, using the instructional practice and technology with a class of students. Following the classroom demonstration, participants return to the training lab to debrief the lesson and discuss how the technology enhanced or detracted from the quality of the lesson.

"This is a very effective method of professional development," says Colucci. "Teachers get to see the technology being used in the classroom while receiving additional training on how to use the technology effectively in their teaching."

Bringing it all Together

JCPS has developed a philosophy called "Shaping the Future" based on a strategy called "Theory of Action." Within this vision, they have a list of core beliefs that drive their decisions. These include instruction that is personalized and differentiated; meaningful and relevant learning experiences; teamwork, problem solving, collaboration and a culture of inquiry; and community involvement.

The innovative programs and classroom experiences at JCPS are shattering the factory-model of education and bringing us closer to the Community Learning Center concepts.

parents stay

Carthage Central School District, New York



>> Carthage Schools have more than 60 percent military families. Whether parents are in Kuwait, Iraq or just down the street, the Campus Portal helps parents be active participants in their children's education.

involved

Whether they are in Carthage or Iraq

Working as a Family

Sergeant Robert Covillon has recently returned from deployment in Iraq and Afghanistan, and he hasn't skipped a beat with his children's school experience. When he was overseas, he consistently used the Campus Portal to track the academic progress of his son, Matthew (11) and daughter, Emma (9). He and his wife, Annmarie, were able to discuss concerns and remind their children that although their father is far away, he's still involved. "It is important for military children to know that the deployed parent is still there for them," said Annmarie. "Our son was often surprised when his father asked about a missing assignment."

Having parents and teachers working together is vital to a student's success. "Infinite Campus allows Robert and me to work closely with the teachers as a team, regardless if I'm in Carthage and he's in Iraq," said Annmarie.

Recently, Annmarie was checking attendance for Matthew and saw he was often tardy for one class. "I contacted the teacher and she mentioned that Matthew had a significant distance to travel between classes. My son and I developed a plan to bring what he needed to his first class and skip the locker visit between classes. Now he's on time; an easy fix."

The mobility of military families is well-known and can be difficult. "While stationed at Fort Carson in



Left: The Covillon family work together on homework. Above: The Harding family stay in touch from NY to Kuwait. (Devon and Mary; Major Harding bottom far right.)



Colorado, we had access to Infinite Campus," said Annmarie. "Matthew was having some challenges and I was concerned that by moving to a rural area like Carthage, we would lose access to important school information. I was relieved to find that Carthage was using Infinite Campus. It is awesome."

Access from Kuwait

Major Robert Harding has been in the U.S. Army for 20 years and is currently in Kuwait serving his fifth deployment. Even when stationed halfway around the world, he hasn't stopped being an involved parent.

"It is impossible to leave your family behind and expect things to stay the same. My wife, Mary, and I have always emphasized the importance of a good education," said Major Harding. "It is unfair to expect the spouse left behind to deal with all the issues on their own. The Campus Portal allows me the opportunity to keep current on all assignments, maintain contact with teachers and

"Infinite Campus allows Robert and me to work closely with the teachers as a team, regardless if I'm in Carthage and he's in Iraq."

Annmarie Covillon





"The bottom line is that the Campus Portal puts me into the mix of my daughter's education, even when I'm not physically there with her."

Major Robert Harding



Mary and Devon meet with math teacher, Ms. Slack-Joles.

Carthage Central School District, New York

see individual homework assignments. This is really helpful for me to stay connected with my daughter, Devon."

Major Harding often talks with Devon about her school activities. Phone calls are limited in Kuwait, so the portal access allows Devon and her dad to get right to the point, without having to share the whole story. "Devon knows I check the portal all the time. I think that keeps her on her toes."

Devon agrees. "Knowing my parents can see how I am doing keeps me motivated," she said. "It has helped me talk with my parents about where I need to improve. It helps my dad feel like he is closer because he can check the grades and tell me how he feels about what I'm doing (good or bad). I like that."

"I can surprise Devon with an email about how proud I am of her for getting an A on an assignment," said Major Harding. "Something I could never do before. The bottom line is that the Campus Portal puts me into the mix of my daughter's education, even when I'm not physically there with her."

When Devon had a few issues in biology, Major Harding contacted the teacher via the portal. It was much easier for him to communicate in his own words than to ask his wife to translate his thoughts and feelings. Teachers were quick to respond and Major Harding felt a part of his daughter's academic life.

Major Harding will be coming home soon, and is grateful for the Campus Portal. "I want to thank Infinite Campus for allowing parents to have access to this important information about our children during these tough times. It is helpful and very much appreciated."



Tina Cummings

Connecting from Close to Home

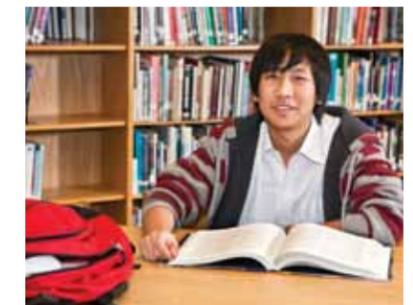
Tina Cummings works in Watertown, New York, about 20 miles from Carthage. Her son, Tyler, is a high school student. Tina accesses the Campus Portal frequently from work to check on attendance, grades and assignments. She also checks the portal for Tyler's schedule, so he doesn't miss the same class for his orthodontics appointments.

"Because of the portal, I am able to talk with Tyler about specific assignments and grades, which prompts open communication about how he's doing in school. Also, we have an agreement that if he maintains a B average, he can have his own cell phone. I can easily verify this. When students are aware that parents have daily access to their school work, it makes them strive to do better. Infinite Campus is a great product!"

Connecting from Cambodia

Oudom Soung is a 12th grade foreign exchange student from Cambodia. From the other side of the world, his mom keeps involved with Oudom's progress by checking the Campus Portal.

"If I get behind or am not doing well," says Oudom, "my mom knows and tells me to do better. Although I am very far from home, Mom and I talk about my school work and she can get information from my teachers. It's a good way for us to stay in touch."



Oudom Soung

The Power of Parents

Carthage understands the importance of keeping parents involved. The extreme geographic circumstance of their population reinforces the intrinsic value of the Campus Portal for parents, students and teachers.

Parental involvement is a critical component for building the new Community Learning Center. When parents are kept informed about their child's education; when they can engage in dialogue with their spouse and the teacher - their child has a tremendous advantage for academic success.

CARTHAGE PARENTS ACCESS THE PORTAL FROM:

>> KUWAIT

>> AFGHANISTAN

>> CAMBODIA

>> HOME & OFFICE

creating the clc

Adams County School District 50, Colorado



>> Adams 50 has made some dramatic changes to improve academic achievement. They have eliminated outdated educational concepts and established a Standards-Based Education model that brings learning into the 21st century. Their student-centric environment is aligned to the Infinite Campus G3 vision of the CLC.

experience

Adams 50 and Owatonna invest in the future

Why Change?

In 2005, Adams 50 was put on academic watch from the Colorado Department of Education. Dr. Roberta Selleck became superintendent in 2006 and realized the district needed a massive transformation.

She asked a team of administrators, teachers, and school board members to evaluate options, research other successful models, and begin the dialogue for establishing a shared vision. They visited a standards-based school in Alaska, attended a Re-inventing Schools Coalition (RISC) seminar and heard Dr. Robert Marzano speak on the issue. Everything they saw and heard made sense for Adams 50.

All students in kindergarten through eighth grade were included in the first implementation of the Standards-Based Education (SBE) model. The high school will begin a staggered role out in fall 2010.

A Radical Approach

Copper Stoll, chief academic officer, was looking for an answer. "We thought some of our problems could be solved with curriculum mapping, or maybe we needed pacing guides or to raise the level of reading...we were just looking for something. We didn't know for sure what it was."

Adopting the SBE model was bold. "This isn't adding something to the plate," she said. "This is changing the plate of education."

At Adams 50 students set their own goals and choose their own learning activities with the support of their teacher. They work in small



Left: A student chooses his next goal. Above: Dr. Roberta Selleck promotes a learner-centric classroom.



groups. They understand the expectations and realize they can learn at their own pace. Students have shifted from passive to active learners.

There are no traditional grade levels; rather, there are 10 performance levels. Level 1 may be comprised of first and second grade content, etc. At any point in time, when students demonstrate proficiency, they move to the next level and usually to a different classroom.

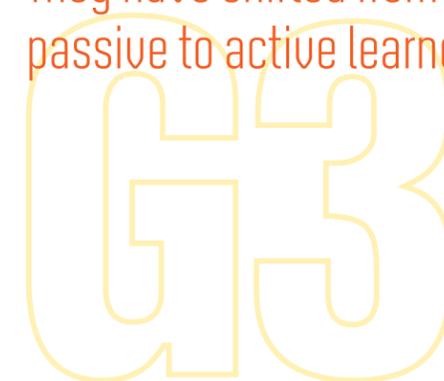
Students compare their self-paced learning to a video game. When they have achieved proficiency at one level, they move to the next level, until they achieve their goal and win the game. At Adams 50 standards are the constant and time is the variable.

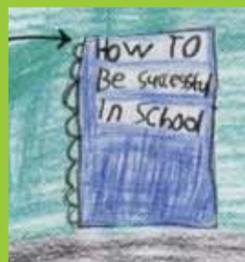
Proficiency Levels: Not Grades

There are no traditional grades. Rather, there are numeric indicators: 1 = emerging; 2 = partially proficient; 3 = proficient; 4 = advanced. Students advance with a proficiency score of 3 or better. No more advancement with less than adequate understanding (like getting a D).

On Sept. 21, 2009, Dwight D. Jones, Colorado Department of Education (CDE) Commissioner of Education

At Adams 50 students set their own goals and choose their own learning activities. They have shifted from passive to active learners.





What if students were given time and resources to learn at their own pace?

Illustrations by Ms. Hackenberg's and Ms. Logsdon's 4th grade classes at Flynn Elementary

Adams County School District 50, Colorado

released a statement *For Education Reform to Occur, We Must Actually Re-Form Education*.

"In Adams 50, students progress not by the amount of time they've spent in the seat, but by their demonstration of competency in coursework. The district has defined precisely what students should know and be able to do from one level to the next in all subjects. Expectations are consistent from classroom to classroom, school to school. Teachers know exactly what to teach and what students are to learn, using a scoring guide to make sure students have 'gotten it' before moving on.

"...District 50 should be commended for their efforts to reform education...", said Jones.

Teacher Response

Nikolaus Namba is a champion of Adams 50's new instructional model and tested this concept even before district approval.

"My inspiration to start this new method was because a common misconception is that kindergarten students are not capable of setting goals, developing their plans, and taking responsibility for their learning. This drives me crazy. I wanted to show everyone that these kids are capable of doing anything." And he was right.

Teachers had to discard their assumptions about class preparation, directed teaching to the entire group and the level of student involvement. It felt strange to give control to the students. But it was also exciting - because it led to more meaningful learning for the students.

"I see something beautiful in watching these children experience something so different from what is happening all over the country," says Namba. "I would never go back to the old way. If I was handed a curriculum and told 'you need to teach this,' I would leave education altogether."

Namba also found that parent conferences changed. "I was able to show parents the student's booklet. Parents saw how much the kids had to learn and said WOW, they're not just taking naps. Parents take these books home so they can know what their child is learning and help support them."

Enthusiastic Students

"The best advocates for this educational change have been the kids," said Selleck. "They are more engaged and more enthusiastic."

Hector, a high school student, compared his learning experience to the real world. "There won't always be teachers to tell us what to do and what to learn. We have to find it ourselves. That's what I'm learning here."

Students at Adams 50 know exactly what they need to learn, have assistance from peers and teachers, and the flexibility to move at their own pace. Hector reflects on his experience. "I am in charge of my learning. It's my responsibility to get my



"I would never go back to the old way. If I was handed a curriculum and told 'you need to teach this,' I would leave education altogether." Nikolaus Namba, instructional coach.

work done. I have more of a voice... more of a choice...and more options. It's really worked for me. Overall, I am learning more and having more fun as an active participant."

Zachery, a Literacy Level 2 student, explains his work. "My goal was to receive 'advanced' proficiency in retelling a story," he said. "My plan was to read the story carefully, ask for help from my group, and practice retelling the story. I accomplished my goal."

When asked how he felt about that, he said, "I feel really proud."

That's what it's all about.

Next Steps

As Adams 50 continues their commitment to SBE and is supported by Infinite Campus G3, they will become a model for other districts to transform their classrooms into a Community Learning Center. Then, real educational change will happen.

PROFICIENCY LEVELS

1 = EMERGING

2 = PARTIALLY PROFICIENT

3 = PROFICIENT

4 = ADVANCED

igniting the passion for learning

Owatonna High School (OHS), Minnesota



the dream team

Members of the Owatonna Options "Dream Team."
 Back: John Weidie, Beth Svenby, Val Rose, Tim Hunst.
 Front: OHS students Dino, Maggie, Kristina, Spencer

>> OHS wanted to offer a personalized education founded on a student's interests; designed by students, parents and teachers; including community mentors; with flexible, self-paced learning activities. Owatonna Options is a "school within a school." It is another example of the CLC that will create enthusiastic students.

Collaborative Stakeholders

A core team of teachers and administrators began by researching innovative educational models across the country. They asked a diverse group of students (The Dream Team) and business leaders to be an integral part of designing a new school structure.

Realizing schools are shifting from the factory model to a flexible, student-centric learning environment, OHS was prepared to develop a program with an eye toward the future. Advances in technology and the desire of the Owatonna community to be leaders in educational innovation supported the dream and made it a reality.

Student-centric Learning

Owatonna Options will be a highly personalized learning experience. The program will collaborate with community leaders to foster creativity and increase critical thinking. It will be technology rich and relevant.

Academic standards will be linked to real-world experiences. District standards and learning targets will be grouped together by students as they design their personalized graduation plans. Owatonna Options gives students ownership of their education and options for learning best suited to their interests, abilities and future plans.

Teachers as Guides

Students identify connections between graduation standards, topics of interest and community interaction. Then a learning plan is created. No longer the "sage on the stage",



The Dream Team presents their ideas.

the teacher becomes the "guide on the side." They support the student's plan by monitoring progress, providing one-on-one instruction and teaching interdisciplinary workshops that support student goals.

Parents as Counselor

Parents (and guardians) will be expected to have a more active role. The personalized graduation plans will be designed and assessed by students, parents and guides. Parents will have a voice in planning their child's educational experience and work closely with teachers and staff to ensure everyone is on the same page. Parents can also be the first line for finding new resources that can accelerate student achievement.

Real-World Learning

The vibrant Owatonna community creates a variety of learning opportunities. Community "experts" will mentor students who hold a passion for their area of expertise. They meet with students to support individual research and development. Students engage in a minimum of two mentorship experiences.

Students will have ownership of their education and options for learning.

It's rethinking how learning happens. In today's world, learning happens anywhere, using many different tools. Whether it's community experts, video games, or field trips, offering a choice of experiences brings relevance to learning.

A Model Approach

The structure of Owatonna Options lends itself to model the Community Learning Center. Students take ownership of their learning. Parents advise their children on important decisions. Teachers support the paths of individualized learning. And when it opens, Owatonna Options will be filled with enthusiastic students, eager to pursue their passions.

Don't Drop the Ball

By Barry Brahier, Ph.D., Learning Experiences Designer

>> **Infinite Campus G3** will be the single most impactful technology K12 education has ever implemented. For the first time in history truly individualized education will be possible because G3 will handle the massive amounts of data and instant instructional decisions needed to offer what is best for each student in the very moment of instruction.



Implementing G3 will be simple for many districts if they are ready. What can be done now to prepare for the future of education?

- >> Move to an instructional view of Infinite Campus
- >> Implement standards
- >> Understand the culture shift required

The G3-ready School

Students engage in learning at the school level. That's where real change will happen. G3-ready schools will develop into Community Learning Centers, the first 21st century schools.

Move to an Instruction-oriented use of Infinite Campus

In many schools, Infinite Campus is a compliance system residing in the IT department. The teaching and learning department does not fully use nor understand its power.

In a G3-ready school, Infinite Cam-

pus data is the lifeblood of instruction. Teachers use Campus Assignment Manager to record rich data. They empower students and parents to actively monitor student progress in the Campus Portal. G3-ready teachers analyze student performance using the assignment analysis graph and instantly access interim and common assessments scores with the aligned assessment report. All of this functionality is available in the system today.

But before teachers can fully use the power of Infinite Campus today, the district must prepare the data and the teachers. Viewing Infinite Campus as an instructional tool rather than merely a compliance tool is critical.

Superintendents should know what Infinite Campus is capable of and ensure their IT department works hand-in-hand with the teaching and learning department. These two groups must function seamlessly so teachers have the data they need and the skills to access it.

Being Standards Based

One of the many ways G3 makes individualized education possible is sharing successful learning activities for specific student types among teachers nationwide. This is only possible because G3 is standards based. Schools that are not standards based will be unable to use G3. So what does "standards based" look like in a G3-ready school?

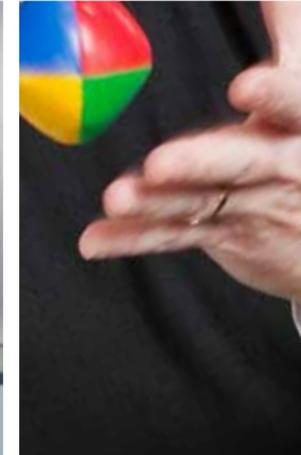
First, the school has adopted standards. State mandated or locally designed does not matter. And, there is no going back. There is no time when standards aren't in use 100 percent by every teacher. No exceptions.

Second, students and parents know what the standards are, how student performance will be measured against the standards, and are provided with progress reports that clearly detail progress on each standard. Infinite Campus manages standards-based formative assessment scores and reports student progress in real time using Infinite Campus standards-based reporting tools. This functionality is available now.

Third, the school's curriculum is mapped to standards. Teachers use standards as the organizer for everything that is taught and assessed. There is no disconnect between the adopted standards, the taught curriculum, and the assessed curriculum. Infinite Campus is used to align standards to teachers' grade books and teachers use the grade book to collect and maintain the body of evidence required to judge whether or not a student is proficient on a standard.

Finally, the school has begun to move toward proficiency-based mea-

Prepare for G3 now. Student improvement depends on it.



asures of student progress. No longer a "fixed time, flexible learning" system where students move up a grade yearly regardless of proficiency. It is now a "fixed learning, flexible time" system, where students are given the time needed to master a standard before moving on to the next one. Infinite Campus is used to establish and display the cut scores that reflect that the student is proficient and thereby ready for the next step or is not proficient and in need of more time to learn. Infinite Campus displays cut scores today.

G3: The Culture Shift

Individualized learning is a complex undertaking. The effort required to understand each student's learning style is overwhelming. Now add to that the effort to design, deliver and assess instruction matched to each student. It's not sustainable. However, it will be possible - even easy - with G3 technology.

G3 is not a classroom technology. Classroom technologies are primarily used to replace earlier technologies.

Digital whiteboards replace chalkboards. Student response systems replace raising hands.

G3 is a systemic technology. Systemic technologies produce new paradigms.

We believe once G3 is adopted no community will consider going back to the old paradigm because there is great value in individualizing each student's learning.

Take Action Today

Ultimately G3 will provide teachers with well-matched, effective lesson plans from the learning activity marketplace, allowing teachers to devote more time to monitoring student progress and assessing proficiency. In the meantime, and that time is shorter than any of us think, districts and schools can prepare.

Being "G3-ready" does not mean waiting for G3. Increase teacher use of the assignment manager, grade book and reports. Enter formative assessment results and upload standardized test data. Give parents and students access to detailed assign-

ment data. Embed standards at all levels of instruction and reporting. Enable these actions by integrating Infinite Campus into all instructional processes at the district level. The technology to do all of these exists in Infinite Campus now.

Systemic change has begun. Prepare for the G3 future by fully using Infinite Campus today.

G3 Standards Based

- > The school has adopted standards.
- > Students and parents know what the standards are, how student performance will be measured and are provided with progress reports.
- > The school's curriculum is mapped to standards.
- > The school has begun to move toward proficiency-based measures of student progress.

Transforming

K12 Education®

Wanting to Make a Difference

Nine years after leaving high school, Charlie Kratsch had become a successful entrepreneur in the emerging technology market. At a personal and professional crossroads, he reflected on his career direction and realized he wanted to do more than make money... he wanted to make a difference.

In 1993 Charlie was hired as the IT director at his old school district (Centennial). He saw firsthand the challenges faced by schools struggling to manage massive amounts of data. He realized he could use his talents and expertise to improve, even transform, education. Infinite Campus was founded on that vision.



EARLY INFINITE CAMPUS STAFF
 Back row: Dave Frankson, Charlie Kratsch, Brian Page
 Front row: Anne Flynn, Karl Beach, Josh Metcalfe

"Infinite Campus always seems to be one step ahead of us and we pride ourselves on being edgy, out there and progressive. It's really refreshing to work with a company that is staying ahead of where even you envision the product might be."

Bailey Mitchell, chief technology and information officer
 Forsyth County Schools, GA

Vision

Public K12 education exists to serve its customer, society. As society changes, so must K12 education. When America shifted from an agrarian to an industrial economy over a century ago its educational system was transformed into the model we have today. Grade levels, terms and periods, grading curves, and credits are all artifacts of the factory school designed to create the factory workers and managers needed to power the industrial society.

Our schools have not kept pace with the new information economy. While other sectors of our economy have embraced systemic change to survive, public education has implemented only piecemeal changes that have done little to address the true nature of the information age.

We believe that information technology is the catalyst that will transform education as it has other sectors of society. We have shown that by adapting and applying technology and practices used by the private sector to K12, educators can be more productive in their daily tasks and accomplish things previously thought to be impossible.

Three Generations of Infinite Campus

G1 The first generation of Infinite Campus gave educators the capability to track amazing amounts of information about students, teachers and the learning activities they participate in.

G2 The second generation is a statewide data collection system that provides a dependable way to aggregate data from Campus Customers or legacy systems.

G3 Infinite Campus is now working on the third generation called G3. These developments will provide the tools to make individualized instruction a reality.

Goals

- Streamline Educational Processes
- Promote Stakeholder Collaboration
- Individualize Education

Today, Infinite Campus is the largest American-owned student information system on the market.

- 4,500,000 Students
- 2,000 Districts in 43 States
- 5 State Contracts
- 280 Employees
- 110 Partner Staff

Continuous Growth

- = Students
- = Employees



>> From the beginning, Infinite Campus was spurred by a commitment to get it right. Charlie and his staff spent the first decade researching, developing and testing a system not yet seen in the marketplace.

>> Since 2004, Infinite Campus has experienced a surge of customers and exponential growth.

The Catalyst for Change



Infinite Campus National Headquarters

Reinvesting in the Company

As a privately held company, Infinite Campus is focused on the continued development of our product and the support of our customers. We have the advantage of not being controlled by a multinational corporation nor driven by profits for investors. Rather, corporate earnings are reinvested into the company. Strategic development is forward-thinking as technology and education changes. This structure allows us to quickly adapt and integrate state-of-the-art technology into our system, setting us apart from the competition.

"You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete."

Richard Buckminster Fuller, visionary, designer, architect, poet, author, and inventor



Open work spaces support team collaboration.



Quarterly all employee meeting

The Mothership has Landed

In August 2009, Infinite Campus moved into its National Headquarters in Blaine, Minn. Not your typical office building, "The Mothership" was inspired by classics like "Star Trek" and "2001: A Space Odyssey" and gives a place for employees to be creative and energized. The 110-square foot building is divided into three distinct wings.

The West Wing has an eastern motif and the East Wing has a western feel. They are joined by the center Saucer Section, with a dramatic hexagonal rotunda leading to the Campus Restaurant where staff enjoy free lunch.

Prepared for the Future

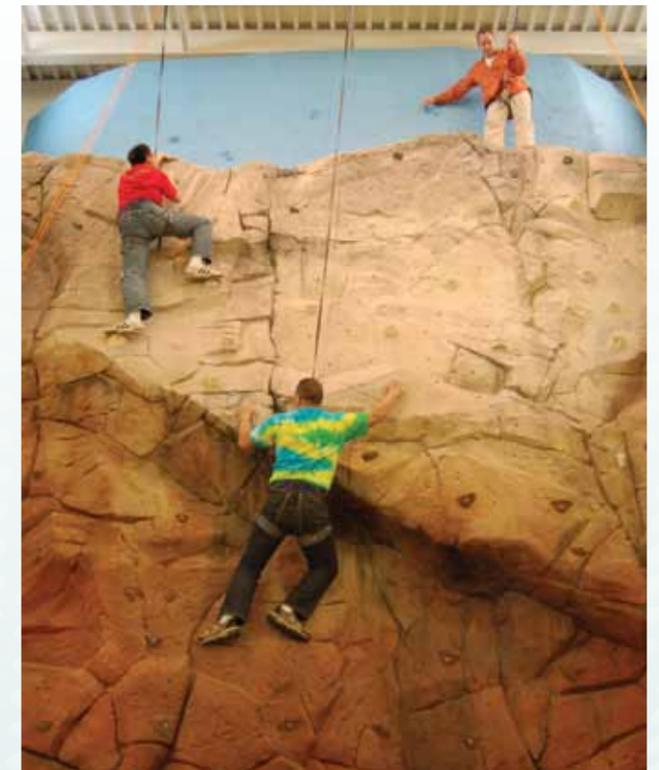
Infinite Campus is a company that stimulates creativity and recruits the best talent to provide an innovative and evolving SIS. It finds solutions, breaking from the traditional to develop a new path for teaching and learning. Customers are assured their investment will take advantage of new technologies as they becomes available and will have the product and services they need for continued success. With a long-term commitment to its vision, Infinite Campus can and will help educators transform K12 education.



**Building the
Community
Learning Center**



The West Wing has an eastern motif with bamboo and flowering cherry trees and a trickling stream that flows into a 53-foot koi pond.



The East Wing is reminiscent of the west, with pine and poplar trees and a 36-foot climbing wall modeled after the Grand Canyon.

Ready? We are.



Albert Einstein

"A great thought begins by seeing something differently, with a shift of the mind's eye."

>> The real voyage of discovery lies not in seeking new landscapes but in seeing with new eyes. >> Marcel Proust

Did You Know?

>> In many countries, today's students are referred to as "digital natives", and today's educators as "digital immigrants."

>> The single biggest problem facing education today is that our Digital Immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language.

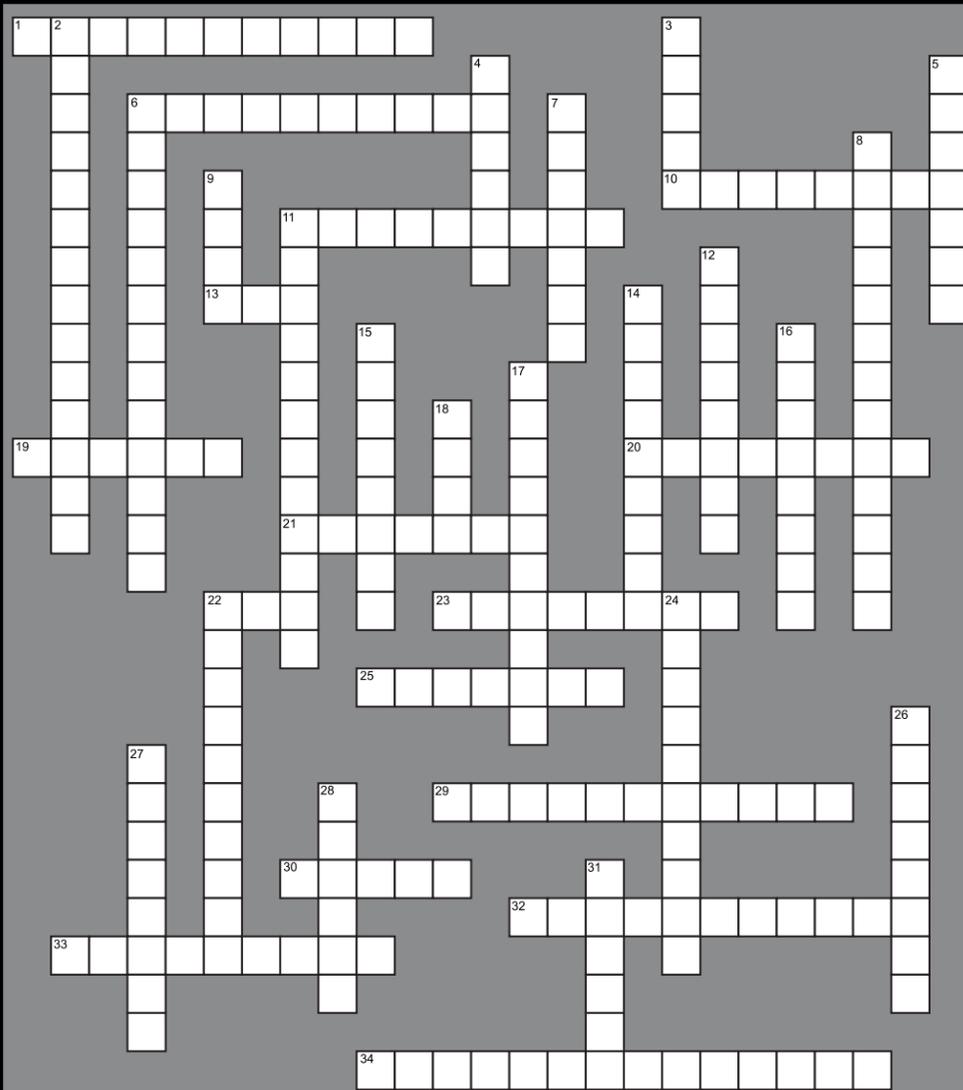
Paradigm Shift

is a change from one way of thinking to another.

It's a revolution, a transformation, a sort of metamorphosis.



campuscrossword



>> DOWN

2. Effective stakeholders
3. Ready? _____
4. Where is the Infinite Campus National Headquarters?
5. Engaged stakeholders
6. Increase stakeholder _____; Infinite Campus second goal
7. The old-model schools
8. _____ Education: Infinite Campus third goal
9. Terrell Bell: A Nation at _____
11. The 36' structure made by Colorado dudes
12. The _____ tier architecture allows Infinite Campus to quickly adapt to technology changes
14. _____ K12 Education is our mission
15. Enthusiastic stakeholders
16. The movie that influenced the design of the national headquarters
17. What the Infinite Campus building is known as
18. How data within Infinite Campus is "connected" from the database to the business logic
22. _____ Administrative Processes. First goal of Infinite Campus
24. First to adopt something new
26. Empowered stakeholders
27. What Charlie and his sons play together (Fall 2009)
28. Organized the first public school
31. The future of Infinite Campus

>> ACROSS

Need some help? Look in past and current issues of *The Infinite Campus*.

Think you got 'em all correct? Check out the answers on page 41.

1. G3: Learning Activities
6. The first Infinite Campus customer
10. National Records
11. The _____ Learning Center
13. The type of fish pond at Infinite Campus
19. Popular tool used by parents
20. Fall 2009: "Day in the Life" Campus Support Rep was dressed like him
21. New Mexico school featured in Spring 2009 magazine
22. Structured query language
23. Education requires this kind of change
25. Campus Hosting helped Jefferson Parish recover data after what?
29. The power of Infinite Campus
30. South Dakota, Kentucky, Maine, Montana and BIE are on this edition of Infinite Campus
32. Popular customer events around the country
33. Where teachers enter student scores
34. The Benevolent Dictator

INTERCHANGE

Interchange has been very successful in building a strong community of learners across the country, while improving product knowledge and providing personalized support.

Interchange 2010-11

OVER THE PAST YEAR, the structure and content of Interchange have been modified to better meet your needs. Changes include:

- Participants can attend any Interchange, regardless of location
 - Sessions range from beginner to master levels
 - One or two day pricing options to fit your budget
 - The Resource Center provides a place to meet with representatives from Infinite Campus and our partners
 - Meet with Support Representatives to answer specific support questions
- And more...

BLOG. BLOG. BLOG.

WE WANT YOUR HELP

Visit our Interchange blog and give us your comments on what would make Interchange the best professional development event you will attend next year.

Go

infinitecampus.com/interchangeblog

Find the post titled "Interchange 2010-11" and leave us a comment. Suggested posts might include:

- Your state (we need this)
- Time of year Interchange is held
- Where Interchange is held
- What do you want to take back with you
- Anything else you'd like us to know

2010 FALL INTERCHANGE

Registration will open soon.

South Dakota, Sept. 15-16

Minnesota, Sept. 29-30

NASIS, Oct. 19-20 and Oct. 21-22

Kentucky, Nov. 17-18

Watch for emails on spring Interchange dates.

infinitecampus.com/interchange

PREMIUM PRODUCTS

Maximize Your Infinite Campus Investment

The Power of Infinite Campus Integration

Take advantage of Campus Premium Products and Custom Services – some are even FREE! The power of Infinite Campus integration is extended through these additional product offerings and services to eliminate double data entry, facilitate communication, and realize efficiencies.

Campus Premium Products



Messenger with Voice

In times of emergency, there is no time to lose!

Integrated with your Infinite Campus system data, Campus Messenger with Voice can immediately distribute large volume calls, including emergency notification. No additional phone hardware is required.



Food Service

It's not your parent's lunch line.

Establish individual food service accounts, track purchases, design flexible menu layouts, and provide real-time communication to parents.



Process Consulting

Can't see the forest for the trees?

Uncover the unexpected possibilities of Infinite Campus. Transition from "What are we doing now?" to "Where do we want to go?" and get the most out of your Infinite Campus investment.



Custom Development

One size never fits all.

Extend the Infinite Campus functionality to meet the unique needs of your district. Build custom report cards and transcripts, custom reports using MS SQL Reporting Services and link data to third-party systems.



Data Health Check

Is your data in tip-top shape?

The Campus Data Health Check discovers where data-entry procedures could improve and identifies additional training needs for employees. It gives a holistic view of data for comparative analysis and continued data improvement.



Student Feeder System

Creating smooth transitions

Save time and eliminate errors. Feeder schools can now export their data in a standard format, which you can import in a few simple steps. Customize import options to map any source format and save it for future use.



Data Warehouse Export

Data's quick-thinking clone.

Districts can use their Infinite Campus data to better understand results, see relationships and find patterns to make the best decisions. Build complicated ad hoc reports and use current district visualization tools to quickly comprehend the results.



National Records Exchange

Playing nice together in the sandbox.

By joining the Campus National Records Exchange, student records can be transferred electronically from one Infinite Campus customer to another – regardless of location.

>> *No charge for this feature.*

To learn more about the Campus Premium Products, contact your Infinite Campus Representative.

INFINITE CAMPUS UNIVERSITY GOES COLLEGIATE



From left to right: Kathy Cuppy, Pat Anderson, Adam Sitnick, Rhonda Rode

Infinite Campus University (ICU) has split into three colleges to help you identify how to get the best training for your needs. Introducing:

General College Continuing Education Graduate School

>> General College

Basic entry-level knowledge

This is an introduction to Infinite Campus for new staff or for staff with new responsibilities. Courses focus on the basics of using the product and are delivered in two models—self-paced and live webinars.

>> College of Continuing Education

Ongoing seasonal training

Many processes are only done once or twice a year. Staff wanting a review of such activities as scheduling, grade submission,

and end-of-year transactions can participate in these courses.

Courses are delivered through both self-paced and live webinars.

>> Graduate School

Advanced levels of training

Users wanting to learn more than the basics can attend Graduate School, with a variety of offerings. Single topic courses delivered through webinars and self-paced sessions examine setup and use of more complicated tools and processes, such as creating Adobe FDF documents and customizing Infinite Campus.

- Behind the scenes webinars show how different functionality and tools in the system are connected, such as GPA calculation, course catalogs and template banks.

- For users ready to really dig into the product, ICU offers certification courses including Product Knowledge I, Advanced Topics in Product Knowledge, Technical Certification and Scheduling Certification.

Extra-curricular Activities

Self-paced Courses

ICU is now offering self-paced courses delivered through the ICU Online Classroom. Courses include an online discussion forum so you can get your questions answered by a certified Campus Trainer and share your experiences with other districts.

Need staff development hours or credits? Quizzes can be delivered in the online classroom and certificates of completion can be printed for continuing education or cubicle decoration purposes.

Teacher Power Videos

Designed for the busy teacher, these short videos present quick tips to manage classroom activities and more. Access the videos on the Campus Customer Portal at www.infinitecampus.com/teacherpower, teachertube.com, or youtube.com

More in-depth training opportunities are available at ICU (icu@infinitecampus.com) or ask your Infinite Campus Representative.

The word university is derived from the Latin *universitas magistrorum et scholarium*: "community of teachers and scholars."

ICU INVITES YOU TO DIVE IN... BECOME CAMPUS CERTIFIED

By Alan Ball, Staff Development Manager

ICU is making it easier for you to really learn Infinite Campus and become certified. It is well known that customers with a high level of proficiency in the product maximize their efficiency, saving valuable resources. ICU will travel to your district to help you dive into the product, regardless of your current level of expertise.

DIVE IN... TO THE PRODUCT.

Learning to swim?

Try Product Knowledge

Product Knowledge is a week-long immersive experience in using Infinite Campus designed for those responsible for training, support, and administration of the system. All aspects of the product are introduced and focus is on the set-up that makes the system work. Our certification specialists are there to help you if you feel like you're in over your head.

Ready to refine your technique? Take Advanced Topics in Product Knowledge

Customers ready to take on the next challenge after Product Knowledge should consider Advanced Topics for a more in-depth training on product functionality.

DIVE IN... TO THE DATABASE.

Ready to see the system from a different perspective?

Join us for Technical Certification

Technical Certification introduces the database behind the scenes; how the Infinite Campus system stores data and how to query the SQL database to find information. This course also introduces Microsoft's SQL Reporting Services to show how to create custom reports and deploy them in the product.

Please note: This course requires previous experience with SQL. Contact ICU for more information.

DIVE IN... TO THE PROCESS.

Want to help others swim safely?

Sign up for Scheduling Certification

Scheduling Certification focuses on the processes involved in building a master schedule for a school and the options schools have to accomplish their goals. Attendees are tasked with setting up the schedule for a hypothetical middle school. As a group, we explore the various options and choices made along the way to complete the process of scheduling students.

For more details visit <http://www.infinitecampus.com/certification>.

Dive In!

The Benefits of Certification

Being certified helps district staff know the product and use it properly, maximizing the return on your Infinite Campus investment and minimizing the amount of time spent calling support.

Two districts that completed Product Knowledge saw the number of support cases submitted decrease, while two districts that did not take Product Knowledge quadrupled the number of calls to support.

CAMPUS FINANCE/HR

Online Payments Update

The Campus Finance/HR team is very excited about Campus Online Payments. Infinite Campus has formed a strategic alliance with Vanco Services, LLC (Vanco) to provide electronic payment processing for Campus Online Payments. Vanco is a PCI (Payment Card Industry) Level 1 Compliant Service Provider offering secure and reliable processing for electronic transactions.

Online Payments

EFFICIENT . SECURE . INTEGRATED . REAL TIME . ONLINE . COLLECT . PAYMENTS . ANYTIME . SECURE . EFFICIENT . INTEGRATED . REAL

Integrated Solution

- Is an efficient, secure, integrated, real-time online payment center
- Collects activity, lab, transportation and other kinds of payments managed in Campus Fees
- Simplifies the collection of payments for Campus Food Service
- Makes payments through the secure Campus Portal for one child or the entire household
- Allows third-party systems to also take advantage of online payments



REVIEW . DETAILS . PAYMENT PROFILES . PROCESS . INFORMATION . ANYTIME . ELECTRONIC . PAYMENT PROCESSING . REVIEW . SET UP

And More

- Process payment cards from Visa, MasterCard, American Express, and Discover or as direct debits from a checking or savings account
- Review detailed transactions and drill down to payment details
- Use a flexible deposit bank account structure and receive up to two deposits per day
- Have confidence with secure transactions through PCI Level 1 Compliant Payment Vendor

Contact your Infinite Campus Representative for more information.

<<< >>>

Campus Online Payments will be available upon completion of the beta phase.

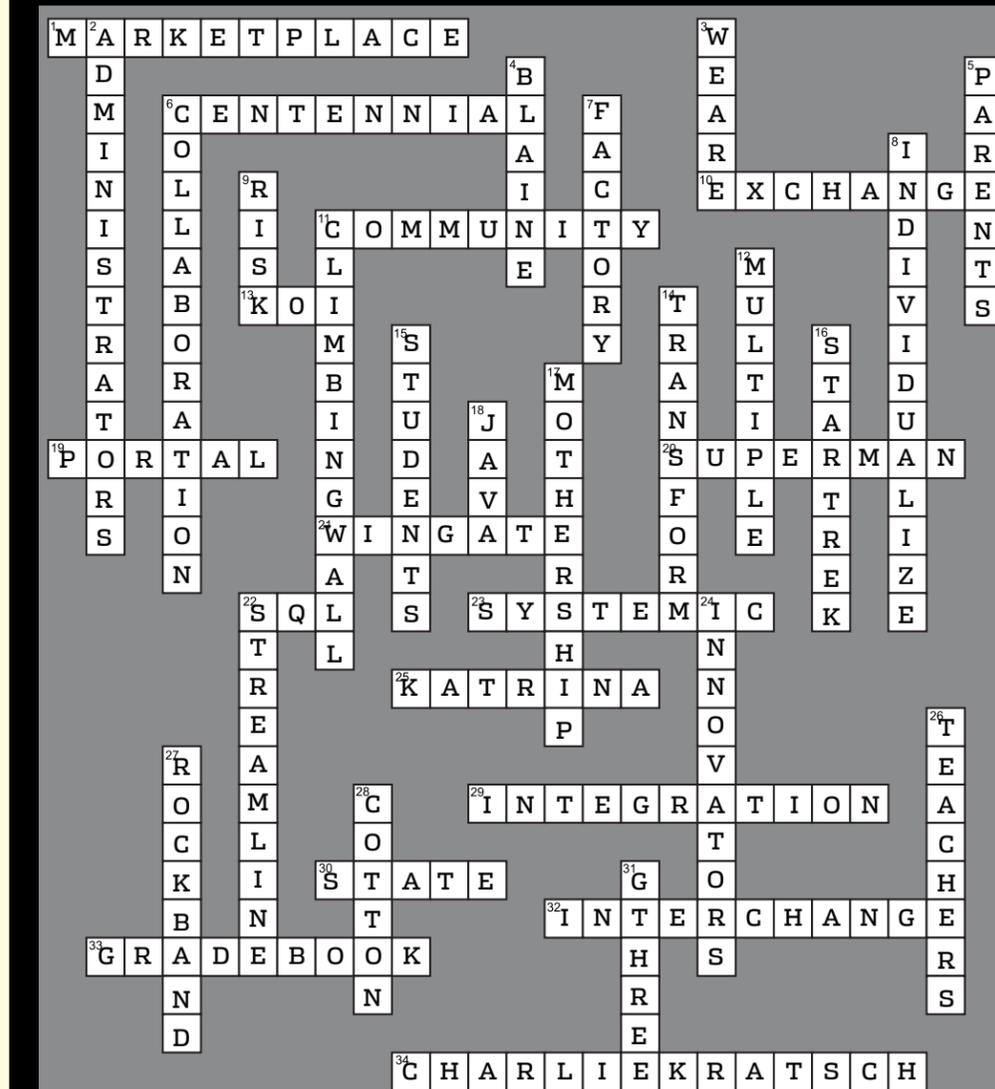
Watch for updates in Campus Connections, the quarterly online customer newsletter.

Nothing is ever achieved without enthusiasm.

Ralph Waldo Emerson



answers >> campuscrossword



CROSSWORD PUZZLE HISTORY

Crosswords evolved from ancient word squares (found in Pompeii), which are made of words of equal length that are read horizontally and vertically:

B A G
A R E
G E T

In 1913 a "word-cross" was published by Arthur Wynne in England.

The first book of puzzles was published in 1924 by Simon and Schuster. Initially some viewed it with alarm as a "sinful waste of time" and expected (even hoped) it would be a short-lived fad.

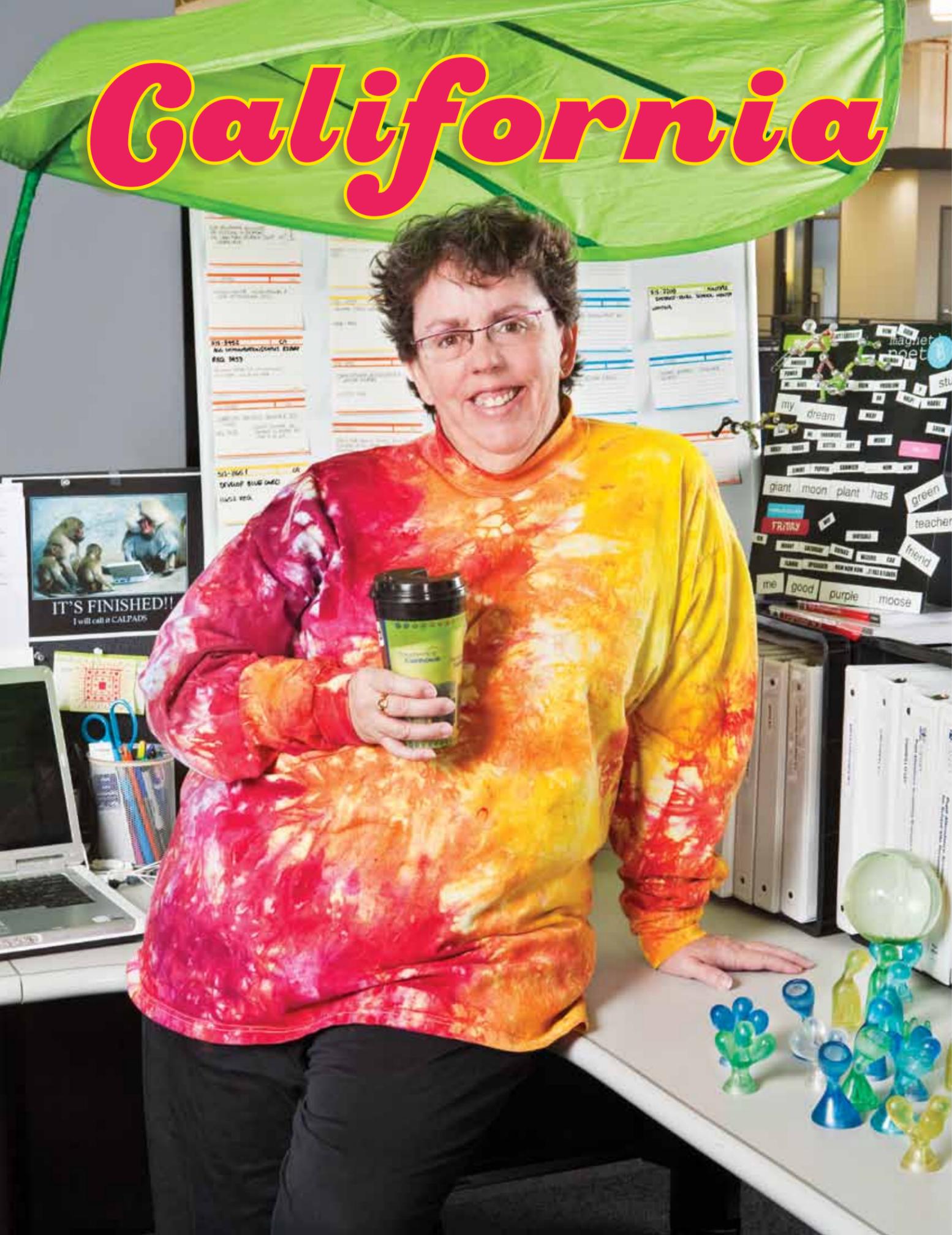
The New York Times didn't publish its first puzzle until 1942.

In 1997 a US company called Variety Games Inc. was issued the first US patent (5,677,438) on using a computer to create crossword puzzles.

"Children are a wonderful gift...They have an extraordinary capacity to see into the heart of things and to expose sham and humbug for what they are."

Desmond Tutu

California



Dreamin'

... about state reporting, that is



A DAY IN THE LIFE OF A BUSINESS ANALYST

What's not to love about being a Campus Business Analyst (BA)? Ask Sue Rutford, business analyst II. Decked out in her trademark tie-dye shirt and neon Crocs, she's ready to dig into a day of California state reporting.

Tackle extensive research. Write requirements. Test new code. All in a day's work.

Knowing as much as humanly possible about the department of education reporting requirements is...not only priceless...but critical. The challenge for the BA staff is that reporting requirements are unique for every state and constantly change throughout the year. To add to the urgency, district funding is dependent on accurate and timely submission of this data.

It's just another day at the beach for this capable group of Campus BAs!

On a daily basis they must be creative thinkers, proactive when faced with challenges and able to assess information quickly.

"There is never a dull moment," Sue chuckled. "In addition to all the general accountability requirements that differ by state, there can be several departments within the state asking for different data. And if that's not enough, each district within a state has different needs and abilities that we need to understand in order to provide accurate reports. It helps to have a good sense of humor to keep it in perspective."

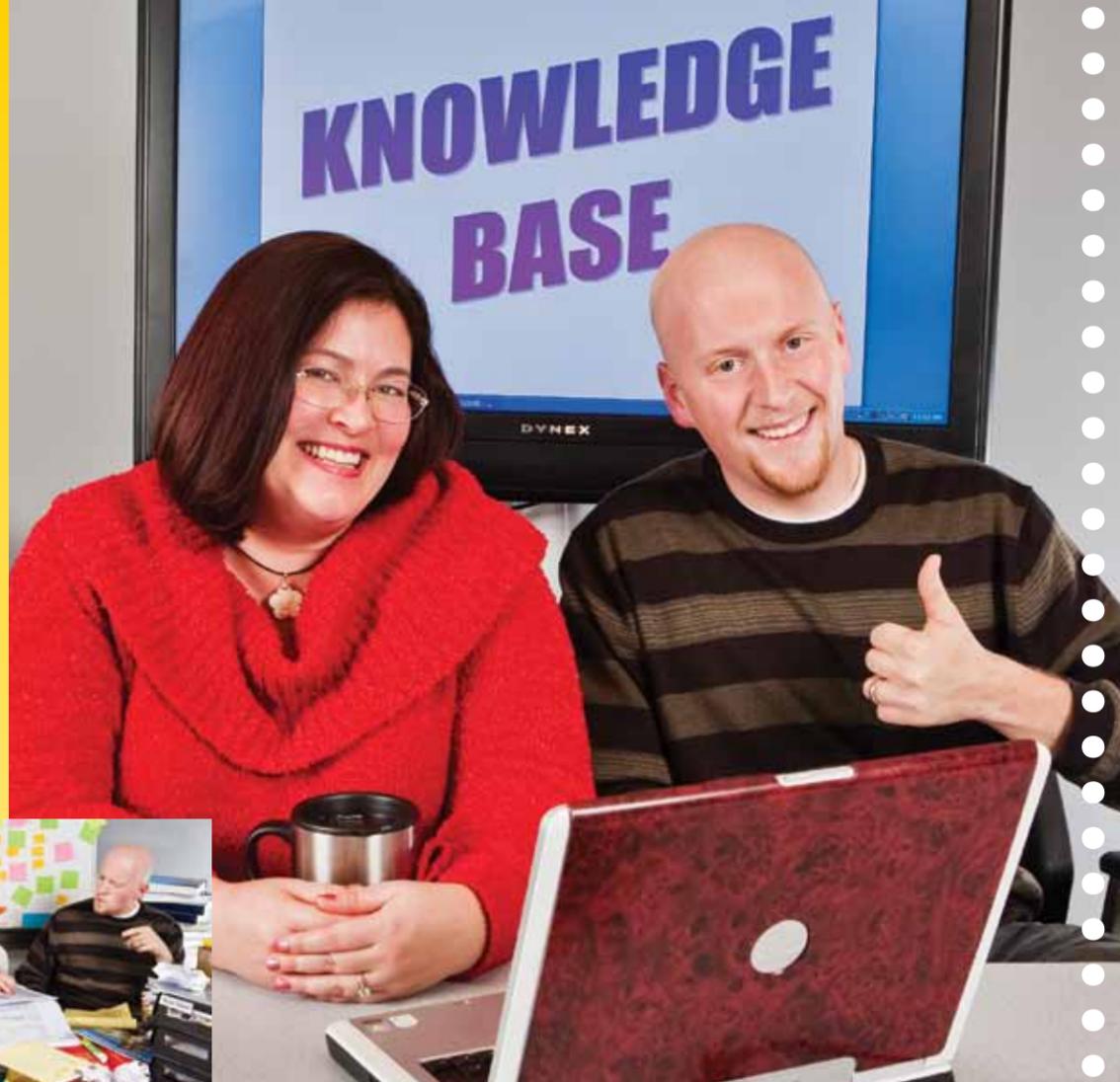
Collaboration across several departments is an essential day-to-day task. Working with Campus Support, Client Execs, Developers, Technical Writers, Project Managers and Quality Assurance Personnel gives BAs a

strong cross-functional partnership to ensure the necessary state requirements are accurately integrated into the product, functionally documented and adequately tested. "We have to work as a team. It's very useful to have so many knowledgeable co-workers – the solution to a California problem might have been developed for another state's reporting already."

"My favorite thing about being a BA is knowing I am helping our customers."

Sue has been managing state reporting requirements for California for more than three years. California has dramatically changed its reporting and tracking tool, formerly known as CSIS, it is now known as CALPADS (California Longitudinal Pupil Achievement Data Systems). This change required a tremendous amount of work to learn, interpret, and communicate changes as it was developed and modified by the California Department of Education. But it's all worth it.

"My favorite thing about being a BA is knowing I am helping our customers," said Sue. "Our team has a strong commitment to quality customer service and we pride ourselves on being collaborative, focused and committed to doing our best."



A QUICK CLICK FOR ANSWERS

The Knowledge Base team create order out of chaos to help you find the information you need. Check it out.

Above: Nola Peterson and Tom Neel

You're sitting at your desk, home office or maybe even your favorite coffee shop. You have a question about Infinite Campus. Where do you go? Who do you call? The answer has just gotten a whole lot easier.

Click into the Campus Customer Portal and voilà, in the left-hand column will be a listing for KNOWLEDGE BASE – a one-stop-shop for quick answers to frequently asked questions. Now relax.

Tom Neel and Nola Peterson, Campus Knowledge Management Analysts, have been working diligently to provide customers with a robust, always available source of information so you can easily learn more about the product, troubleshoot some of your own issues before turning it over to support, as well as learn tips and tricks for improving your skills.

The goal of the knowledge base is to reduce those support tickets that really only need clarification on product use. That way, support reps

can devote their attention to cases that cannot be resolved. This will reduce response times and increase customer service and satisfaction.

Topics currently covered in the knowledge base range from ad hoc reporting to health; scheduling to state reporting. And more are added every day. Customers can submit questions at any time. Tom and Nola will research the answer and post it, so everyone benefits.

In addition to their many other initiatives to increase customer knowledge and support, Nola and Tom help post visual instruction tools (under Campus Resources\Videos). These include short videos on product information, new releases, support specific topics and the popular Teacher Power.

So the next time you feel stumped on something about Infinite Campus, check out the many resources in the Campus Customer Portal. It's quick, easy, and there to help you.

WHAT'S NEW? & WHAT'S COOL?

If you were playing "Who Wants to be a Millionaire," your client executive (CE) would be a great lifeline. They have broad access to company and product information, and the ability to connect your district with the right resources at Infinite Campus. They're just a phone call (or email) away. And the best part, there is no charge for this personalized service.

Why You Need a CE

It's about service. It's about returning emails and phone calls. It's having someone set up user groups, communicate updates, and be an advocate for you, when necessary.

After implementation, CEs begin their work to transition districts (and state DOEs) into long-term customers - partnering in our goal of transforming K12 education. Whether the CE is based in the Infinite Campus corporate office, on-site in their region, or as a channel partner, they are a valuable resource for you.

Did You Know that CEs...

- Manage relationships with key people in a district or state
- Organize user group meetings
- Answer general questions. CE's help funnel information to different departments, and if needed, gather different departments together to meet the needs of a customer
- Are the main point-of-contact for additional information regarding Campus Premium Products, support escalation and training needs.
- Work with Campus Training Specialists to
 - >> Identify training opportunities
 - >> Offer suggestions
 - >> Keep districts up to date on training promotions



Infinite Campus hires client executives to build strong working relationships with you. It is a valued role at Infinite Campus as we grow.



Left to right: Philip Carollo, Ray Scott, Lisa Rhoton, Julie Holmes, Marsha Lewallen, Brandie Wilson, Teresa Schumacher, Joe Rutledge, Stephanie Mrachek, Mark Richardson, Sal LaFond, Melissa Shields, Stephanie Sondrol, Sarah Frederickson
Not pictured: Eileen Hughes, Jason Kramer, Lelana Orlando

Local Support for Customers

Our Channel Partners and Educational Service Agency Partners (ESA) extend personal support to our customers. They have expertise at the local and regional level, providing services and additional products to enhance your Infinite Campus investment.

campus partners

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, CO (800) 437-7457
Customers: Colorado, Iowa, Illinois, Kansas, Missouri, Nebraska, Wyoming

K-12 Solutions Group
Commerce, Georgia
(800) 915-1671
Customers: Georgia, Northern Florida

Custom Computer Specialists, Inc.
Hauppauge, NY (800) 598-8989
Customers: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont

XID Technology Solutions
Eules, Texas
(866) 943-7638
Customers: Northern Texas

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).

Colorado
Centennial BOCES, Pike's Peak BOCES

Michigan
Clinton County RESA, West Shore Schools Business Group

Minnesota
Arrowhead Regional Computing Consortium (ARCC)

New York
Eastern Suffolk BOCES, Monroe 1 RIC, Nassau BOCES, Lower Hudson RIC, EduTech

Texas
Region 10 Education Service Center

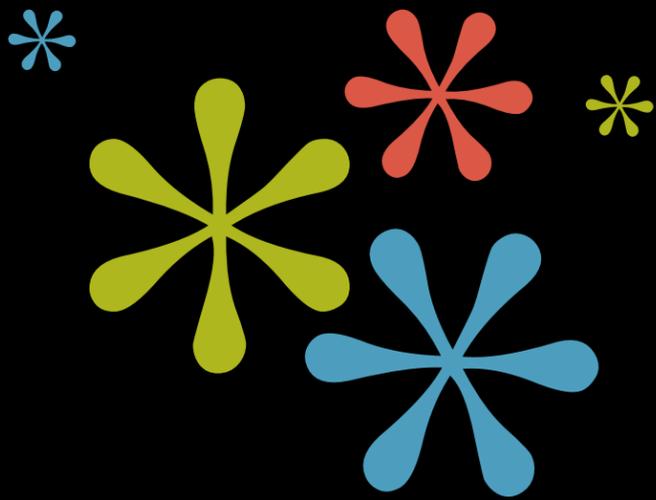
Wisconsin
CESA 5, CESA 7



It is bold. It breaks the mold.
It is flexible, creative, challenging and complex.

It addresses a rapidly changing world filled with fantastic new problems as well as exciting new possibilities.

Sir Ken Robinson, Ph.D., professor of education, creativity expert



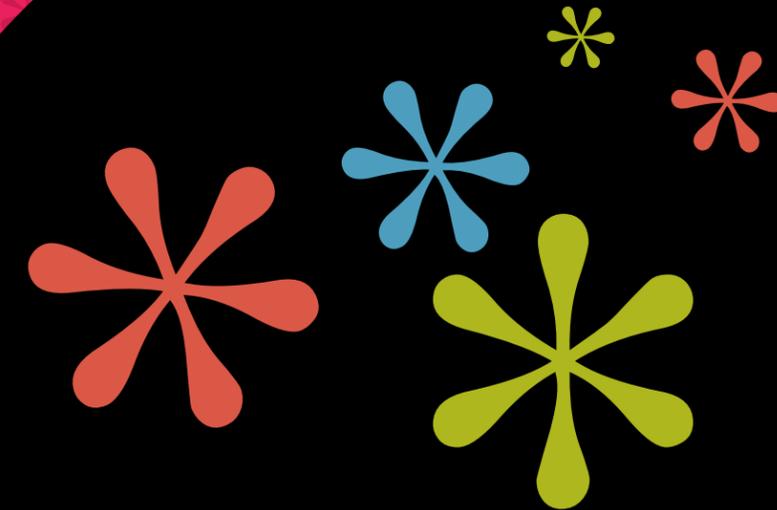
“I am in charge of my learning.”

It’s my responsibility to get my work done.

I have more of a voice...more of a choice...

and more options. It’s really worked for me.”

Hector, high school student,
Adams County School District 50, Colorado



“I see some- thing beautiful

in watching these children experience something

so different from what is happening all over the

country. I would never go back to the old way.”

Nikolaus Namba, instructional coach,
Adams County School District 50, Colorado



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CHANGE SERVICE REQUESTED

The Community Learning Center

SYSTEMIC CHANGE IS UNDERWAY

